

TEXTBOOK SELECTION AND ADOPTION FORM

Vital Information

Title Portfolio Deutsch I and II Price: Textbook: \$64.95 (AudioCDs-\$49.95,one/school)

Material (check one): Major text series Supplementary material

Instructional Course for which material will be used: German I and German II

Author: Koithan et al Publisher: Langenscheidt

Place of Publication: Berlin

Year of Publication: 2010 Edition: 1st

Current Text: Komm Mit! Year of Adoption: 2000

Please score each item 1 – 3 points. 1 = Poor 2 = Fair 3 = Excellent
If an item is not applicable, please mark N/A.

Please provide evidence and/or comments for each indicator.

Section A

Understanding: Content / Standards	Evidence / Comments	Points (1-3)
The materials support big ideas and/or essential questions that are aligned to the department/course curriculum.	Multiple ancillaries permit alignment to all aspects	3
The content addresses district, state and national standards.	National FL Standards are clearly reflected, though not coded, in these materials. State Standards mirror National Standards. These materials address European FL Framework/Standards	3
The content flows in a logical progression appropriate for this course-- from simple to complex, chronological, topical, etc.	materials reflect FL profession's preferred communicative and SLA approaches	3

Subtotal 9

Section A (continued)

Understanding: Critical Thinking / Assessment	Evidence / Comments	Points (1-3)
The content, including illustrations and examples, presents ethnic and gender diversity.	Germany has grown in diversity. This text is made for use around the globe. Therefore, many diverse populations are highlighted throughout.	3
The materials require learners to be thoughtful, reflective and use high level skills.	High levels of analysis and synthesis are embedded in these materials.	3
The materials include valid and varied assessments-both traditional and performance based.	Traditional written knowledge and application assessments flow smoothly into performance and creative assessments.	3
The assessment tools encourage both assessment of learning and assessment for learning to document student progress and achievement.	Both summative and formative approaches are evidenced.	3
The content develops critical 21 st century skills which will enable students to effectively participate in a global society.	FL communication and global awareness ARE 21 st c. skills. Also materials are technology- and globally grounded.	3

Subtotal 15

Understanding: Integration / Differentiation	Evidence / Comments	Points (1-3)
Materials and activities are differentiated to address the diverse abilities, interests and needs of students.	Basic text is broken into small, easily processed pieces. Ancillary materials are available to challenge more advanced students. Activities are diverse, addressing multiple needs. They include extensive opportunities for practice. These materials are readily adapted to both student populations, AHS and CDO.	3
The materials include interdisciplinary connections and allow for application of skills to promote lifelong learning.	The text provides broad up-to-date information addressing numerous inter-disciplinary concepts and information such as: math- weights, measurement, currency rates and conversions; historical, cultural and geographical information; perspectives of classical and modern art, music and architecture; skill development through activities in reading, written expression and spoken language; as well as interests in health, physical fitness, sociology.	3

The materials reflect a “developmentally appropriate” approach to student learning.	Units respond well to the interests and communicative needs of HS age students.	3
Outside experiences, including family involvement, are part of the learning experience.	The text provides involvement in making comparisons between daily living activities at home and in Germany. It also provides students the opportunity to understand the links between German and American traditions, lifestyles, and the influence of the German language in American English and vice versa. Students would want to share and discuss such information with their families too.	3

Subtotal 12

Total Points for Section A 36

Section B

Pre-Reading: Background Knowledge	Evidence / Comments	Points (1-3)
Chapter introductions help students relate their own life experiences and previously learned information to the topic.	Chapters typically begin with holistic listening texts in German that both catch students' interest and also link to their experience. Chapter objectives are clearly stated.	3
The materials build on the students' prior knowledge within the chapter subsections.	Text/learning is clearly scaffolded.	3

Subtotal 6

Pre-Reading: Purpose Setting	Evidence / Comments	Points (1-3)
Chapters begin with a list of objective statements or essential questions indicating what students will learn.	Written objectives in student text for every chapter.	3
Section headings are specific enough so that students can convert them to focus questions which direct their reading.	Headings are in German and then amplified in English.	3

Subtotal 6

Total Points for Section B 12

Section C

Active Reading: Main Ideas	Evidence / Comments	Points (1-3)
Titles of sections within the chapter indicate the main idea of each section.	Yes.	3
The main idea of each paragraph is clearly stated and easy to locate.	Pictures are also frequently included to support this.	3
Subtotal		<u>6</u>

Section C (continued)

Active Reading: Supporting Main Ideas	Evidence / Comments	Points (1-3)
Main idea explanations are thorough.	Some concepts may not be clear without teacher support and explanation.	2
Charts, pictures and other graphics support the main ideas and are appropriately located.	Abundant! - 1-4 per page	3
Interesting details are included to expand on the essential information in the text and to engage students.	This text does a nice job presenting solid basics but then blending to pertinent or interesting details.	3
Subtotal		<u>8</u>

Active Reading: Organization of Information	Evidence / Comments	Points (1-3)
The text is organized logically, so students can easily take notes.	The text is broken up into thematic units that apply to everyday living skills and interests. Concepts and skills are also scaffold to meet the development progression of learning the language.	3
Signal words are provided to indicate how ideas in the section are related to one another.	Each of the four chapters in the unit focuses on specific concepts which are highlighted by vocabulary and skill development activities related to the chapter's theme. A unit review pulls together the vocabulary, skills and	3

	concepts from each of the four chapters.	
The presentation of main ideas and details is consistent in each chapter.	The main ideas and details within each chapter consistently build on each other in a very logical order.	3

Subtotal 9

Active Reading: Vocabulary Development	Evidence / Comments	Points (1-3)
Important words/concepts are highlighted in the text (bold, italics, color).	The text uses color coded boxes to identify vocabulary and grammatical concepts used in each thematic chapter.	3
Important words/concepts are clearly defined or explained within the reading.	A certain amount of astute critical thinking is required of students to decipher and interpret the concepts in the text.	2
Concrete examples or analogies are included to clarify abstract ideas.	Examples are abundant.	3

Section C (continued)

The author provides more than just a definition (e.g. pictures, examples, analogies, counter examples).	The text provides a broad array of interactive projects, games, and various audio/visual supplementary materials related to the major ideas/concepts and skills presented in each chapter which will enhance all learning styles.	3
The number of highlighted vocabulary terms is appropriate for the concepts being explained. (Avoid too much jargon!)	Academic/subject-appropriate vocabulary is present. This vocabulary supports concept development and student learning and needs to be acquired to talk about language.	3

Subtotal 14

Active Reading: Author's Writing/Student Engagement	Evidence / Comments	Points (1-3)
The author's style engages students— sentence structure is varied and not overly complex, verbs are mostly in the active voice.	The text format is systematically structured to build on previous concepts and skills. The chapters provide language that is current with 21 st Century living. Various modern-day pictures of German lifestyle and the use of tables, maps, charts and dialogs are clear and easy to understand.	3
The author uses imagery and concrete examples to help students visualize information.	Text is visually enhanced but not too "busy."	3

Subtotal 6

Total Points for Section C 43

Section D

Post Reading: Metacognition	Evidence / Comments	Points (1-3)
The author provides quality questions within and at the end of each chapter. They correlate to the chapter objectives, help students check their understanding as they read, encourage higher order thinking, and promote class or small group discussions.	Questions are used to advantage within each chapter. They are also prominent in chapter summaries.	3

Section D (continued)

Signal words are provided to indicate how ideas in the section are related to one another.	Signal words are presented in bolded colored type in German followed by a question in English to help students identify the concept being presented. Each chapter builds on previously presented concepts.	3
The summary accurately reflects the main ideas and key supporting information within the chapter.	At the end of each chapter there is a recap of the important vocabulary, grammatical concepts, and cultural concepts presented.	3

Total Points for Section D 9

Section E

Teacher's Guide and other Resources	Evidence / Comments	Points (1-3)
The teacher's guide includes activities for helping students to organize information, to lead their own discussions, and to work in cooperative groups.	T.G. Suggests activities for organizing information and for partner work. Leading discussion and undertaking cooperative group projects is not addressed. Teacher would need to develop these based on National Standards Scenarios.	2
The materials and instructional plans are well organized and easy to use (teacher friendly).	They include numerous nice, reproduce-able masters.	3

Total Points for Section E 5

Section F

Ancillary Materials* for Students	Evidence / Comments	Points (1-3)
Ancillary materials expand knowledge of content by focusing on essential ideas.	Culture, literacy and experiential learning are more fully addressed in ancillary materials.	3
Ancillary materials meet the varying individual needs of students.	Numerous video, audio, visual and tactical activities provide multi-sensory instruction and reinforcement of concepts and skills being addressed in the chapters. The program provides reproducible masters of games and extension activities to enhance the learning. Videos and audio components are current with the cultural trends of teenagers in Germany.	3

Ancillary materials incorporate state of the art technology resources to facilitate teacher use and support student learning.	While there are on-line materials, listening and video are CD/DVD-based, which makes them somewhat easier to access in current classrooms.	3
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*Workbooks, blackline masters, skill sheets, CDs, videos, DVDs, multi-level libraries, and primary resource documents.

Total Points for Section F 9

- Total Points Section A = 36**
- Total Points Section B = 12**
- Total Points Section C = 43**
- Total Points Section D = 9**
- Total Points Section E = 5**
- Total Points Section F = 9**

Total Points for Text 114

Final Recommendation and explanation:

We recommend the adoption of Portfolio Deutsch / Langenscheidt for all Amphitheater German programs at Levels I and II. The support and address the FL Standards, will be readily understood by students, offer flexible and many-faceted teaching methods for teachers using them, and are fully supported by the publisher.

Submitted by:

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