



Livonia Public Schools

Academic Services

Date: April 13, 2022

To: Kevin Etue, Principal, Churchill
Pete Mazzoni, Principal, Stevenson
Andrew Pesci, Principal, Franklin

FROM: Matthew Miga, World Language Facilitator

SUBJECT: Textbook Recommendation for German III/IV/V

Committee Members

Anastasia McKorwin, Franklin
Helga Rom, Stevenson and Holmes
Heather Roosevelt, Churchill and Frost

Recommended Textbooks:

Klasse! A2, 2019, Klett (Levels 3/4)
Klasse! B1, 2020, Klett (Level 5)

Helene Rhodes

Lead Program Consultant
Klett World Languages
hrhodes@klettwl.com
708-689-0409 x109

Supplemental Materials

Teacher's Edition
Intensive Trainer Book
Grammatik mal vier Grammar Practice for Beginning to Intermediate German
Entdeckungsreise D-A-CH Cultural Textbook
66 Sprachspiele fuer die Schule
55 Grammatikspiele

Estimated distribution of textbooks (Teachers requested classroom sets)

<i>Klasse! A2</i> (Estimated total copies of 81; used for German III/IV) Churchill: 27 Franklin: 27 Stevenson: 27	<i>Klasse! B1</i> (Estimated copies of 21; used for German V) Churchill: 7 Franklin: 7 Stevenson: 7
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Summary of Course

German 3-5 introduces students to the Germanic language and culture through the study and use of the three modes of communication (interpersonal, presentational, and interpretive). Students aim to develop proficiency in the five focus areas of second-language acquisition (communication, cultures, connections, comparisons, and communities). Students will develop an intercultural awareness of the world around them and an understanding that proficiency in a world language is a powerful tool to help them succeed in our interconnected world.

Overview

The current textbook represents an outdated mindset of how languages should be taught. Pedagogy has evolved to a more communicative approach which is well-represented by the *Klasse! A2* and *B1* textbook. It was developed based on current pedagogical research that will allow students opportunities for interpersonal, presentational, and interpretive communication.

The committee recommends a switch from *Portfolio Deutsch* (used for levels 1 and 2) to *Klasse! A2* and *B1* to allow students to be exposed to a wider variety of communicative language learning approaches. The upper level textbooks are still published by the same source, thus students would already be familiar with some aspects, but they would be exposed to instruction primarily in the target language. The upper level textbooks have instructions written only in German. Students should be able to make a smooth transition after having used the *Portfolio Deutsch* book for two years, also published by Klett.

The presentation in the *Klasse! A2* and *B1* books revolve around a central thematic question. With a conversational approach to presenting vocabulary and interactive activities that support each mode of communication (interpersonal, presentational, and interpretive), *Klasse! A2* and *B1* reinforces the current pedagogical research to create competent speakers of the language who seek to continue on in the content area.

The committee recommends the usage of *Klasse! A2* for German 3 (Chapters 1-6 in the book). Chapters 7-12 would be used for German 4. This way, students would continue to be exposed to and use the same approach and materials, allowing for continuity and consistency.

The committee recommends that *Klasse B1* be used for German 5. It is the continuation of the series, designed for students to progress from intermediate to advanced

proficiency. Students would already be familiar with the series approach and methodology, which would allow for smooth transition.

Evaluation Process

All world language teachers met together to review research and best practices. It was agreed upon that the best situation would be one in which each language adopted a series, thereby the concepts would flow coherently and we would anticipate fewer gaps in content coverage. After reading contemporary best-practice research and second-language acquisition research, the team developed its needs assessment summary. The team designed a cohesive graphic to help guide further exploration of the texts. Next, the team developed a rubric to guide evaluation of texts. Finally, languages broke off to explore the available texts and evaluate them using the developed rubric.

The German team was composed of the current German 3/4/5 teachers in the district.

Needs Assessment Summary

Based on the best-practice and second-language acquisition research, the team developed the following graphic to guide our needs assessment:

BALANCED			
	Planning with Themes	Instruction via Contextualized Communication	Assessment Continuum
I N P U T	Authentic texts and materials Culturally appropriate Spiraled Age-appropriate/Engaging Cross-curricular connections	Focus on Form (Grammar) Balance (implicit vs explicit instruction, of modalities) Tasks and activities Learning continuum advancement appropriate accuracy	Rubric-based approach Focused on proficiency levels Tasks Can-do vs Knowing Feedback
OUTPUT			

Evaluation Criteria

We evaluated the textbooks on six main categories: Technology, Thematic Approach, Supplemental Ancillaries, Appeal to Students, Cultural Integration, and the American Council on the Teaching of Foreign Languages’ 5Cs (Culture, Communication, Connections, Comparisons, and Community). Within each of these categories, were several indicators related to that domain. This rubric was developed using our needs assessment and principles of Five Dimensions of Teaching and Learning.

Topics Evaluated

Interpersonal Relationships; Music; Nutrition/Environment/Weather

Textbooks Evaluated

- Klasse! A2 and B1
- *Deutsch Aktuell*, EMC
- *Deutsch Echt Einfach*, Klett
- *Portfolio Deutsch*, Klett-Langenscheidt

Evaluation Rubric Outcome

Using our evaluation criteria, we rated our top two of the above listed series. Klasse! A2 ranked first. It ranked highest in fulfilling the most evaluation criteria.

Deutsch Echt Einfach ranked second.

Deutsch Aktuell was outdated, not user-friendly, and confusing to students.

Portfolio Deutsch was satisfactory; however, the committee decided to use a fresh approach in order to avoid redundancy and oversaturation. As mentioned above, because both *Portfolio Deutsch* and *Klasse* books come from the same publishing source, the committee is confident that the transition would be easy and meaningful.

Professional Development Needs

- Training of all online components
- Overview of print resources
- Time for collaboration and planning

Additional Considerations

- This is for an eight-year license to the online component and e-book, with a guarantee of the same price for years nine and ten when we purchase those; in seven years, the district will need to evaluate the availability of online resources.
- Supplemental Resources to support teachers and students:

Dreimal Deutsch by Uta Matecki
In Germany | In Austria | In Switzerland
Cultural Reader and Workbook 80 pages
\$ 32.25 (3 copies) (total: \$96.75)

Entdeckungsreise D-A-CH A2-B1 by Anna Pilaski, Heinke Behal-Thomsen, Christiane Bolte-Costabiei, Birgitta Fröhlich
Intermediate/Advanced Test Preparation
Cultural Textbook 144 pages
\$ 37.95 (3 copies) (total: \$113.85)

Echselspiele für die interaktive Partnerarbeit by Michael Dreke, Wolfgang Lind

Cultural Textbook 144 pages
\$ 49.25 (3 copies) (Total: \$147.75)

Grammatikspiele by Monika Rehlinghaus

A1-B2 144 pages
\$ 43.50 (3 copies) (total: \$130.50)

Total supplemental purchase price: \$488.85

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Theresa O'Brien

Dan Willenborg

World Language Department Chairs