

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/>

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|------------|--|---------------------|-----------------------------|
| Text Title | Mosaik 2021 L2 SE + SuperSitePlus (6Y) | Publisher | Vista Higher Learning, Inc. |
| SE ISBN | 9781543321661 | TE ISBN | 9781543312263 |
| SW ISBN | | Grade Level/Content | 10 |

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.

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|---------------|
| Average Score |
| 66% |

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

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|---------------|
| Average Score |
| 65% |

Materials take into account cultural perspectives.

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

The materials restrict themselves to a very narrow lens of cultural perspective, namely that of stereotypically traditional German culture (Bavarian and Swiss). Other regional German cultures, such as Swabian, Hessian, Platt, etc.. are ignored entirely. Turkish-German culture is seldom mentioned and typically only from the perspective of non-Turkish Germans. Additionally, there is no mention of Germans of Southern European or East Asian descent. All reviewers struggled to find a single photo of a German who is not white.

Materials include a culturally responsive lens.

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

The materials maintain a complete lack of awareness in regards to current events which impact German cultural diversity. There is no mention of the current immigration and refugee situation (of people from Sub-Saharan Africa, the Middle East, and Central Asia), which has been at the forefront of German news and cultural discussion for the last several years.

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

61%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The materials usually align with grade level standards in the area of communication. This includes the presentational, interpersonal, and interpretive modes of communication. However, the lack of diversity, community, and cultural connections within the text fails to meet the grade level standard.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

The materials provided do align with communication standards. There are substantial opportunities for students to practice all modes of communication, with the exception of audio interpretive due to the lack of videos and audio samples present on the super site. The materials also fail to provide listening opportunities for students who require the material to be slowed down.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The materials provide ample information in regards to stereotypical German-speaking cultures (such as Bavarian, Swiss, and Liechtensteinian), however this is a very limited picture of German culture. The materials only mention Turkish-German culture fewer than a handful of times, and completely ignore other German minority cultures, such as Afro-Germans, Germans of Vietnamese origin, Germans from the Middle East and Central Asia, and German Jews. Additionally, the materials fail to make mention of the waves of migration into Germany following the crisis in Syria.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

The materials do succeed in aligning with World Readiness Connections standards. There are quality activities which may be applied to these standards, and which generate connections with other disciplines the students may be engaged with. These disciplines are both academic and non-academic in nature, increasing student engagement and willingness to participate. Examples include fashion in Germany, the German auto industry, and German geography.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

Cultural and linguistic comparison opportunities are usually provided throughout the textbook. These include instances where students learn about German grammar by comparing it to grammatical structures in English, as well as many opportunities for students to compare their own culture with an aspect of German culture.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

Students are often asked to participate in activities where they engage only hypothetically with their community (such as creating fake brochures for German cities). However, they are never given a qualitative assignment where they engage in critical thinking and actually become involved with either their community or a community in Germany.

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

89%

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:

While the materials are missing the video and audio examples, they do provide substantial quantities of high quality print material. The cultural material in particular is superbly written and presented in an authentic manner for the students to read. These materials include article segments, cultural introductions, biographies, and statistical information. The information throughout is useful and pertinent to students who would like to enrich their knowledge of and / or travel to Germany.

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 throughout the textbook tend to be high quality and text-referenced. They are usually thorough (with the exception of the true / false questions which seem short and cursory) and well thought out, citing the most important parts of the text. However, the way that they are organized will be problematic for students who are less attentive, as the texts are typically grouped together at the top of the pages, with the questions for all texts assembled at the bottom.

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

Statements of appraisal and supporting evidence:

Some of the material provides scaffolding and support opportunities for teachers, particularly those teaching advanced students (as there are many instances of *extension* activities for students who finish early). However, there is a lack of built-in support or design for students who are struggling with the material. There are no recommendations for simplifying activities and/or instructions, and the online component is missing the read aloud questions and directions.

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

71%

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:

The materials generally (but not always) maintain coherency and consistency in regards to the all content high school standards. Often the activities in which students are asked to participate are designed to appeal to students already enrolled in college level German classes. Additionally, the students are able to perceive the consistency due to the high quality intro pages preceding each chapter.

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

Statements of appraisal and supporting evidence:

The textbook does include two separate pacing guides, both of which are very good, one for a traditional high school schedule and one for a block-style schedule. These pacing guides maintain their consistency throughout the textbook and teachers are able to rely upon them for lesson planning. These pacing guides also include examples of optimal lesson structure for classes where language acquisition is the primary goal.

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

Statements of appraisal and supporting evidence:

Materials generally provide a clear overview and a substantial quantity of charts and tables for teachers to use in the comprehension of the standards. For example, the textbook includes the World Readiness Standards, Six-Step Instructional Design, ideas for differentiation, and the aforementioned pacing guides with multiple schedules included.

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

Statements of appraisal and supporting evidence:

The materials provide no resources or tools to teachers to collect data. If the Level 2 materials included the same quality of online component as their Level 1 counterpart, a teacher could expect significant tools and resources for easily collecting detailed student data.

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:

Students are often directed online to do research about presentation and discussion topics. However, this textbook includes an online component which is, in its current state, devoid of activities, resources, and assessments. Therefore, there is no digital material accompanying the book. Even videos which are specifically referenced in the text are not present in the online component.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

There are many instances of expansion ideas in the Teacher's Edition for making activities more difficult for high achieving students. However, there is no way to adjust the instruction in a way to accommodate students who require special modifications and/or needs in regards to the instructions or activities themselves.

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

Statements of appraisal and supporting evidence:

Materials sometimes provide students the tools and opportunities to explore key concepts. However, the lack of digital material referenced in the text severely impacts these aforementioned opportunities. Students are restricted to the print material available in their own textbook. The online component *does* (singularly) include vocabulary tools which are useful for ELL students.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials restrict themselves to a very narrow lens of cultural perspective, namely that of stereotypically traditional German culture (Bavarian and Swiss). Other regional German cultures, such as Swabian, Hessian, Platt, etc.. are ignored entirely. Turkish-German culture is seldom mentioned and typically only from the perspective of non-Turkish Germans. Additionally, there is no mention of Germans of Southern European or East Asian descent. All reviewers struggled to find a single photo of a German who is not white.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials maintain a complete lack of awareness in regards to current events which impact German cultural diversity. There is no mention of the current immigration and refugee situation (of people from Sub-Saharan Africa, the Middle East, and Central Asia), which has been at the forefront of German news and cultural discussion for the last several years.

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 received a BA in History and in German from the University of New Mexico, as well as an MA in German Studies. I have been teaching German for 10 years at all levels, including both high school and college, and had the opportunity to teach in a full immersion program at UNM's prestigious German Summer School in Taos Ski Valley. Many of my students have received the New Mexico Seal of Bilingualism after passing the STAMP and/or AP exams. I was also awarded the US National German Teacher of Excellence 2018 award by the German embassy.

Professional summary of material:

This textbook maintains many high quality examples of cultural and linguistic activities for students who are in the second year of learning German. Using the book, students may have many quality discussions with one another, as well as writing and reading opportunities. However, it suffers significantly from the lack of the online component (which was the Level 1 textbook's greatest strength, in our opinion). As such, it is accompanied by no online resources (rubrics, videos, audios), online assessments, or online activities. Additionally, the lack of diversity in the textbook is extremely problematic. Numerous German sub-cultures are ignored entirely, as are most non-German ethnic groups living in Germany.

Reviewer #: 37

Background and experience:

I completed a MA in Education at UNM. I had taught German Level I and level II for 11 years at the high school level. I also work as adjunct faculty at SJC teaching all levels of German. I lived for five years in Germany working as an international translator. Some of my students here transferred to German universities after completing level I and level II at SJC. They stayed connected and let me know that what they had learned helped them to start living and studying in Germany.

Professional summary of material:

The textbook integrates many well-designed activities to keep students engaged in the content. The book presents a variety of teacher's resources and blends the underlying principles of ACFTL's readiness standards with features and strategies tailored specifically to build students' language and cultural competencies. Mosaik level II offers a comprehensive, thoroughly developed teacher's edition that contains annotations and suggestions for a few selected activities. What I am missing in this book is a better design for diverse cultural linguistic students and special needs students. I also would like to see a more ethnic and diverse lens and perspectives of the culture presented.

Reviewer #: 38

Background and experience:

I am a veteran German teacher with 27 years of experience. I hold a New Mexico Level 3 teaching license. My college education includes a Bachelors and a Masters in Communication and general education awarded by the University of New Mexico.

Professional summary of material:

The level 2 Mosaic book provides a variety of well organized material that is easy to follow. The texts are challenging for the learner but also offer a variation of exercises for different level learners. The book needs to provide a better look into the ethnicity parts, especially the latest influx of immigrants from the middle east and africa. The online platform needs to be improved so there is complete access to all parts. The teacher guidance pages at the beginning of the book especially for traditional and block schedule are very helpful for the educator.