

2020 Instructional Material Summer Review Institute

**Review Team Appraisal of Title**  
(9-12 World Languages)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Mosaik 2021 L1 SE + SuperSitePlus (6Y)	Publisher	Vista Higher Learning, Inc.
SE ISBN	9781543321517	TE ISBN	9781543312256
SW ISBN		Grade Level/Content	9--German

**Core Instructional Material Designation** (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

**Recommended**  
(90% and above)

**Recommended with Reservations**  
(80-89%)

**Not Recommended and Not Adopted**  
(below 80%)

**Total Score** - Below is the final score for the materials averaged between the team of reviewers.

Average Score
77%

**Cultural and Linguistic Relevance Recognition** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

**CLR Recognized**

Average Score
93%

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):*

Students use the language to learn about cultural practices and perspectives, but are not given opportunities to use the language in their investigation of those cultures. Most of the cultural assignments in this book are in English (several even specifically direct the students to complete the assignment in English), which is in opposition to the NM World Readiness Standards and the ACTFL Standards on which they are based. Additionally, the scope of cultures covered is superficial, missing German minority cultures almost entirely.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):*

Generally, the materials are culturally responsive, allowing students to use the language to investigate their own cultures, despite the lack of information about the diversity of cultures in Germany. Students are encouraged to think about how individual cultures differ within their single community. For example, the textbook asks students to think about cultural celebrations and greetings which they may not have in common with other students in their classroom.

<b>Standards Review</b> - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.	
	Average Score
	71%
Materials align with grade level standards overall.	
<i>Statements of appraisal and supporting evidence:</i>	
Materials partially align with grade level standards, but include grammatical concepts which are not appropriate to the level. The materials fail to meet standards by introducing students to concepts through the usage of English-language texts. Novice-level standards clearly state that texts should be in the target language. Additionally, the inclusion of the <i>dative</i> case in a level one text is inappropriate in regards to the ACTFL levels upon which the standards are based.	
Materials align with communication standards.	
<i>Statements of appraisal and supporting evidence:</i>	
Students are provided with ample opportunities for communication in all modes. The materials include high quality examples of conversational / interview activities, as well as many opportunities for students to write in the target language. Overall, the textbook is very strong in providing students opportunities for interpersonal communication.	
Materials align with cultures standards.	
<i>Statements of appraisal and supporting evidence:</i>	
Materials occasionally align with cultural standards, but are often lacking in cultural diversity and responsiveness. The text provided does a good job including material about the lesser-taught German-speaking countries (Switzerland, Austria, Liechtenstein, Luxembourg), but it rarely mentions the ethnic and cultural diversity of Germany itself. It includes rare mentions of Turkish-Germans and Italian-Germans, but usually in the context of food. It leaves out most ethnic minorities in Germany and completely fails to address the religious diversity of the country.	
Materials align with connections standards.	
<i>Statements of appraisal and supporting evidence:</i>	
Materials permit students to make connections to other disciplines (such as social studies) as well as diverse perspectives. There are many opportunities for students to make connections to disciplines such as social studies and American studies, as well as geography. The text also contains high quality video / audio texts (such as podcasts and commercials) through which students could draw connections to health and physical education classes.	
Materials align with comparisons standards.	
<i>Statements of appraisal and supporting evidence:</i>	
The materials give the students ample opportunities for linguistic comparison, but are lacking in cultural comparison activities. The textbook contains ample examples of how German linguistic patterns compare to similar patterns in English, such as patterns in pronunciation and in sentence structure. However, the cultural comparison assignments are typically shallow and short, without pre- and post-comparison activities to complement the comparison itself.	
Materials align with communities standards.	
<i>Statements of appraisal and supporting evidence:</i>	
The materials provide students with some opportunities to use the language outside of the classroom. For example, students are required to write a short biography of themselves to post on a website and find a German penpal. This is, however, the best example of these types of activities. The others are purely hypothetical, and do not actually require the students to take their German out into their communities.	

**WL Content Review** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

86%

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

*Statements of appraisal and supporting evidence:*

Students are provided with high quality texts (print texts, videos, and audio) throughout the material. Although these are not authentic texts--they appear to have been created specifically for the textbook itself--they are very high quality. The texts are clearly native-speaker level texts, which is appropriate for all levels of language learners, as are the commercials and podcasts included in the online component. They are engaging in their content and appear to have been created using modern and up-to-date media techniques.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

*Statements of appraisal and supporting evidence:*

Questions in the materials are generally high quality, and text specific, maintaining student focus on the previously read text. These questions accompany and reference the texts upon which they are based. They also usually (but not always) appear to be comprehensive in nature. However, the textbook does seem to rely on short sections (three at a time) of true / false questions to check for comprehension on several larger texts.

Materials provide scaffolding and supports to enable students' learning of World Languages.

*Statements of appraisal and supporting evidence:*

The materials provide some teacher support for scaffolding lessons in the form of expansion ideas and suggestions. These ideas are often good ways to expand and expound on the activities students have already completed. However, these suggestions are the limit of scaffolding supports in the textbook itself. There are no supports provided (outside of the brief teacher-oriented pre-text pages) for students who may be struggling, or for teachers who are having difficulty explaining the activity in the target language, which they are required to do according to state standards (this is suggested at the beginning of the book, although there are no strategies provided).

**All Content Review** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

89%

Materials are coherent and consistent with the high school standards that all students should study in order to be college and career ready.

*Statements of appraisal and supporting evidence:*

Materials are usually coherent and consistent, however they often rely on college-level standards and assessment methods. Overall, the structure of the text maintains its coherence and structure throughout. It is well organized through color codes, making it very easy to read for students. However, the textbook is clearly oriented toward students already enrolled in college, and, therefore, often fails to promote college-readiness for high school students. For example, several of the grammatical constructions taught assume students are highly motivated and spending a significant amount of time working outside of class (teaching these concepts in level 1 does not align with New Mexico high school standards). These include the dative case, as well as adjective endings and prepositions.

Materials are well designed and take into account effective lesson structure and pacing.

*Statements of appraisal and supporting evidence:*

Materials are sometimes designed in a way to promote effective lesson structuring and pacing. However, the textbook format, as well as choices of timing in teaching grammatical concepts, hinder a teacher's ability to structure effectively. In regards to the format, the cultural pages are organized to encourage students to complete reading 3 to 4 texts prior to addressing the assessment questions. This is not a realistic way to structure a high school language lesson, where singular texts are typically chunked with accompanying questions, in order to support students who are reading at a slower pace.

Materials support teacher planning, learning, and understanding of the standards.

*Statements of appraisal and supporting evidence:*

The materials provide teachers with a detailed explanation of the World Readiness Standards, as well as connections between the standards and types of activities in which they are addressed. There are also suggestions in the teacher pages at the beginning of the teacher's edition regarding how instructors should plan their lessons and set up their classroom.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

*Statements of appraisal and supporting evidence:*

The online component provided with the materials gives teachers several high quality resources and tools to track student data regarding standards progress. These resources include auto-graded activities (which the students can complete multiple times at the teacher's discretion), as well as a gradebook and feedback tools.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

*Statements of appraisal and supporting evidence:*

The materials promote the effective use of various types of student technology (including handheld devices as well as computers) to enhance the student's experience. Digital materials are available on the online component as well as through guided Google activities. The online materials which accompany this book are thorough and detailed. Additionally, they are easy to use and are organized on both traditional and mobile versions of the website.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The online component of the materials allows the teacher to customize all activities for students' varying achievement levels. Assessment questions can be moved around or changed, and activities can be assigned piecemeal at the teacher's discretion. However, the book is limited to the suggestions and extension ideas provided to the teacher. These are often limited to a single sentence about how to make an assignment more complex or a reminder about items to address before teaching the material. There are no suggestions for reaching students who are struggling or students who have difficulty with certain aspects of language acquisition (reading, writing, hearing, etc...).

Materials give all students extensive opportunities and support to explore key concepts.

*Statements of appraisal and supporting evidence:*

The textbook provides students with opportunities to explore the key concepts related to the standards, particularly those which are communicative in nature. These include activities which encourage students to speak and write interpersonally as well as presentationally, and there are many examples of interpretive assignments integrated within the text. However, without the online component (wherein teachers can edit and change material) there are no inclusionary opportunities in the textbook for students who learn at a slower pace.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

Students use the language to learn about cultural practices and perspectives, but are not given opportunities to use the language in their investigation of those cultures. Most of the cultural assignments in this book are in English (several even specifically direct the students to complete the assignment in English), which is in opposition to the NM World Readiness Standards and the ACTFL Standards on which they are based. Additionally, the scope of cultures covered is superficial, missing German minority cultures almost entirely.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Generally, the materials are culturally responsive, allowing students to use the language to investigate their own cultures, despite the lack of information about the diversity of cultures in Germany. Students are encouraged to think about how individual cultures differ within their single community. For example, the textbook asks students to think about cultural celebrations and greetings which they may not have in common with other students in their classroom.

**Reviewers' Professional Summation** - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 36

*Background and experience:*

I have a BA in both History and German from the university of New Mexico, as well as a MA in German Studies. I have been teaching German for ten years, at the high school and university levels, and have taught all levels from 1 through AP. I have also had the opportunity to teach classes at a 5 week long total immersion program in Taos Ski Valley. Many of my students have achieved the New Mexico Seal of Bilingualism on their high school diplomas, and a few former students are currently completing their undergraduate degrees in Germany. I have spent a great deal of time in Germany, both on my own and with students. I was also awarded the 2018 US German Teacher of Excellence Award by the German Embassy in Washington DC.

*Professional summary of material:*

I feel that this textbook has the ability to provide teachers with a substantial amount of high quality, highly usable classroom material. Many of the texts and activities are engaging and interesting, and the videos (while inauthentic) have been made by native speakers and would be engaging for students. The textbook also gives students some quality opportunities to talk about their own cultures, using German cultural practices and perspectives as a lens. Adversely, the introduction of dative case (including dative case adjective endings) is inappropriate for first year, novice learners. This is a concept which is typically introduced at the end of level 2 (or level 3 in some cases), and not mastered for some time thereafter. Additionally, the book seems focused on German diversity only in relation to Germany / Austria / Switzerland. Turkish Germans are barely mentioned, and the plethora of regional dialects within Germany is not present in the material. Afro-Germans, German Jews, and other minorities are also not mentioned, and the 1936 Olympic Games (a significant moment and excellent jumping off point for talking about German ethnic diversity) is glossed over at best. An additional deficiency is the level to which the quality of instruction would suffer without the online material. Having only the print book and no access to the online component makes this book extremely difficult for a new or inexperienced teacher to adapt to accommodate learners of varying achievement levels (particularly learners who are struggling).

Reviewer #: 37

*Background and experience:*

My educational background is MA-level III. I have been teaching German for 11 years from grade 9-12 and as adjunct faculty at SJC, Farmington, NM. Many of my college students transferred to continuing studying in Germany after completing 2 years of my German I and II at college. My bachelor degree was in German linguistic and I lived in Germany for 5 years.

*Professional summary of material:*

The textbook provides a good learning environment designed for world language instruction. I find that the sections are presented in a form that allows students to engage through media, motivate their experience and offers plenty practices. As an educator, I like the resources and the supersite as a powerful tool to differentiate instruction and to get feedback of my students' learning. I would like to see more integrated content for cultural diverse linguistic students and special needs students. I am also missing more text related to the cultural diversity in Germany.

Reviewer #: 38

*Background and experience:*

I am a Level III German teacher for 27 years with a Bachelors and a Masters in education. I have taught all levels of German, AP included. Throughout my career I have been involved in several textbook adoptions through my school district.

*Professional summary of material:*

The L 1 German book provides a lot of resources that can be used in the classroom and online. The organization is very nicely done. What is especially helpful are the color codes for each section. There is room for improvement when it comes to cultural perceptions and the integration of it. Several culture parts do not explore the topic in depth or let the students investigate more the relationship between cultural relationships and practices. Some of the grammar sections are suitable but others are not appropriate for the level 1 (Dative Case).