

2021 Instructional Material Summer Review Institute

**Review Team Appraisal of Title
K-8 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	Deutsch Aktuell - Level 1	Publisher	Carnegie Learning, Inc.
SE ISBN	9780821980767	TE ISBN	9780821980774
SW ISBN		Grade Level/Content	Grade 7-8 World Languages: 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 - The final score for the materials is averaged between the team of reviewers.

Average Score

85%

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

59%

Materials take into account cultural perspectives.

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

While the materials address cultural themes and mention some differing perspectives, the vast majority of the cultural elements reflect dominant German cultural products and practices. Also, many of the critical thinking tasks calling on students to compare or analyze cultural texts are limited to comparing mainstream German attitudes and practices with mainstream American attitudes and practices. Inclusion of minority cultural perspectives in Germany is limited for the most part to a serial comic strip that has illustrations of characters instead of photographs and texts about real minority populations in Germany.

Materials include a culturally responsive lens.

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

The text relies heavily on the use of English to convey cultural information, although some cultural texts do appear in German. Students are encouraged to interact with all of the cultural information, reflecting on their own experiences, making comparisons in the "Vergleiche" section, and completing tasks with others. These interactions provide a culturally responsive lens. Assignments provide opportunities for students to investigate, explain, and reflect on the relationship between the products/practices and perspectives of German culture.

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

Average Score

84%

Materials align with World-Readiness standards overall.

Statements of appraisal and supporting evidence:

The materials typically align with the ACTFL and New Mexico World-Readiness Standards. They include a substantial number of practice activities for all of the communicative standards, as well as the communities-based standards. There is consistent reliance of the textbook and online component on the English language, while most of the standards require students to be interacting in the target language. This is evidence that the materials partially meet the standards.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

This text completely aligns with the communication component of ACTFL and New Mexico World-Readiness Standards. They provide numerous enrichment activities for interpersonal, interpretive, and presentational communication. Students have access to questions, dialogues / conversations, and presentational opportunities to meaningfully and creatively demonstrate their comprehension.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The textbook and accompanying online component have high quality cultural activities throughout the material. However, these activities--be they reading, writing, speaking, or listening--are completed exclusively in English by the students. This does not align with the ACTFL and New Mexico World-Readiness Standards for practices or products.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

The authors of the textbook have included activities which build connections to a wide variety of disciplines, such as technology, literature, and mathematics to develop critical thinking and solve problems creatively. These items are scattered throughout the book and are distributed in a consistent and efficient manner. The included "Analyze" tool helps learners to analyze and evaluate information and diverse perspectives from cultural texts included in the material.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

In each lesson there are opportunities for students to compare their own spoken languages with the target language in regards to grammar, cognates, and expressions. Additionally, learners use the language to investigate and reflect on the concept of culture by comparing different elements of culture, such as the school system, food, music, and family structure. The text is primarily concerned with the stereotypical notion of German culture, but does make an effort to include sub-cultures and minority cultures occasionally.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

The materials offer practice activities wherein the students interact with their classmates, families, communities, and the wider global community via the internet. The textbook encourages students to set lifelong goals in using languages for enjoyment, enrichment, and advancement. Students develop meaningful and lifelong connections to the German culture through the lens of the textbook.

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

96%

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:

Materials include authentic poems and excerpts by famous German language poets. High quality texts are provided that address the theme and structures of the lesson. The text regularly combines informational text with short dialogs, tables, and charts to support the prose. Well-crafted cultural texts in English and German provide useful 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:

The materials include questions that allow students to analyze, evaluate and synthesize chapter content such as cultural information and poems. Most questions engage the learners in reflections and critical thinking of the studied content. Students are encouraged to use their background knowledge to expand their answers. Activities can interact with classmates in class or online to complete these activities.

Materials provide scaffolding and supports to enable students' learning of world languages.

Statements of appraisal and supporting evidence:

The annotated teacher's edition includes a substantial variety of scaffolding and support opportunities in the form of *Teaching Notes*, *Accelerate*, and *Decelerate* tips. These instructor-oriented blurbs usually provide succinct and clear instructions for the teacher to address the needs of a varied student population (in terms of achievement). For example, *Decelerate* tips often provide activities to slow students down, give them the opportunity to think about what they have read, heard, or watched, and then proceed through the material with stronger and more complete comprehension.

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

81%

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

Statements of appraisal and supporting evidence:

Materials are aligned with the ACTFL and New Mexico World-Readiness Standards for Learning Languages, which address college and career readiness. Activities are often highlighted with references to the standards, such as Interpersonal Speaking, Presentational Writing, and Interpretive Communication. Materials also include Pre-AP activities requiring independent study and project-based learning.

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

Statements of appraisal and supporting evidence:

Materials are arranged thematically in twelve two-lesson chapters. Each lesson follows a consistent set of elements, including essential thematic questions, learning goals, vocabulary, expressions, grammar, speaking, culture, reading, writing, and extensions. The publisher offers a five-day, fifty minute lesson guide and an alternative 90 minute daily lesson structure for block scheduling. The two-page scope and sequence at the beginning of the teacher edition clearly shows the seven elements of each lesson throughout the book.

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

Statements of appraisal and supporting evidence:

Materials contain references to the standards in boldface subheadings to support the teacher in planning, learning, and understanding of the standards. The twelve skills statements from the ACTFL World Languages 21st Century Skills Map is provided in the teacher edition. The language of the skills map is reflected in the margin notes of the teacher edition, including Communication, Collaboration, Critical Thinking and Problem Solving, Information Literacy, Creativity and Innovation, and others.

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

Statements of appraisal and supporting evidence:

Material includes several tools such as audio for listening activities, quizzes for grammar and vocabulary assessments, and chapter tests for each unit. The online resources provide teachers with ongoing access to students' learning for vocabulary, grammar and structures. It also has a section called eVisuals showing illustrations and scenes accompanied by audio to present, ask questions about and demonstrate comprehension.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The textbook and its accompanying online component support effective use of technology in the classroom and in a way that enhances (and does not distract from) student learning. These items can be found throughout the book and in a variety of forms, including phone-based apps, web-based apps, and the online component itself. The materials weave these together in a way which amplifies the final product created by the students. For example, students are encouraged/required to participate in online, community-based German food blogs. They interact with their teacher via FlipGrid (in addition to live) and use real-world booking websites to plan a fantasy trip to Germany.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials and the online resources provide opportunities for teachers to individualize content. Each unit has options in the teacher edition to customize the reading materials to all reading levels. There are strategies for modifying content to meet students' different learning needs. It also contains options for pair or group activities, both in classroom or online. Different learning styles are built into the textbook, and suggestions for implementation appear in the ATE margin notes.

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

Statements of appraisal and supporting evidence:

All lessons are available in a digital format as well as the print format of the student edition. In each lesson, vocabulary, expressions, and grammar of prior lessons are included in a spiral review. New vocabulary and grammar concepts are introduced with several opportunities for practice via rote questions and answers, dialog, prose texts, and visual features such as tables, photographs, and illustrations. Materials also support students in exploring key concepts through independent projects and partner projects.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

While the materials address cultural themes and mention some differing perspectives, the vast majority of the cultural elements reflect dominant German cultural products and practices. Also, many of the critical thinking tasks calling on students to compare or analyze cultural texts are limited to comparing mainstream German attitudes and practices with mainstream American attitudes and practices. Inclusion of minority cultural perspectives in Germany is limited for the most part to a serial comic strip that has illustrations of characters instead of photographs and texts about real minority populations in Germany.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The text relies heavily on the use of English to convey cultural information, although some cultural texts do appear in German. Students are encouraged to interact with all of the cultural information, reflecting on their own experiences, making comparisons in the "Vergleiche" section, and completing tasks with others. These interactions provide a culturally responsive lens. Assignments provide opportunities for students to investigate, explain, and reflect on the relationship between the products/practices and perspectives of German culture.

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 #: 124

Background and experience:

I am a level III teacher who has been teaching German in New Mexico for ten years. I had the opportunity to teach at prestigious full immersion Summer programs while completing my MA in German Studies. I have taught at the University of New Mexico and at a New Mexico high school that has one of the largest World Language and German programs in the state. I have served as an officer in a local AATG chapter and have received awards of recognition from both my state language teaching organization and the German embassy.

Professional summary of material:

This material is a good example of the progress that has been made in regards to teaching World Languages in the past couple of decades. The textbook includes many elements which German materials in particular often lack. It has standards-based tie-ins scattered throughout the book and includes up to date technological integration, incorporating apps such as FlipGrid and Babbel. The materials address all of the communicative standards appropriately and completely. Additionally, the text contains a substantial amount of culture-based information and activities for students to engage with, covering virtually all elements of German culture and society, but especially focusing on media that appeals to youths (music, film, and YA novels, for example). There are two areas where I find the textbook to be lacking. Foremost, while the cultural information is impressive in its expansiveness, it is *all* presented in English. Because there are so many cultural activities, the result is that a significant portion of the book requires students to complete their assignments in English, rather than the target language. The second area where I find the text to be problematic is in its cultural responsiveness. The text gives virtually no information about diversity in Germany (outside of two pages about family life), nor does it provide students the opportunity to talk about their own diverse backgrounds and cultures.

Reviewer #: 125

Background and experience:

I am a Level III teacher. I have taught grades 8 to 12 in New Mexico. My teaching license includes endorsements in TESOL, World Languages, Spanish Bilingual, and AP Spanish Language. I have taught German classes at the college level in northwest NM for ten years. I am a member of the Bilingual Task Force for the Bilingual Seal of NM. I just participated in the NMPED CLR Working Group EngageNY Audit Process.

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 resources and blends the underlying principles of ACTFL and New Mexico World Readiness Standards with features and strategies guided specifically to build students' language and cultural competencies. Deutsch Aktuell offers a comprehensive, thoroughly developed teacher's edition that contains annotations and suggestions for a few selected activities for advanced and lower proficient students. However, including more strategies for special needs students and English language learners in all the units is a way to meet the learning objectives of all students. The textbook follows a modern, communication-based methodology that focuses on a meaning-based, communicative approach to enable students to meet the challenge of communicating in real-life situations. Its motivating activities, designed for communication interaction using oral and written texts, images, and videos as well as authentic texts, technology, and other learning techniques such as projected-based learning, foster both verbal and written interaction with other speakers, but most of the activities production are built for the students to respond in English.

Reviewer #: 126

Background and experience:

I am a Level III teacher. I have taught grades 1, 4, and 5 in New Mexico. I have TESOL certification and served as an EL teacher for three years. I bring ten years of experience teaching German to students in Grades 1-8 and lived for a year in Germany. I have participated in curriculum selection committees at the district level for social studies, science, and math. I have a total of 27 years of teaching experience.

Professional summary of material:

Deutsch Aktuell is a comprehensive, well-crafted text for middle school instruction. The ACTFL and New Mexico World Readiness Standards are the foundation of the lessons and activities. The writers include critical thinking, problem solving, and differentiation in the assignments. The thematically-based chapters progress in complexity through the text. Online resources contain readers, videos, links to internet resources, and quizzes. Lessons cover all communicative elements (interpersonal, interpretive, and presentational) with a balanced combination of basic exercises and independent work. Classroom work emphasizes partner and small group work. The weaknesses include the cultural material, which, while extensive and informative, is largely in English, and the associated activities require students to interact with the cultural material mostly in English. Another weakness is assessment. There are traditional tests and project-based learning activities, but there are no rubrics delineated to measure mastery. Finally, the scope and sequence, while laid out in an at-a-glance format, with a sample chapter plan provided, does not indicate the increasing complexity of skills or make a connection to the next level of instruction.