

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 2	Publisher	Carnegie Learning, Inc.
SE ISBN	9780821980897	TE ISBN	9780821980903
SW ISBN		Grade Level/Content	Grades 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)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
Total Score - The final score for the materials is averaged between the team of reviewers.					
				Average Score	
				90%	

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	<input type="checkbox"/>	Average Score
		64%

Materials take into account cultural perspectives.

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

The materials fail to take the varying cultural perspectives of a US-American student population into account. While the book does include images of people of varying ethnicities and cultures, those images are almost exclusively in the book's comic strip, and almost never in photograph form. Turkish-Germans are seldom mentioned or featured, and both Afro-Germans and the refugee population of Germany are ignored entirely. This is a missed opportunity to demonstrate the vibrant diversity of German society and appeal to a broader spectrum of cultural perspectives present in any modern classroom.

Materials include a culturally responsive lens.

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

The textbook has virtually no culturally responsive lens. Students' ability to relate to the textual material is entirely dependent on their ability to speak English and most cultural comparisons encourage students to compare mainstream US-American culture with that of mainstream Germans. There are few opportunities for non-traditional students to bring their own cultural experiences and backgrounds into the way they work through the material in the book, and the opportunities that do exist do not specifically address students' diversity of experience.

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

Average Score

93%

Materials align with World-Readiness standards overall.

Statements of appraisal and supporting evidence:

The materials integrate the five C's of the ACFTL NM-and World-Readiness Standards for learning languages. Students gain proficiency in the interpersonal, presentational, and interpretive modes by internalizing practices, products and perspectives of the German-speaking world. Deutsch Aktuell focuses on ensuring that students become proficient in all forms of communication addressed by the standards.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

Deutsch Aktuell Level II provides students with interactions in pairs/groups to negotiate meaning and sharing information, feelings, opinions, and reactions. There are several assignments included that allow students to demonstrate their comprehension meaningfully and creatively using critical thinking skills while interpreting, interacting, and creating with authentic print and audio sources. The program encourages students to inform others, to explain and persuade their classmates and other German speakers.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The text engages students with German culture by examining products, perspectives and practices of the German-speaking world. Each chapter begins with a quote that connects to the cultural Theme. Other perspectives include polls and quotes by German speakers. Students investigate the relationship between cultural perspectives, cultural products, and cultural practices.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

Materials expand students' knowledge and understanding of other disciplines in the *Aktuelles* culture section. Among the other academic areas they explore, are music, history, art, science, geography, literature, and math. Students also encounter more authentic perspectives in the culture section and the poems in *Literarische Lesung*.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

The *Sprache* section of the material offers students the rules of the German grammar with comparisons that they can use, for example, to compare word order in German with word order in English. This section also contains tips on how to pronounce diphthongs and other sounds in German. The *Vergleiche* questions are presented in almost every chapter to encourage students to compare shopping, sightseeing, education, music and more in the German culture with those practices or products in their own culture.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

Materials provide students with opportunities to build online communities with German speakers by sharing a video about their school or home with a German class, or commenting on films, books, and music on German language-sites. Deutsch Aktuell Level II also shows students how to travel successfully in Germany and build online communities with German speakers they can understand and enjoy at this level. There is a myriad of content areas the textbook connects to allowing students to develop their interests in connection with German-speaking 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

92%

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:

Deutsch Aktuell 2 provides high-quality, well-crafted texts in several categories. The Hintergrund category provides useful information in English about German culture and language in preparation for reading a dialog. The Aktuelles section gives current cultural information, and may be in English or German. Lesestucke are reading selections in German. The comic strip, "Alle meine AWFs", tells a serialized story about teens in Germany and introduces colloquial expressions. The Land und Leute section provides geographical and demographic information. Finally, the Literarische Lesung section connects the chapter theme with a literary selection.

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 Deutsch Aktuell 2 are typically high quality. Most are text-specific, including the following types: Questions in the blue Analyse boxes call on students to analyze, evaluate, or synthesize particular portions of the text. Tasks in the green Vergleiche boxes ask students to compare aspects of German culture and language to English based on the text. Questions in the blue Noch etwas section are for enrichment but are related to the text.

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

Statements of appraisal and supporting evidence:

The materials provide scaffolding and support via differentiated content, processes, products, and learning environments. There are basic comprehension questions for learners at the appropriate comprehension level, as well as analytical and comparison questions to challenge learners to engage in critical thinking skills. Illustrations, photographs, graphics, and text features such as bold face, highlighting, and color coding, are supports that help students to navigate the text. Activities are often offered for partners and small groups, both in the classroom and online. Differentiated products include scripted dialogs, independent writing and research assignments, problem solving activities, and project-based assessments. Digital resources offer individualized pacing as well as engaging activities such as video, audio, electronic flashcards, games, and e-readers.

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

79%

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:

Deutsch Aktuell 2 materials address the college and career readiness standards primarily in the extension activities. This includes the Du bist dran section, which typically has a pre-AP icon attached. It includes activities for practicing interpersonal, interpretive, and presentational communication. The other type of extension activities are the final projects of the Machen wir weiter! section. This section also shows the pre-AP icon. In addition to showcasing mastery of the communication standards, students make connections to other disciplines with these project-based assessments.

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

Statements of appraisal and supporting evidence:

The materials follow a coherent structure. Each chapter follows a theme, with an essential question and a student contract showing learning goals. Each chapter contains two lessons, each of which features new vocabulary, expressions, dialogs, grammar, cultural and informational readings, and activities for interacting with the material. The pacing of each chapter begins with concrete basics of vocabulary and expressions, then moves into grammar and reading comprehension, finishing with independent and interactive tasks.

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

Statements of appraisal and supporting evidence:

The Teacher's Edition provides a scope and sequence that is viewable at a glance, a model chapter lesson plan that is adaptable to all of the chapters, and professional learning resources online. The ACTFL and New Mexico World Readiness Language Standards are provided in depth at the beginning of the teacher edition and are mentioned as subtitles in both the teacher and student edition throughout the text. Margin notes support the teacher with day-to-day planning and modifying of instruction.

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

Statements of appraisal and supporting evidence:

The provided materials offer teachers some resources for collecting data about student progress. However, these resources are few and far between, being particularly concentrated in the first few pages of the Annotated Teacher's Edition, and several of the Teacher's Notes scattered throughout the rest of the book. The materials do not include rubrics, scoring guidelines, or suggestions for translating proficiency into scores. For a new or inexperienced teacher this would force them to look for resources elsewhere. Despite this, the materials provide a substantial number of assessment opportunities across all modes of communication. In some cases, multiple assessments are presented on the same page, which allows teachers to re-assess or differentiate the way in which they assess students' abilities.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Use of technology, by both students and teachers, is well supported by the materials. The textbook integrates many different types of technology and specifically calls for their use at different points throughout the book (which is advantageous when trying to keep track of so many varying online components). The textbook encourages teachers to create Flip Grids, to send students online to do research, to write emails, and to access online practice tests posted by German organizations, for example. Additionally, the materials include a strong online component, with significant opportunities for students to practice, and includes a list of useful online components and apps at the beginning of the textbook.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The materials provide customization appropriate for some learners. All chapters in the book include Accelerate / Decelerate / Expand opportunities for teachers to take advantage of. They provide suggestions for teachers to accommodate students who have finished early and need stretch goals, students who are having trouble understanding the material, and students who simply want a more thorough look at the topic. However, the book never addresses students who require linguistic support or who are not native English speakers. Many of the Accelerate / Decelerate / Expand opportunities also lack depth and are time filler activities at best.

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

Statements of appraisal and supporting evidence:

This is one of the strongest points in the textbook. Accompanying nearly every print and audio text, students and teachers have discussion opportunities in the form of the textbook's Analyse segments. These are often very thought-provoking activities, which encourage students to look at a piece of media in a new light or in a way they might not have otherwise thought about it. They often explore themes such as how people relate to one another, how they relate to their society and culture, and how they exist in the world around them.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials fail to take the varying cultural perspectives of a US-American student population into account. While the book does include images of people of varying ethnicities and cultures, those images are almost exclusively in the book's comic strip, and almost never in photograph form. Turkish-Germans are seldom mentioned or featured, and both Afro-Germans and the refugee population of Germany are ignored entirely. This is a missed opportunity to demonstrate the vibrant diversity of German society and appeal to a broader spectrum of cultural perspectives present in any modern classroom.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The textbook has virtually no culturally responsive lens. Students' ability to relate to the textual material is entirely dependent on their ability to speak English and most cultural comparisons encourage students to compare mainstream US-American culture with that of mainstream Germans. There are few opportunities for non-traditional students to bring their own cultural experiences and backgrounds into the way they work through the material in the book, and the opportunities that do exist do not specifically address students' diversity of experience.

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. 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:

In the course of reviewing this textbook, I find myself appreciating the way it has adapted to language instruction in the 21st Century. While it has its weaknesses and struggles to be culturally and linguistically responsive (ELL students in particular would be completely lost with this book), it is a huge leap forward in the type and tone of instructional materials being produced for world language education. The book draws connections to both standards and other disciplines consistently and throughout. Additionally, it includes many thought-provoking notations and discussion opportunities in both English and the target language, usually in response to a piece of German media. As previously mentioned, however, the book still fails to be culturally responsive. Actual minorities are almost exclusively portrayed as caricatures in the book's comic strip, and the book still relies on Swiss Germans being an example of diversity, ignoring most examples of diversity in Germany. Overall, I find this to be a high quality textbook, particularly for teachers who prefer a teaching strategy where directions are presented in English.

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 a 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:

Deutsch Aktuell level II 7th edition is linked to technology, allowing students to access content in the manner they are most comfortable in the 21st century. The material connects students to essential questions in each chapter to ensure that they are proficient in the five skills of the three modes of communication. Students learn to read informative and literary texts as part of this Pre-AP program. Activities move from mechanical and meaningful to communicative and then progress to creative and open-ended projects. The material engages students in critical thinking in comparing German-speaking cultures to American culture. The Analysis questions follow both the culture and literary reading selections and require students to analyze, evaluate and synthesize. The book develops German speakers, connects them to German culture and other disciplines, and shows them how to investigate language and culture. However, the cultural and linguistic responsiveness is not always present to assure high qualitative instruction for all students in New Mexico.

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 2 is a well-researched and well-crafted textbook that meets many of the requirements of 21st century curriculum resources. The materials are coherently designed, easy to follow, and engaging for teacher and students alike. There are pre-AP references in many of the independent activities and project-based assessments, making it suitable for college readiness. The text thoughtfully addresses the World Readiness Standards for Learning Languages and incorporates the latest features of technology, both in references in the print version and in the digital resources provided. There are videos of native speakers sharing cultural and geographic information, e-readers to provide students with additional reading comprehension practice, and online practice options for grammar, dialogs, and vocabulary. While it provides a solid course of instruction, Deutsch Aktuell 2 has two primary drawbacks. First, English appears extensively throughout the text, both in conveying cultural information and in assigning tasks. The other drawback is the lack of cultural diversity in the photographs and the content in general.