

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 L3 SE + SuperSitePlus (6Y)	Publisher	Vista Higher Learning, Inc.
SE ISBN	9781543321814	TE ISBN	9781543312270
SW ISBN		Grade Level/Content	11--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

69%

**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

65%

Materials take into account cultural perspectives.

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

The cultural vision of this text is very limited, covering only a very small piece of the spectrum of German and American cultural perspectives. Students' own cultures are rarely brought up in the course of the text, and German dialect/regional culture is ignored almost entirely, as are German ethnic and religious minority populations.

Materials include a culturally responsive lens.

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

The materials tend to lack responsiveness to student cultural needs. They focus primarily on stereotypical aspects of German society and culture, and lack cultural depth. There is little mention of German ethnic and religious minorities (in fact, the textual mention of one of these minorities in the entire series occurs at the end of this book), and they are not addressed in a full and appropriate manner.

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

Average Score

66%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

The materials generally align with grade level standards, as grammatical structures and cultural content are level-appropriate and build on preceding years. Additionally, the communicative activities are particularly appropriate to speakers in their third year of learning the target language.

Materials align with communication standards.

*Statements of appraisal and supporting evidence:*

Overall, the material which was provided by the publisher does meet the communication standards. There are opportunities for students to practice reading and writing in both presentational and interpretive modes. The textbook, in particular, is full of thought-provoking and interesting discussions, to a degree which the previous levels were not.

Materials align with cultures standards.

*Statements of appraisal and supporting evidence:*

This level 3 textbook usually aligns with culture standards. It contains detailed information about cultural practices in Germany and the surrounding area. Additionally, cultural products are addressed throughout the textbook and compared with their equivalent products in the USA. However, there are many elements of Germany, as a very diverse society, which are missed or ignored by the materials.

Materials align with connections standards.

*Statements of appraisal and supporting evidence:*

The materials usually, but do not always, align with the connections standard. The textbook often includes reading segments which build connections to other academic and non-academic disciplines (such as science, history, and geography). However, the standard addressing diverse perspectives seems to have been overlooked by the material.

Materials align with comparisons standards.

*Statements of appraisal and supporting evidence:*

Students are often asked to compare both linguistic and cultural elements of their identities. The linguistic comparisons are evident and generally appropriate topics to address in order to ease foreign language instruction for students. However, many of the cultural comparisons are superficial in nature and lacking the depth which should be present in a level 3 cultural comparison.

Materials align with communities standards.

*Statements of appraisal and supporting evidence:*

The communities standards have been generally addressed by the textbook. In a similar manner to the comparisons standards, these activities tend to be cursory and/or hypothetical in nature, and do not actually require the students to use the language to engage with their community.

**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:*

The texts included in the book (excepting the video and audio samples, which are unavailable on the online component) tend to be high quality in format and information. They are clearly written by and for native speakers, contain useful and interesting information, and draw many connections to other disciplines. The texts are generally accompanied by useful glossaries, charts, and other helpful information.

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 provided to accompany the texts are detailed and text-specific. Whether they are discussion questions or true/false, they tend to draw students' attention to the primary and most important details in the text. They are varied in content, if not in format, and have the potential to trigger thought-provoking, high quality discussions.

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

*Statements of appraisal and supporting evidence:*

The materials provide many suggestions and expansion ideas for accommodating higher achievement-level students. However, there are no tips or ideas throughout the text to make activities more accessible to lower achievement-level students. These students' needs are addressed briefly in the preceding teacher-oriented pages, but only briefly and are never mentioned again. The additional and customizable activities present in the Level 1 online component would have been an excellent resource for these students. However, they are not present in this level.

**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

72%

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 are generally consistent with high school standards and are grade-level appropriate throughout. They encourage students to use the language in a consistent and appropriate manner for building college and career readiness.

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

*Statements of appraisal and supporting evidence:*

The materials are very well organized and formatted. The color coding makes the various sections of each chapter simple to find both for students and for teachers. With some small exceptions (such as the way the texts and questions are organized on the culture pages) each page is well formatted in a clear and easy-to-read manner.

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

*Statements of appraisal and supporting evidence:*

The teacher's edition of the textbook includes a 47 page section prior to the textbook itself, which addresses topics such as lesson planning, differentiation, scaffolding and applying chapter topics to the standards and AP themes. However, many of these aspects of planning are never mentioned again throughout the book. Instead, the only support provided in the book itself is scaffolding ideas for advanced students.

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

*Statements of appraisal and supporting evidence:*

There are no tools or resources provided to the teacher for the purpose of collecting data. This is an unfortunate consequence of the online component being empty at the time of appraisal. The inclusion of these tools in the online component would be of great benefit to the materials.

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 textbook contains several opportunities for students to utilize technology to fulfill research-based tasks. However, the digital materials (such as videos, podcasts, short films, activities, etc...), which are mentioned in the book and cited, are not present in the online component. The online component is empty.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Several of the activities within the textbook are able to be changed with included suggestions or expansion ideas. However, the materials lack editable online material. The inclusion of such items would be very helpful for both teachers and language learners using this book.

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

*Statements of appraisal and supporting evidence:*

The materials provide some students these opportunities. However, outside of the teacher pages, there is no mention of how to accommodate students of lower achievement-level. These students' needs should be addressed both throughout the book and the online materials. Additionally, the book makes no explicit mention of English Language Learning students or how to accommodate their needs.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The cultural vision of this text is very limited, covering only a very small piece of the spectrum of German and American cultural perspectives. Students' own cultures are rarely brought up in the course of the text, and German dialect/regional culture is ignored almost entirely, as are German ethnic and religious minority populations.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

The materials tend to lack responsiveness to student cultural needs. They focus primarily on stereotypical aspects of German society and culture, and lack cultural depth. There is little mention of German ethnic and religious minorities (in fact, the textual mention of one of these minorities in the entire series occurs at the end of this book), and they are not addressed in a full and appropriate manner.

**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 Germany from the University of New Mexico, as well as an MA in German Studies with a focus in German-Jewish identity and literature. I have been teaching German at the college and high school levels for ten years and have had the opportunity to teach college-level courses at the prestigious German Summer School of New Mexico in Taos Ski Valley. Additionally, I was recognized as a teacher of excellence in 2018 by the New Mexico Organization of Language Educators as well as the German Embassy in Washington DC.

*Professional summary of material:*

There are many good things to be said about this material. The geography, culture, and reading pages include high quality, informative, and interesting texts, clearly written by and for (theoretically, if not practically) native speakers, the connections between German and English grammar are a good way to increase the comprehension of English-speaking students, and the book is clearly well thought out and organized. However, I do not recommend these materials for adoption. The lack of ethnic and religious diversity in the book (and, in fact, the entire series) does not align with ACTFL Standards, NM World Readiness Standards, or AP Language and Culture content for German.

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 an 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. Mosaic level III 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 III teaching license. My college education includes a Bachelors and a Masters in Communication and General Education from the University of New Mexico

*Professional summary of material:*

The level III Mosaik book is very well organized and the learner can easily find what he or she is looking for. The communicative and cultural standards are well covered with most of the text and material choices. For the teacher there are a lot of helpful resources, especially at the beginning of the book. One section even covers how to teach the material in traditional or block schedule. However, there needs to be more opportunities to explore the latest development of immigration into Germany, especially that of African and Middle East immigration. The online website is under construction and has a lot of material missing.