

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: German 1 **State-Funded Course:** 61.01100

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<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
I. Communication Interpersonal Mode of Communication - MLI.IP1	<p>The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:</p> <p>A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.</p> <p>B. Express likes, dislikes, emotions, agreement and disagreement.</p> <p>C. Make simple requests.</p> <p>D. Ask for clarification.</p> <p>E. Give simple descriptions.</p> <p>F. Comprehend basic directions.</p>	<p>4, 7, 8, 9, 15, 16, 23, 24, 25, 30, 42, 52</p> <p>62, 63, 70, 80, 86, 95, 113, 148, 149</p> <p>70, 86, 90, 100, 114, 135, 149, 182, 276, 319</p> <p>70, 73, 75, 79, 148, 282, 295, 302, 306, 316</p> <p>276, 282, 282, 287, 288, 293, 322, 326,</p> <p>80, 95, 100, 116, 135, 136, 253, 276, 278, 288</p>

<p>MLI.IP2</p>	<p>G. Ask questions and provide responses based on topics such as self, family, school, etc.</p> <p>H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.</p> <p>The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:</p> <p>A. Initiate, participate in, and close a brief oral or written exchange.</p> <p>B. Use formal and informal forms of address.</p> <p>C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>9, 13, 16, 35, 39, 42, 52, 63, 65, 70</p> <p>12, 13, 14, 26, 44, 46, 54, 56, 124, 125, 129</p> <p>63, 65, 70, 81, 86, 103, 114, 120, 136, 148, 149</p> <p>20, 24, 42, 70, 76, 86, 114, 120, 148,149</p> <p>129, 136, 148, 149, 152, 168, 183, 188, 193, 202, 215</p>
<p>Interpretive Mode of Communication - MLI.INT1</p>	<p>The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:</p> <p>A. Identify main ideas and some details when reading and listening.</p> <p>B. Comprehend simple, culturally authentic announcements, messages, and advertisements.</p>	<p>51, 53, 79,80, 100, 110, 113, 116, 141, 147, 148</p> <p>19, 49, 73, 93, 161, 189, 208, 261, 262, 328, 337, 367</p>

<p>MLI.INT2</p> <p>Presentational Mode of Communication - MLI.P1</p>	<p>C. Understand simple instructions, such as classroom procedures.</p> <p>D. Demonstrate Novice-Mid proficiency in listening and reading comprehension.</p> <p>The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:</p> <p>A. Differentiate among statements, questions and exclamations.</p> <p>B. Recognize basic gestures, body language, and intonation that clarify a message.</p> <p>The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:</p> <p>A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.</p> <p>B. Give basic information about self and others including school, family, activities, etc.</p>	<p>95, 100, 103, 113, 114, 120, 202, 214, 215, 321</p> <p>148, 149, 152, 179, 182, 211, 214, 234, 239, 244, 248</p> <p>38, 39, 42, 69, 70, 75, 80, 83, 160, 161, 164, 176, 275</p> <p>11, 30, 48, 51, 52, 70, 80, 86, 100, 113, 117</p> <p>42, 52, 53, 70, 80, 86, 114, 188, 218, 249</p> <p>52, 70, 80, 100, 148, 168, 214, 248, 282, 319</p>
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<p>MLI.P2</p> <p>II. Cultural Perspectives, Practices, and Products - MLI.CU1</p>	<p>C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</p> <p>The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:</p> <p>A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.</p> <p>B. Demonstrate comprehension of rehearsed material.</p> <p>The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:</p> <p>A. Demonstrate knowledge of contributions of target culture(s) to civilization.</p> <p>B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.</p> <p>C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.</p>	<p>114, 148, 182, 202, 249, 282, 321, 355, 382</p> <p>168, 171, 173, 175, 214, 217, 218, 227, 230, 240</p> <p>247, 248, 253, 254, 261, 268, 271, 277, 281, 295</p> <p>TE 29, 30; 40, 63, 249, 274, 278 299, 314, 353, 367, 368, 370</p> <p>37, 40, 48, 65, 76, 93, 142, 159, 165, 198, 208, 296</p> <p>10, 20, 48, 225, 231-234, 241, 244-246, 254, 265-267</p>
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<p>III. Connections, Comparisons, and Communities - MLI.CCC1</p>	<p>The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:</p> <p>A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.</p> <p>B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).</p> <p>C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.</p> <p>D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.</p>	<p>115, 116, 132-134, 136, 138, 139, 152, 249-250, 383-384</p> <p>12, 115, 126, 128-129, 132-135, 208, 249, 314, 383</p> <p>12, 26, 42, 44, 68, 100, 116, 126, 129, 135, 136, 137, 152</p> <p>65, 76, 86, 93-94, 115, 120, 152, 208, 250, 345, 370, 368, 385</p> <p>19, 21, 22, 25, 26, 38, 43, 44, 49, 51</p>
<p>MLI.CCC2</p>	<p>The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:</p> <p>A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.</p>	<p>41, 48, 65, 76, 93, 165, 188, 208, 218, 241, 254</p>

<p>MLI.CCC3</p>	<p>B. Demonstrate an awareness of elements of the students' own culture.</p> <p>The students compare basic elements of the target language to the English language. The students:</p> <p>A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.</p> <p>B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.</p>	<p>41, 56, 76, 86, 120, 188, 208, 218, 241, 254</p> <p>DVD, Audio Program, 19, 20, 22, 25, 26, 38, 51, 176, 196, 210, 275, 349</p> <p>DVD, Audio Program, 19, 20, 22, 25, 26, 38, 51, 176, 196, 210, 275, 349</p>
<p>MLI.CCC4</p>	<p>The students demonstrate an awareness of current events in the target culture(s). The students:</p> <p>A. Give information regarding major current events of the target culture(s).</p> <p>B. Understand the impact of current events of the target culture(s).</p>	<p>ATE 27-30; i-Culture; TE 208, 296, 314-315</p> <p>TE 27-30; ; i-Culture; TE 208, 274, 296, 314-315</p>
<p>MLI.CCC5</p>	<p>The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:</p>	

	<p>A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.</p> <p>B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.</p>	<p>ATE 27, 28, 29, 30; i-Culture; TE 262, 274, 278, 326, 368-370</p> <p>ATE 24-30; i-Culture; TE 262</p>
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