

Deutsch Aktuell 2, 6th edition

Correlated to

**Michigan Foreign Language Standards
Intermediate Low and Intermediate Mid – Level 2**

| STRAND 1: COMMUNICATION | | |
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| | Intermediate Low and Intermediate Mid | Page Numbers |
| 1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. | | |
| | Interpersonal Speaking/ Listening or Signed (SL) | |
| | Socializing | |
| | 1.1.M.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about everyday topics such as school and community events and activities. | SE 73 (Rollenspiel), 152 (Rollenspiel) |
| | 1.1.M.SL.b Recognize and use appropriate register/honorifics in a limited number of routine social situations such as making a purchase or an appointment. | SE 152 (Rollenspiel), 172 (Rollenspiel), 184 (Rollenspiel), 281 (Rollenspiel), 294 (Rollenspiel), 346 (Rollenspiel) TE 178, 324 |
| | 1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply. | SE 13 (Rollenspiel), 54 (Praktisches), 153 (Praktisches), 209 (Rollenspiel), 218 (Rollenspiel), 240 (Rollenspiel), 326 (Rollenspiel) |
| | Identifying and Describing | |
| | 1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture. | SE 4=63-64, 95, 99-102, 112-113 TE 294 |

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| | 1.1.M.SL.e Share a detailed description about feelings, emotions and health of contemporary figures. | SE 149-151, 305-306, 311-314, 320-321, 324-325 TE 324, 372 |
| | 1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture. | SE 12 (Persönliches), 22 (Rollenspiel), 23 (Praktisches), 34 (Persönliches), 73 (Rollenspiel), 85 (Praktisches), 115 (Rollenspiel), 240 (Rollenspiel), 281 (Rollenspiel) TE 23, 66, 390 |
| | Exchanging Information | |
| | 1.1.M.SL.g Exchange information in the target language about personal and social, community or current events. | SE 152 (Rollenspiel), 185 (Praktisches), 240 (Rollenspiel), 254 (Rollenspiel) TE 236 (Connect with Community), 244, 245, 251, 291 |
| | 1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services. | SE 13 (Rollenspiel), 152 (Rollenspiel), 172 (Rollenspiel), 184 (Rollenspiel) TE 352 |
| | Exchanging Opinions | |
| | 1.1.M.SL.i Interview a classmate in the target language about their likes, dislikes, preferences, and opinions. | SE 54 (Rollenspiel), 280 (#12) TE 195 |
| | 1.1.M.SL.j Share opinions and individual perspectives on a variety of topics dealing with contemporary issues. | SE 389 (Praktisches) TE 147, 345, 360, 372, 384 |

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| | Interpersonal Reading/ Writing (RW) | |
| | Socializing | |
| | 1.1.M.RW.a Use the target language in email messages, text messages, blogs, web pages, letters, and notes to greet one another and write about everyday topics such as school and community events and activities. | SE 82-83, 294 (Schreiben) TE 268, 292 |
| | 1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence. | TE 34, 72, 268 |
| | 1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply. | TE 34, 72 |
| | Identifying and Describing | |
| | 1.1.M.RW.d Share a written detailed description of physical appearance, character, and personality traits of contemporary figures in their own and the target culture. | SE 54 (Schreiben), 294 (Schreiben), 311-314 TE 381 |
| | 1.1.M.RW.e Share a written detailed description of feelings, emotions, and health of contemporary figures. | SE 326 (Persönliches; Rollenspiel), 363 (Schreiben) TE 311 |
| | 1.1.M.RW.f Share a written detailed description of places and things beyond the student's immediate environment or in the target culture. | SE 23 (Schreiben), 85 (Schreiben), 185 (Schreiben), 222 (#4) TE 23, 84 |

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| | Exchanging Information | |
| | 1.1.M.RW.g Exchange information in writing in the target language about personal and social, community, or current events. | SE 54 (Schreiben). 222 (#5). 254 (Schreiben), 264 (#4), 325 (Schreiben, #2), 362 (Persönliches) TE 251, 292, 378 |
| | 1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases. | SE 185 (Schreiben, #2), 362 (Schreiben), 389 (Praktisches; Schreiben) |
| | Exchanging Opinions | |
| | 1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information. | SE 54 (Rollenspiel), 280 (#12) |
| | 1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues. | SE 389 (Praktisches; Schreiben) TE 345 |
| 1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. | | |
| | Interpretive Language-Listening (L) or Signed (SL) | |
| | 1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics. | SE 92 TE 2. 3, 74, 106, 174, 318 |

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| | 1.2.M.L.b Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community. | SE 13 (Rollenspiel), 22 (Rollenspiel), 23 (Praktisches), 54 (Rollenspiel), 104 (Rollenspiel), 115 (Praktisches), 140 (Rollenspiel), 152 (Rollenspiel), 153 (Praktisches), 172 (Rollenspiel), 185 (Praktisches), 209 (Rollenspiel), 254 (Rollenspiel), 281 (Rollenspiel), 327 (Praktisches), 379 (Rollenspiel). 389 (Praktisches) TE 19 |
| | 1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production). | TE23 Students understand main ideas of videos presented in the video series accompanying the textbook. |
| | 1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music). | SE 371 (#1) TE 101, 289 |
| | Interpreting Written Language-Reading (R) | |
| | 1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics. | SE <i>Please note that the instructions to most activities are in German.</i> |
| | 1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or | SE 380-381, 390-392 TE 101, 289 |

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| | stories. | |
| | 1.2.M.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community (email, letters, messages, notes, and text messages). | SE 83 (#16), 84 (#17), 294 (Schreiben) TE 268 |
| 1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | | |
| | Presentational Language - Speaking (S) or Signed (SL) | |
| | 1.3.M.S.a Present skits or short plays in the target language. | TE 23, 167, 172, 324, 375 |
| | 1.3.M.S.b Retell a story to an audience in the target language. | SE 81 (#14), 121 (#23) TE 253 |
| | 1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language. | SE 85 (Praktisches), 389 (Praktisches) TE 195, 346 |
| | 1.3.M.S.d Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show. | TE 291, 392 |
| | Presentational Language-Writing (W) | |
| | 1.3.M.W.a Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task. | SE 45 (#11), 294 (Praktisches), 300 (#4) TE 84, 198, 214, 352 |
| | 1.3.M.W.b Create original compositions or journal entries in the target | SE 54 (Schreiben), 85 (Schreiben), 254 (Schreiben), 294 |

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| | language. | (Schreiben) |
| | 1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language. | SE 327 (Schreiben, #2), 362 (Persönliches; Schreiben) TE 23 |
| STRAND 2: Cultures | | |
| 2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. | | |
| | Understanding the impact of historic events and governmental systems within the target cultures (H) | |
| | 2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken. | SE 99 (Aktuelles), 230 (Für dich), 236, 247 (Für dich), 255, 390 (Aktuelles) |
| | 2.1.M.H.b Describe three important features of the governmental/ political system(s) in a country in which the language is spoken. | SE 116-117, 118 (#19.10) |
| | 2.1.M.H.c Explain important political issues in a community or country in which the language is spoken. | SE 388 (#8) |
| | 2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken. | SE 388 (#8) TE25 The <i>Deutsch Aktuell Internet Resource Center</i> posts up-to-date news articles. |
| | 2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or | SE 230 (Für dich), 236-238 (Aktuelles), 257 (Aktuelles) TE 227 |

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| | countries. | |
| | Understanding the role of family and community within the target culture(s) (F) | |
| | 2.1.M.F.a Compare family structures and the role of friends within two or more communities or cultures in which the language is spoken. | SE 99-102 (Aktuelles) |
| | 2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day). | SE 99-102 (Aktuelles), 184 (#20) |
| | 2.1.M.F.c Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services). | SE 6 (Für dich), 12 (#9), 18 (Für dich), 21 (#16), 129 (#3), 130 (Für dich), 140 (#13), 172 (#10), 178 (#14), 322 (Für dich), 338 (Für dich) TE 9, 138, 168, 171, 178, 272, 308 |
| | 2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken. | SE 42 (#10), 47 (#13), 53 (#20), 114 (#18), 198 (#3), 208 (#13), 213 (#15), 217 (#19) TE 214 |
| | 2.1.M.F.e Compare the practices and significance of an important: - civil or religious holiday or celebration AND - regional holiday or celebration AND - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken. | SE 229 (#3), 230 (Für dich), 240 (#12), 246 (#15), 247 (Für dich), 253 (#21), 258 (#22) TE 227, 228, 230, 236, 245, 253 |

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| | Understanding education, employment, and the economy in the target cultures (E) | |
| | 2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries. | SE 146 (Für dich), 293 (#20, 21), 384 (Aktuelles, Ausbildung) TE 146 |
| | 2.1.M.E.b Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries. | SE 99-100 (Aktuelles), 118 (#19, 20) |
| | 2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries. | SE 372 (#2.5), 388 (#8.2) TE 372 |
| 2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. | | |
| | Understanding the impact of geography and natural resources on the target cultures (G) | |
| | 2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken. | SE 47 (Für dich), 72 (#8), 77 (Für dich), 213 (Für dich) TE 77 |
| | 2.2.M.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken. | SE 72 (#8), 77 (Für dich), 118 (#19), 119 (#20) TE 77 |

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| | 2.2.M.G.c Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken. | SE 118 (#19.9), 119 (#20.1) |
| | 2.2.M.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken. | ----- |
| | Understanding the importance of cultural and creative heritage within the target cultures (C) | |
| | 2.2.M.C.a Describe the significance of current cultural icons (arts, architecture, music, literature, film, media, TV, newspapers, and the creators of these products). | SE 272 (Für dich) TE 272 |
| | 2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV,, newspapers, and the creators of these products). | SE 383 (Für dich), 393 (#10) TE 101, 383, 392 |
| | Understanding the artifacts associated with family and community life within the target culture(s) (F) | |
| | 2.2.M.F.a Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services). | SE 6 (Für dich), 12 (#9), 18 (Für dich), 22 (#17), 130 (Für dich), 140 (#13), 172 (#10), 178 (#14), 338 (Für dich) TE 9, 138, 168, 171, 272 |

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| | 2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries. | SE 128-129, 130 (Für dich), 137 (food poster), 140 (Rollenspiel) |
| | 2.2.M.Fc Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken. | SE 42 (#10), 53 (#20), 114 (#18), 198 (#3), 208 (#13), 217 (#19) |
| | 2.2.M.F.d Compare the significance of the products associated with an important: - civil or religious holiday or celebration AND - regional holiday or celebration AND - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken. | SE 229 (#3), 230 (Für dich), 240 (#12), 246 (#15), 247 (Für dich), 258 (#22) |
| | Understanding the artifacts associated with education, employment, and the economy in the target cultures (E) | |
| | 2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries. | SE 373-376, 384-387 |
| | 2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or | SE 99-100 (Aktuelles), 118 (#19, 20) |

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| | countries. | |
| | 2.2.M.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries. | SE 119 (#20.8) TE 182 |
| STRAND 3: Connections | | |
| 3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language. | | |
| | 3.1.M.a Acquire new content knowledge about familiar topics through the target language. | SE 116-119, 390-393 TE 20, 77, 82, 101, 116, 164, 182, 196, 244, 344 |
| 3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures. | | |
| | 3.2.M.a Use audio, visual, and/or print materials available only in the target language to acquire information. | SE 39-42, 70-71, 99-102, 116-117, 136-139, 168-171, 205-207, 236-238, 255-257, 278-280, 311-314, 343-345, 373-376, 390-392 TE 116 TE25 Students have the opportunity to watch videos and read up-to-date news articles on the <i>Deutsch Aktuell</i> Internet Resource Center. (www.emcp.com) |
| STRAND 4: Comparisons | | |
| 4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own. | | |

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| | 4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language. | TE 2, 14, 30, 31, 39, 304 |
| | 4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language. | TE 35, 48, 110 (Compare), 200, 232, 273, 356 |
| | 4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language. | TE 38 |
| | 4.1.M.d Select phonological features recognizing that meaning is not always conveyed through equivalent application of the same features from one's own language to the target language. | TE 35 |
| 4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. | | |
| | 4.2.M.a Identify the significance of the cultural practices within the target culture(s) and compare them to one's own. | TE 97 (Connect with Culture), 146, 169, 199, 251 (Understand Culture), 308, 370, 384, 385 |
| | 4.2.M.b Identify the significance of the cultural products within the target culture(s) and compare them to one's own. | TE 110 (Expand), 127, 130, 272 |

| STRAND 5: Communities | | |
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| 5.1 Use of Language Students use the language both within and beyond the school setting. | | |
| | 5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or web pages. | SE 294 (Schreiben) TE 34, 72, 292 |
| | 5.1.M.b Provide services to others in the school district and community through activities in the target language such as serving as conversation partners for other students in the target language. | TE 84 (Create), 152 (Connect with FACS), 236 (Collaborate), 291, 392 |
| 5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. | | |
| | 5.2.M.a. Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom. | TE 152 (Connect with Culture), 236, 291 |
| | 5.2.M.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and the new culture. | TE 278 (Connect with Culture) TE25 The <i>Deutsch Aktuell</i> Internet Resource Center gives students the opportunity to listen to songs, watch videos, and read news articles. |
| | 5.2.M.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed. | SE 14-15 (airline personnel), 16 (ticket agents) |