

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

Book Code: EMC-2020-DA1

Reviewer Level:

Basal

Category: Foreign Language

Publisher's Bid Level:

Basal

Reviewer Delivery Method:

Traditional

Publisher:

EMC Publishing, LLC

Title:

Deutsch Aktuell 1

Author: Wolfgang Kraft

Edition: 6th

Copyright: 2010

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**German Chinese**

Consensus Review

II. National Standards or Industry Standards**Documentation**

STRENGTHS: The national standards are incorporated in the Tennessee standards.

MATTERS OF FACT: None

CONCERNS: None

EMC-2020-DA1-1272-YES-Basal-----9/15/2009 @ 9:56:23 AM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: This program meets the standards, goals and student performance indicators that are specified in the Tennessee Foreign Language Curriculum Standards. It aims to help students develop their communicative competence in speaking, listening, reading and writing skills. Most of these skills are incorporated into each lesson to reflect interpersonal, interpretive, and presentational communicative modes in the process of learning the language. It places a strong emphasis on gaining an understanding of the culture of the German-speaking countries. Students learn to compare the target culture to their own through discussion or role-play activities, make connections to their everyday life, and make their learning more meaningful in their communities.

MATTERS OF FACT: None

CONCERNS: None

EMC-2020-DA1-1355-YES-Basal-----9/15/2009 @ 9:39:49 AM

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III. Program Design

Documentation

STRENGTHS: This series, well suited for grades 9-12, incorporates all four of the communication skills. Each chapter contains at least one English language discussion of some aspect of modern life in Germany. The English language discussions of culture have been greatly improved since the previous edition. They have been updated and edited and many of the photographs have been replaced with newer ones.

Each chapter also presents vocabulary and grammar through dialogs and exercises. There are simple grammar charts in the chapters and at the end of the text. The vocabulary has been updated to reflect the changes in technology.

The German-English vocabulary list at the end of the text is marked by chapter.

The material presented in each chapter is reinforced through activities in the text itself, and with two workbooks, audio CDs and listening exercises. There is also a very good video series.

The annotated teacher's edition of the textbook includes guides, useful answers to exercises, teaching suggestions, and ideas for games and activities. There are pacing guides and sample lesson plans for both 50- and 90-minute class periods. Online resources include an online textbook, a student workbook and exercises, a new source called News-Ticker and a cultural program called i-Catch.

MATTERS OF FACT: The first year text is divided into twelve chapters. The first eleven present new material and the last is a short review. Each chapter is then divided into two sections (**A** and **B**) and these sections follow basically the same pattern. They begin with drawings to introduce vocabulary and one or two exercises to practice. Then comes a dialog using this vocabulary and adding more related words. A few more vocabulary exercises follow. The vocabulary section is followed by an introduction to a new language concept with a few practice exercises. Each section of the chapter also contains English language discussions of culture and examples of how certain idioms are used. In Section **B** there is usually a longer reading with follow-up questions and a review. There is a review section following Section B and a vocabulary list at the end of the chapter. Noun plurals are shown from Chapter 1 and the principle parts of verbs are shown as they are taught. This is a new edition and many of the photographs and drawings have been replaced. The vocabulary has also been updated. The format of the text, however, has changed very little. Teachers who have used this program before will find no surprises. Each of the twelve chapters is divided into two sections (A and B) with dialogs, grammar, exercises, and cultural explanations. Each chapter also contains at least one reading selection and a vocabulary list in which the words are marked as coming from Section A or Section B.

At the end of the text there are several pages of grammar charts followed by a German-English vocabulary list and an English-German vocabulary list.

Ancillaries include a workbook and a Grammar and Vocabulary workbook. There are also reproducible for communicative activities and for listening activities, a teacher's guide for using

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TPR, a DVD series, and testing materials. There are now several online programs available for students and teachers.

It is extremely unlikely that a class could cover all twelve chapters in the textbook in a German One class. The teacher will need to decide how far to go in one term.

CONCERNS: One concern about this series is that most of the changes made from the older edition are cosmetic, not substantive. There are no major changes or new pedagogical ideas. Although some of the pictures have been updated and many of the drawings have been redone, others that needed to be replaced have been left untouched.

Many specific concerns have to do with the presentation of grammar. At the beginning of Chapter 1 the singular forms to the verb sein (to be) are introduced but the plural forms are not taught until Chapter 4. There does not seem to be any reason to wait to introduce the plural forms of this verb. In the second half of Chapter 1 the verb gehen (to go) is also taught. This brings up the traditional problem of which to teach first: regular verbs or the verb “to be”. There is also not enough practice using the present tense conjugation.

Another issue has to do with noun plurals. These are listed along with the singular forms in the vocabulary list beginning in Chapter 1 but there is absolutely no explanation of plurals until much later. Again if students are going to learn plurals from the beginning, they should have some idea of their general structure.

Often the pacing of grammar instruction goes very slowly and then speeds up. In Chapter 8 both possessive adjectives and accusative pronouns are taught.

These two concepts tend to be confused by the beginning student when taught too closely together. Although there are grammar charts in the chapters, the explanations are minimal and there are few simple grammar exercises. In the Grammar and Vocabulary Workbook the grammar explanations are better, but there are still not enough exercises for most concepts. Teachers will need to create additional exercises. There are no simple grammar and vocabulary drills online for student use.

Finally, it is very difficult to finish this text in one term (especially on the Block System). Yet the grammar presented in Chapters 10 and 11 (the dative case and the conversational past) takes time to explain and practice. A partial mastery of these two concepts is necessary for a smooth transition to the second year program.

EMC-2020-DA1-1273-YES-Basal-----9/15/2009 @ 9:39:49 AM

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IV. Assessment**Documentation**

STRENGTHS: There is a variety of approaches to evaluation, both formal and informal. Homework assignments can come from the textbook or either of the two workbooks

MATTERS OF FACT: The assessment materials include several written quizzes per chapter and a written test at the end of the chapter. There is also a comprehensive written test after Chapter 6 and another at the end of the book after Chapter 12. There are two listening quizzes for each chapter and a sizable listening section on the chapter tests and the comprehensive tests. The chapter tests also include a speaking test which ideally would be administered by the teacher.

Other opportunities for assessment include portfolios and communicative activities.

CONCERNS: The teacher needs to offer plenty of listening practice with the CDs and make sure the students are involved in order to prepare for the listening part of the tests. It may be difficult to schedule time for the teacher to administer the speaking test to each student.

EMC-2020-DA1-1274-YES-Basal-----9/15/2009 @ 9:39:49 AM

V. Other Comments**Documentation**

STRENGTHS: The video series, although old, is easily understood from the first chapter.

MATTERS OF FACT: None

CONCERNS: None

EMC-2020-DA1-1275-YES-Basal-----9/15/2009 @ 9:39:49 AM

TEXTBOOK SCREENING INSTRUMENT

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Consensus Review

VI. List of Components Reviewed

Documentation

Components not received:

Lesson Planner on CD

Textbook Audio and Manual

Assessment Program Audio

Test Booklet with Answer Key

ExamView Test Generator

DVD Manual

Student Workbook

EMC-2020-DA1-1276-YES-Basal-----9/15/2009 @ 9:39:49 AM

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

EMC-2020-DA1-1277-YES-Basal-----9/15/2009 @ 9:39:49 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

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| Book Code: EMC-2020-DA2 | Reviewer Level: Basal |
| Category: Foreign Language | |
| Publisher's Bid Level: Basal | Reviewer Delivery Method: Traditional |

Publisher:
EMC Publishing, LLC

Title:
Deutsch Aktuell 2

Author: Wolfgang Kraft

Edition: 6th

Copyright: 2010

Recommended:
☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**German Chinese**

Consensus Review

I. Tennessee Framework**Documentation**

STRENGTHS: This program meets the standards, goals and student performance indicators that are specified in the Tennessee Foreign Language Curriculum Standards. It aims to help students develop their communicative competence in speaking, listening, reading and writing skills. Most of these skills are incorporated into each lesson to reflect interpersonal, interpretive, and presentational communicative modes in the process of learning the language. It places a strong emphasis on gaining an understanding of the culture of the German-speaking countries. Students learn to compare the target culture to their own through discussion or role-play activities, make connections to their everyday life, and make their learning more meaningful in their communities.

MATTERS OF FACT: None

CONCERNS: None

EMC-2020-DA2-1278-YES-Basal-----9/15/2009 @ 9:45:58 AM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: The national standards are incorporated in the Tennessee standards.

MATTERS OF FACT: None

CONCERNS: None

EMC-2020-DA2-1279-YES-Basal-----9/15/2009 @ 9:45:58 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

III. Program Design

Documentation

STRENGTHS: The strengths of the Level 2 textbook are similar to those of the Level 1 book. The teacher's edition and the ancillaries also follow the same pattern.

The video series that begins in Level 1 continues.

MATTERS OF FACT: The second year textbook has twelve chapters, each of which is divided into two sections. The setup of both the entire book and the individual chapters is the same as in the first year textbook. There are twelve chapters, each of which is divided into two sections.

Because it is unlikely that a German One class will finish Deutsch Aktuell I the teacher must make a decision at the beginning of the second year. Does he/she do some review and then leap into the second book or finish the neglected chapters in the first book before beginning Deutsch Aktuell II?

CONCERNS: One concern about the second year as well as the first year of this series is that most of the changes are surface changes only. One concern is the lack of transition from Level 1 to Level 2. There is also some question about the value of introducing adjective endings in second year. This may be better suited for a level three or four class

EMC-2020-DA2-1280-YES-Basal-----9/15/2009 @ 9:45:58 AM

TEXTBOOK SCREENING INSTRUMENT**German Chinese**

Consensus Review

IV. Assessment**Documentation**

STRENGTHS: There is a variety of approaches to evaluation, both formal and informal. Homework assignments can come from the textbook or either of the two workbooks

MATTERS OF FACT: The assessment materials include several written quizzes per chapter and a written test at the end of the chapter. There is also a comprehensive written test after Chapter 6 and another at the end of the book after Chapter 12. There are two listening quizzes for each chapter and a listening section of the chapter tests and the comprehensive tests. The chapter tests also include a speaking test which ideally would be administered by the teacher.

Other opportunities for assessment include portfolios and communicative activities.

CONCERNS: The teacher needs to offer plenty of listening practice with the CD and make sure the students are involved in order to adequately perform the listening part of the tests. It may be difficult to schedule time for the teacher to administer the speaking test to each student.

EMC-2020-DA2-1281-YES-Basal-----9/15/2009 @ 9:45:58 AM

V. Other Comments**Documentation**

STRENGTHS: The video series is a continuation of the story begun in the first year. The students return on the first day of school and hopefully ask, “Are we going to watch “Cafe Julia” again?”

MATTERS OF FACT: The teacher will have to determine how much of the second book will be covered.

CONCERNS: The second-year book begins with no review of first year material.

There is a book of simple activities to practice new grammar and vocabulary. Games such as concentration would provide an excellent way to combine review and fun.

EMC-2020-DA2-1282-YES-Basal-----9/15/2009 @ 9:45:58 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

VI. List of Components Reviewed

Documentation

Components not received:

Lesson Planner on CD

Textbook Audio and Manual

Assessment Program Audio

Test Booklet with Answer Key

ExamView Test Generator

DVD Manual

Student Workbook

Grammar and Vocabulary Workbook

EMC-2020-DA2-1283-YES-Basal-----9/15/2009 @ 9:45:58 AM

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

EMC-2020-DA2-1284-YES-Basal-----9/15/2009 @ 9:45:58 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

| | |
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| Book Code: EMC-2020-DA3 | Reviewer Level: Basal |
| Category: Foreign Language | |
| Publisher's Bid Level: Basal | Reviewer Delivery Method: Traditional |

Publisher:
EMC Publishing, LLC

Title:
Deutsch Aktuell 3

Author: Wolfgang Kraft

Edition: 6th

Copyright: 2010

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**German Chinese**

Consensus Review

I. Tennessee Framework**Documentation**

STRENGTHS: This program meets the standards, goals and student performance indicators that are specified in the Tennessee Foreign Language Curriculum Standards. It aims to help students develop their communicative competence in speaking, listening, reading and writing skills. Most of these skills are incorporated into each lesson to reflect interpersonal, interpretive, and presentational communicative modes in the process of learning the language. It places a strong emphasis on gaining an understanding of the culture of the German-speaking countries. Students learn to compare the target culture to their own through discussion or role-play activities, make connections to their everyday life, and make their learning more meaningful in their communities.

MATTERS OF FACT: None

CONCERNS: None

EMC-2020-DA3-1285-YES-Basal-----8/17/2009 @ 10:00:51 AM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: The national standards are incorporated in the Tennessee standards.

MATTERS OF FACT: None

CONCERNS: None

EMC-2020-DA3-1286-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT**German Chinese**

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III. Program Design**Documentation**

STRENGTHS: Many of the strengths of the first two levels of the series are also found in Level 3.

In addition to those, there are some additional strengths in the Level 3 text:

The grammar explanations are much more thoughtful and detailed and the grammar examples are very clear.

The dialogs reflect a greater variety of situations.

The readings are longer but the grammar and vocabulary are not too difficult. They contain much more culture, history, geography, and biography. Stories about the Vikings and the early German kings are especially interesting to the students.

There is a lesson planner and a test generator on CD.

MATTERS OF FACT: This is an updated edition which has the same format as the previous edition.

The Level 3 text is much like levels 1 and 2. There are ten chapters and each is divided into two sections. These sections usually begin with an introduction to new vocabulary which is followed by a dialog and often another reading. A short presentation of a new grammar point is then explained and exercises are provided. The grammar discussion is often followed by a longer reading about a more general cultural theme. But in general the organization of the chapters is less rigid than in the lower texts.

Unlike the first two levels, Level 3 has only one workbook. The video series is not a continuation of the earlier one which concludes at the end of German II. The Level III video looks behind the scenes at the lives of the actors in the first series.

There are many more reading passages in each chapter than in the first two

CONCERNS: As with the first two levels of this program, there are not enough opportunities for grammar drills. The grammar exercises in the text and workbook always jump immediately to a higher level of learning and bypass the levels of simple memorization and practice. These levels are important for developing patterns and building students' confidence.

EMC-2020-DA3-1287-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT**German Chinese**

Consensus Review

IV. Assessment**Documentation**

STRENGTHS: There is a CD ROM test generator with the program.

A test program is available. This contains reproducible quizzes and test which cover all areas of language learning. Textbook and workbook assignments are always an option.

MATTERS OF FACT: None

CONCERNS: None

EMC-2020-DA3-1288-YES-Basal-----8/17/2009 @ 10:00:51 AM

V. Other Comments**Documentation**

STRENGTHS: There is a great deal of culture introduced at this level.

MATTERS OF FACT: None

CONCERNS: None

EMC-2020-DA3-1289-YES-Basal-----8/17/2009 @ 10:00:51 AM

VI. List of Components Reviewed**Documentation**

Components not received:

Lesson Planner on CD

Textbook Audio and Manual

Assessment Program Audio

Test Booklet with Answer Key

ExamView Test Generator

DVD Manual

Student Workbook

EMC-2020-DA3-1290-YES-Basal-----8/17/2009 @ 10:00:51 AM

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VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

EMC-2020-DA3-1291-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

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| Book Code: EMC-2020-EG | Reviewer Level: CoBasal |
| Category: Foreign Language | |
| Publisher's Bid Level: Basal | Reviewer Delivery Method: Traditional |

Publisher:
EMC Publishing, LLC

Title:
Exploring German

Author: Joan Sheeran

Edition: 3rd

Copyright: 2008

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**German Chinese****Consensus Review****I. Tennessee Framework****Documentation**

STRENGTHS: This program briefly reflects the standards, goals, and SPIs that are specified in the Tennessee Foreign Language Curriculum Standards. It presents a stronger emphasis on Communication, and Culture throughout the entire curriculum, compared to its overall emphasis and correlation to 5Cs. The incorporation of Connection, Comparison, and Community are basically reflected when learning the new language and the target culture in various units, such as numbers, geography, weather, music, and literature etc.

MATTERS OF FACT: This is not intended to be used as a first -year textbook, according to the author. Therefore it does not appear to be a standards-based curriculum. However, it offers some opportunities for basic communicative tasks and cultural understanding.

CONCERNS: None

EMC-2020-EG-1265-YES-CoBasal-----8/17/2009 @ 10:00:51 AM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: National standards are incorporated into the Tennessee Foreign Language Curriculum Standards.

MATTERS OF FACT: None

CONCERNS: None

EMC-2020-EG-1266-YES-CoBasal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

III. Program Design

Documentation

STRENGTHS: A broad range of high interest vocabulary, particularly nouns, is introduced in a thematic manner.

The author has introduced a great deal of culture in a very understandable way.

There are suggestions of units to be taught depending on the length of the program.

No understanding of English grammar is required. This makes the text appropriate for younger students or students whose English skills are not on grade level.

The textbook and workbook are both user friendly.

This program would also be a good introduction to German in a Grade 3-5 or 6-7 Talented and Gifted program.

The teacher's guide has planning suggestions, exercises and activities for three-, six- and nine-week classes, as well as for a semester class.

MATTERS OF FACT: This program consists of a hardback text, a soft bound teacher's manual, a workbook, a set of overhead transparencies, audio CDs, and "Symtalk" card", a method of encouraging speaking without using English prompts. According to the authors themselves this book is not meant to replace a first year high school text. It is one of several introductory language programs designed to help students decide which language they might want to study later.

The book is divided into twenty short chapters, each of which covers a particular theme such as colors, weather, etc. Each chapter begins with vocabulary and cultural notes about the topic being covered and a page of extra vocabulary. Following are several pages of written practice, some speaking activities and some higher level thinking activities.

There are no grammar explanations or grammar charts in the program.

There is no comprehensive vocabulary list at the end of the textbook but vocabulary is presented in each chapter. Because there is no grammar explanation in this program, it is not appropriate as a middle school text for students joining a traditional second year group. This is made clear by the author and publisher in the teacher's guide.

The sentences in each chapter do not use the vocabulary from the other chapters.

Because of items 3, 4, and 5, the units do not need to be taught sequentially.

Any number of chapters can be used depending on the length of the course. The author suggests which chapters to include in several different situations.

This program will work best with the ancillaries, especially the Symtalk cards. "Symtalk" symbols that are not specific to one language or culture are used for them all.

Drawings that are not related to a particular culture are used in all of the languages in the "Exploring" series, but most drawings and all the pictures reflect the target culture.

Overhead transparencies can be shown without text or with the German words showing.

CONCERNS: The teacher must first train him/herself in "Symtalk" so that he/she is comfortable using this technique in the classroom.

There is no grammar explanation in the textbook and no vocabulary list at the end of the text.

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Consensus Review

The drawings in the text, workbook and the “Symtalk” pictures are often culturally neutral and the photographs seem outdated despite the 2008 copyright.

Cultural sections should be shorter and more numerous. Artists and authors that normally appear in upper-level workbooks are absent.

EMC-2020-EG-1267-YES-CoBasal-----8/17/2009 @ 10:00:51 AM

IV. Assessment

Documentation

STRENGTHS: None

MATTERS OF FACT: No formal assessment has been designed due to the nature and purpose of the textbook. There are three to five written “checkup Activities” for each chapter. These generally consist of matching, short answer or fill-in-the-blank questions. There are also three or four listening “Checkup Activities” per chapter.

CONCERNS: None

EMC-2020-EG-1268-YES-CoBasal-----8/17/2009 @ 10:00:51 AM

V. Other Comments

Documentation

STRENGTHS: This program would work well in an intermediate school or middle school gifted program.

MATTERS OF FACT: None

CONCERNS: None

EMC-2020-EG-1269-YES-CoBasal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

VI. List of Components Reviewed

Documentation

All components received were reviewed. Neither the Symcards nor the CDs were received.

EMC-2020-EG-1270-YES-CoBasal-----8/17/2009 @ 10:00:51 AM

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

EMC-2020-EG-1271-YES-CoBasal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

| | |
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| Book Code: HMD-2020-HG1Km | Reviewer Level: Basal |
| Category: Foreign Language | |
| Publisher's Bid Level: Basal | Reviewer Delivery Method: Traditional |

Publisher:
Holt McDougal

Title:
Holt German 1, Komm mit!, Student Edition

Author: Winkler

Edition: 1st

Copyright: 2006

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**German Chinese****Consensus Review****I. Tennessee Framework****Documentation**

STRENGTHS: This program meets the standards, goals and student performance indicators that are specified in the Tennessee Foreign Language Curriculum Standards. It aims to help students develop their communicative competence in speaking, listening, reading and writing skills. Most of these skills are incorporated into each lesson to reflect interpersonal, interpretive, and presentational communicative modes in the process of learning the language. It places a strong emphasis on gaining an understanding of the culture of the German-speaking countries. Students learn to compare the target culture to their own through discussion or role-play activities, make connections to their everyday life, and make their learning more meaningful in their communities.

MATTERS OF FACT: None

CONCERNS: None

HMD-2020-HG1Km-1292-YES-Basal-----8/17/2009 @ 10:00:51 AM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: National Standards are incorporated in the Tennessee Foreign Language Curriculum Standards.

MATTERS OF FACT: None

CONCERNS: None

HMD-2020-HG1Km-1293-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

III. Program Design

Documentation

STRENGTHS: This textbook, suitable for grades 9-12, does a solid job of incorporating the four communicative skills into each chapter. Grammar points are explained well. They are woven with the vocabulary into the dialogs, and numerous exercises in every chapter provide meaningful practice. Included in each chapter are a culturally related reading selection and numerous authentic materials. Every chapter includes a pronunciation section and a Landeskunde page, where students can read and hear what German teenagers have to say about a variety of topics. There are many different teaching strategies available in the textbook and the teacher's edition includes a daily lesson plan for every chapter. The teacher can select those which he/she feels will work for his/her class.

MATTERS OF FACT: Komm Mit 1 begins with an introductory section with maps, tips on learning German, the alphabet, the numbers to twenty, etc. Then follow twelve chapters which are divided into four groups of three. In each group of three the students are introduced to young people living in a different region of Germany. Each chapter is also divided into three sections. These begin with a dialog accompanied by pictures and comprehension exercises. This dialog is also on the DVD. Then come writing and speaking exercises and explanations of new grammar concepts. At this point in the chapter the grammar is practiced in a section called "Grammar in Context". Each of the three sections of the chapter follows the same pattern. There are numerous exercises and activities - writing, speaking, listening, reading - and culture, much of it in the target language. Toward the end of the chapter there are several pages with grammar exercises, a section to understand practical applications and a review page and a vocabulary list. The teacher's edition is large and heavy. Most teachers cannot cover an entire textbook in the time allowed, and that certainly holds true for this book. The teacher will have to decide what to do about the skipped chapters when the second-year course begins. The cultural readings can be a bit challenging with many new words. The ancillary materials include a grammar workbook and one with more of a focus on vocabulary, a CD grammar tutor, an accompanying reader, listening and communicative activities, and videos.

CONCERNS: The text has not changed very much since its last edition. The dialogs, readings, and pictures are the same or almost the same. Many of the pictures are of very poor quality and are outdated. Some of the dialogs are extremely weak.

The presentation of grammar in this text seems very arbitrary and disjointed. For example, teaching the conjugation of the modal auxiliary verbs and stem-changing verbs, which can easily be presented on one page, is stretched out over several chapters. This does not lend itself well to establishing the patterns for both kinds of verbs. Telling time informally and the simple question of asking the time come rather late in the book. The pages are too busy; the amount of material on any one page is overwhelming. The students in the Landeskunde section use a lot of flavoring words and speak rather quickly. Some students tend to worry about what they DON'T hear and get frustrated easily.

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The German-speaking countries of Switzerland, Austria and Liechtenstein are all but ignored. The entire focus is on Germany.

HMD-2020-HG1Km-1294-YES-Basal-----8/17/2009 @ 10:00:51 AM

IV. Assessment**Documentation**

STRENGTHS: The teacher has at hand a wide selection of assessment options, including a formal test program, a test generator, and alternate assignments, quizzes and tests for students who have been absent. The alternative assessment guide has suggestions for portfolios, performance assessments and rubrics.

MATTERS OF FACT: Myriad homework assignments can be made using the textbook exercises and the workbooks.

CONCERNS: None

HMD-2020-HG1Km-1295-YES-Basal-----8/17/2009 @ 10:00:51 AM

V. Other Comments**Documentation**

STRENGTHS: None

MATTERS OF FACT: The dialogues in the chapter are part of the video program. A continuation of the video shows scenes not present in the textbook. It makes the video series more interesting, even though the students will need some translation help. Two or three television commercials follow each chapter segment. They too are a nice bonus, but students will need translation assistance.

CONCERNS: The teacher's edition of the textbook is useful and certainly complete, it is also difficult to figure out which are the teacher's pages and which the students'. The introductory video in which one of the textbook characters gives a tour of his/her home "state" is virtually incomprehensible to the students. English subtitles would help considerably. The actors in all of the filmed dialogs seem rather wooden, but students do like to criticize, so comments will be inevitable. The selections in the student reader are challenging, to say the least.

HMD-2020-HG1Km-1296-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

VI. List of Components Reviewed

Documentation

All components have been received and reviewed.

HMD-2020-HG1Km-1297-YES-Basal-----8/17/2009 @ 10:00:51 AM

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS: All components were received and reviewed.

MATTERS OF FACT: None

CONCERNS: None

HMD-2020-HG1Km-1298-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

| | |
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| Book Code: HMD-2020-HG2Km | Reviewer Level: Basal |
| Category: Foreign Language | |
| Publisher's Bid Level: Basal | Reviewer Delivery Method: Traditional |

Publisher:
Holt McDougal

Title:
Holt German 2, Komm mit!, Student Edition

Author: Winkler

Edition: 1st

Copyright: 2006

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**German Chinese**

Consensus Review

I. Tennessee Framework**Documentation**

STRENGTHS: This program meets the standards, goals and student performance indicators that are specified in the Tennessee Foreign Language Curriculum Standards. It aims to help students develop their communicative competence in speaking, listening, reading and writing skills. Most of these skills are incorporated into each lesson to reflect interpersonal, interpretive, and presentational communicative modes in the process of learning the language. It places a strong emphasis on gaining an understanding of the culture of the German-speaking countries. Students learn to compare the target culture to their own through discussion or role-play activities, make connections to their everyday life, and make their learning more meaningful in their communities.

MATTERS OF FACT: None

CONCERNS: None

HMD-2020-HG2Km-1299-YES-Basal-----8/17/2009 @ 10:00:51 AM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: National Standards are incorporated in the Tennessee Foreign Language Curriculum Standards.

MATTERS OF FACT: None

CONCERNS: None

HMD-2020-HG2Km-1300-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT**German Chinese**

Consensus Review

III. Program Design**Documentation**

STRENGTHS: The second textbook in this series is a virtual double of the first in terms of scope, layout, and methodology. Again, one of the major strengths of this series is the number and variety of activities available. The first two chapters contain a lot of essential review.

The chapters contain several pages of grammar exercises. Culture is taught through authentic materials.

There is a master teacher planner with a calendar which should prove helpful in developing a pacing guide for the course.

MATTERS OF FACT: The characters are not changed after every third chapter, although all of the familiar names and faces surface periodically. The Aussprache (pronunciation) section used in Komm mit 1 is no longer used. Again, there is too much material to cover, and the teacher will have to set the pace and decide which vocabulary words and grammatical points require mastery.

CONCERNS: Just as in the first year text, the presentation of grammar in the second year book does not always seem logical. In one chapter, for example, a list of the dative prepositions appears in Chapter 9, but the accusative prepositions are not given as a list, but introduced on an “as needed” basis. The future tense with the verb werden appears relatively late in the book. The supplemental reader will create frustration, since the passages are longer and include difficult constructions and unfamiliar vocabulary. The textbook pages continue to be overloaded with text and pictures.

HMD-2020-HG2Km-1301-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT**German Chinese**

Consensus Review

IV. Assessment**Documentation**

STRENGTHS: As in Komm mit I, the teacher has at hand a wide selection of assessment options including a test generator. It is also very helpful to have prepared make-up assignments.

MATTERS OF FACT: There is a testing program with grammar and vocabulary quizzes, chapter and speaking tests, midterms and final exams. These are accompanied by score sheets, scripts and answers. There are also alternate assignments, tests and quizzes for students who have been absent. The alternative assessment guide has suggestions for portfolios, performance assessments and a variety of rubrics.

CONCERNS: None

HMD-2020-HG2Km-1302-YES-Basal-----8/17/2009 @ 10:00:51 AM

V. Other Comments**Documentation**

STRENGTHS: The grammar exercises at the end of each chapter are a definite plus.

MATTERS OF FACT: None

CONCERNS: The shortcomings in the teacher's edition are the same as in the first year book.

HMD-2020-HG2Km-1303-YES-Basal-----8/17/2009 @ 10:00:51 AM

VI. List of Components Reviewed**Documentation**

All components have been received and reviewed.

HMD-2020-HG2Km-1304-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2020-HG2Km-1305-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

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|--|---|
| Book Code: HMD-2020-HG3Km | Reviewer Level: Basal |
| Category: Foreign Language | |
| Publisher's Bid Level: Basal | Reviewer Delivery Method: Traditional |

Publisher:
Holt McDougal

Title:
Holt German 3, Komm mit!, Student Edition

Author: Winkler

Edition: 1st

Copyright: 2006

Recommended:

☒ YES ☐ NO

TEXTBOOK SCREENING INSTRUMENT**German Chinese****Consensus Review****I. Tennessee Framework****Documentation**

STRENGTHS: This program meets the standards, goals and student performance indicators that are specified in the Tennessee Foreign Language Curriculum Standards. It aims to help students develop their communicative competence in speaking, listening, reading, and writing skills. Most of these skills are incorporated into each lesson to reflect interpersonal, interpretive, and presentational communicative modes in the process of learning the language. It places a strong emphasis on gaining an understanding of the culture of the German-speaking countries. Students learn to compare the target culture to their own through discussion or role-play activities, make connections to their everyday life, and make their learning more meaningful in their communities.

MATTERS OF FACT: None

CONCERNS: None

HMD-2020-HG3Km-1306-YES-Basal-----8/17/2009 @ 10:00:51 AM

II. National Standards or Industry Standards**Documentation**

STRENGTHS: National Standards are included in the Tennessee Foreign Language Curriculum Standards.

MATTERS OF FACT: None

CONCERNS: None

HMD-2020-HG3Km-1307-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

III. Program Design

Documentation

STRENGTHS: The format of the textbook is basically the same as in *Komm mit 1* and *2*. The first three chapters contain a lot of essential review. The reading selections are much more interesting than those in the lower level textbooks; some are actual literary pieces.

There is a master teacher planner with a calendar which should prove helpful in developing a pacing guide for the course. The teacher's edition continues to churn out daily lesson plan suggestions, and it also offers strategies for multilevel classrooms.

MATTERS OF FACT: Komm mit 3, like the first two levels, has twelve chapters which are divided into four groups of three. In each group of three the students are introduced to young people living in a different region of Germany. At this level each chapter is divided into two sections. The chapters have the same types of activities as are found in the other levels but the order of presentation is less rigid and there is a greater opportunity for reading.

Near the end of the chapter there are several pages with grammar exercises, a section to understand practical applications, a review page and a vocabulary list.

The ancillary materials include a grammar workbook and one with more of a focus on vocabulary, a CD grammar tutor, an accompanying reader, listening and communicative activities, and videos.

The two workbooks make for good practice by way of patterns and repetition, but some of the exercises can be somewhat demanding.

CONCERNS: Just as in the other texts, the presentation of grammar in this book does not always seem logical. Some pages have so much on them that there is no place for the eye to focus. The textbook is consistent in its focus on Germans and German areas only. The other German-speaking countries are ignored. The entire third year program has taken a big leap forward. It might be a good program for German 4 or even AP German. The vocabulary and grammar are rather difficult for German 3 class. The selections in the supplemental reader are very difficult.

HMD-2020-HG3Km-1308-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT**German Chinese****Consensus Review****IV. Assessment****Documentation**

STRENGTHS: The teacher has at hand a wide selection of assessment options including a test generator.

It is also very helpful to have prepared make-up assignments.

MATTERS OF FACT: There is a testing program with grammar and vocabulary quizzes, chapter and speaking tests, midterms and final exams. These are accompanied by score sheets, scripts and answers. There are also alternate assignments, tests and quizzes for students who have been absent. The alternative assessment guide has suggestions for portfolios, performance assessments and a variety of rubrics.

CONCERNS: The chapter tests could prove to quite difficult, particularly the listening sections.

HMD-2020-HG3Km-1309-YES-Basal-----8/17/2009 @ 10:00:51 AM

V. Other Comments**Documentation**

STRENGTHS: Every level of this program, including the third level, offers an accompanying reader.

There are extra grammar exercises at the end of each chapter at all levels continuing through level three.

MATTERS OF FACT: None

CONCERNS: The committee feels this textbook is not teacher friendly.

HMD-2020-HG3Km-1310-YES-Basal-----8/17/2009 @ 10:00:51 AM

VI. List of Components Reviewed**Documentation**

All components have been received and reviewed.

HMD-2020-HG3Km-1311-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2020-HG3Km-1312-YES-Basal-----8/17/2009 @ 10:00:51 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

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|---|---|
| Book Code: HMD-2028-K | Reviewer Level: Alt-High |
| Category: Foreign Language | |
| Publisher's Bid Level: Alt-High | Reviewer Delivery Method: Traditional |

Publisher:
Holt McDougal

Title:
Kaleidoskop (paperback)

Author: Moeller

Edition: 7th

Copyright: 2007

Recommended:

☐ YES ☒ NO

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

I. Tennessee Framework

Documentation

STRENGTHS: The book was not received for review.

MATTERS OF FACT:

CONCERNS:

HMD-2028-K-1356-NO-Alt-High-----8/17/2009 @ 10:00:52 AM

II. National Standards or Industry Standards

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2028-K-1357-NO-Alt-High-----8/17/2009 @ 10:00:52 AM

III. Program Design

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2028-K-1358-NO-Alt-High-----8/17/2009 @ 10:00:52 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

IV. Assessment

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2028-K-1359-NO-Alt-High-----8/17/2009 @ 10:00:52 AM

V. Other Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2028-K-1360-NO-Alt-High-----8/17/2009 @ 10:00:52 AM

VI. List of Components Reviewed

Documentation

HMD-2028-K-1361-NO-Alt-High-----8/17/2009 @ 10:00:52 AM

TEXTBOOK SCREENING INSTRUMENT

German Chinese

Consensus Review

VII. State Textbook Commission Members Comments

Documentation

STRENGTHS:

MATTERS OF FACT:

CONCERNS:

HMD-2028-K-1362-NO-Alt-High-----8/17/2009 @ 10:00:52 AM