

LEARNING GERMAN

DEUTSCH LERNEN



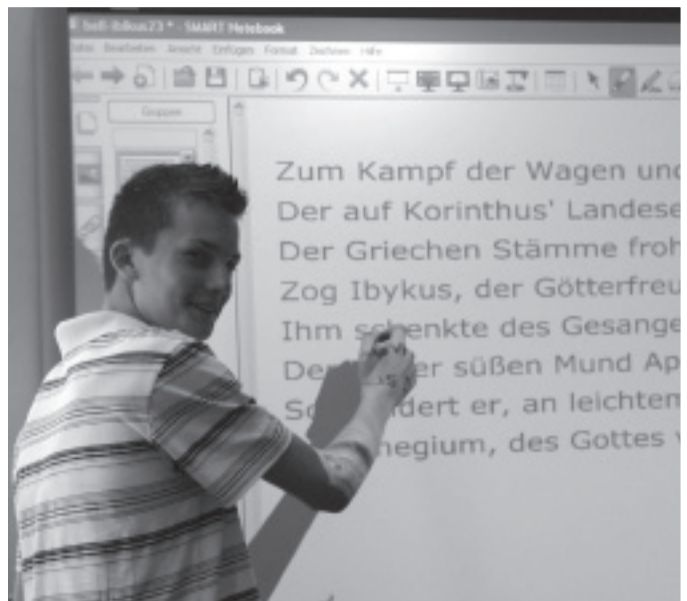
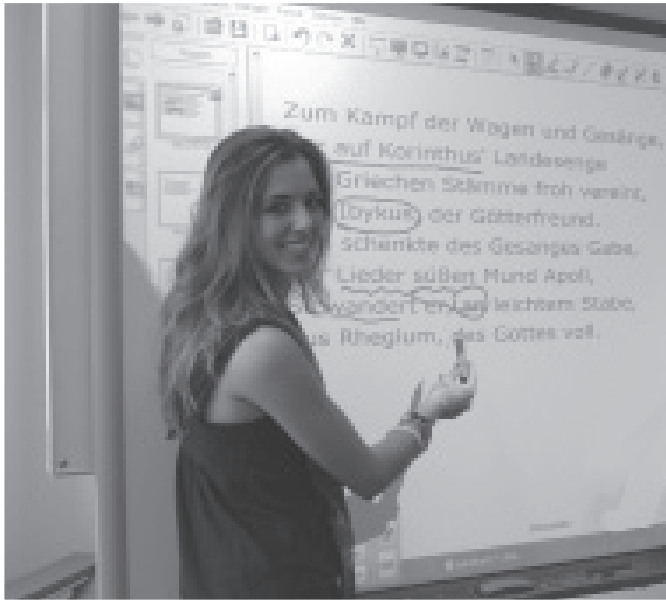
Frankfurt International School

Our mission is to be the leading, culturally diverse and family-oriented international school with English as the principal language of instruction.

We inspire individuals to develop their intellect, creativity and character to become independent, adaptable, socially responsible and internationally minded citizens, by ensuring a dynamic, inquiry-driven education of the highest standard.

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INTRODUCTION

FIS is driven by its mission statement and beliefs. These have produced a strategic plan which guides the school's future expansion and provides direction for its academic courses. Language learning is an integral part of the strategic plan.

From the FIS Strategic Plan 2005-2010

Action Plan #4: We will ensure that students develop and increase proficiency in English and additional languages, taking into account demographic changes.

Specific Result 4.5: Students will have a clearly articulated, cohesive German learning program which reflects best practices for each developmental level.

The school's policy manual contains four statements which deal directly with the importance of learning German at all levels.

Extract from Policy 7.504

3.
As host country language, German is offered at all levels throughout the school at a sufficient number of proficiency levels to meet the educational needs of all students.

3.1
In general, all students are expected to be enrolled in German language classes unless they have special educational needs, identified by qualified faculty, which specifically preclude such study.

3.2
Students who are German citizens and/or permanent legal residents of Germany are generally required to attend German classes throughout the period of their enrollment at FIS. Such classes may be offered within the regular German program or by means of dual language, immersion or bilingual classes.

3.3
Other students in grades 9-12 may choose an alternative language course once they have met what the school determines to be the minimum proficiency requirements in German by means of an appropriate test. In some cases, permission may be granted to a student who enters grades 9-12 who does not meet minimum proficiency requirements in German to choose an alternative language course in order to fulfill the requirements of the International Baccalaureate program for the entry requirements of a particular institution of higher or further education.

FACTS AND FIGURES ABOUT LANGUAGE LEARNING

The school focuses on results. It is committed to the expansion of its language programs and it is proud of the achievement of its students.

- As of the 2009/2010 school year, there are 12 languages being studied at FIS: English, German, French, Spanish, Japanese, Korean, Swedish, Dutch, Chinese, Norwegian, Farsi and Slovene.
- 70% of our students are non-native English speakers. The vast majority are able to attend mainstream English classes after just two years of ESL instruction.
- All students learn in an English immersion environment. All take English language arts courses and 99% are enrolled in German language arts.
- 75% of elementary school students who began learning German in grade 2 or earlier are able to attend German classes at (near) native level by grade 8.
- 40% of all FIS students speak three or more languages.
- 70% of FIS students graduate with the International Baccalaureate Bilingual Diploma.
- 95% of all students applying with the IB Bilingual Diploma to the Kultusministerium for *Abitur* equivalence were awarded a grade of 2 or higher.
- Over the past years, our students have a 100% pass rate in IB mother tongue examinations.
- FIS also offers adult education classes in ESL, German and Italian as a foreign language and German, Spanish and French as part of the REAL (after-school) program.

BILINGUAL EDUCATION AT FIS

The benefits of a bilingual education have been known for many years. Students perform just as well and often better than monolinguals on standardized tests; they are able to communicate with more people in more places; bilinguals exhibit greater nonverbal problem-solving abilities and more flexible thinking; the bilingual learner's brain is exercised more- both hemispheres are active when using more than one language; there are fewer memory lapses with older people and the risk of Alzheimer's disease is lowered.

At our Wiesbaden Campus, an integrated German program is part of the curriculum in grades one to three. Teachers present aspects of the Units of Inquiry of the PYP program in German and differentiate their instruction according to the proficiency level of the student in mixed German language ability homeroom classes. In grades four and five, all children receive German language arts instruction three times a week and content-based instruction twice a week in leveled groups.

In the primary school at FIS, there is an integrated program in which art is taught in German and English to children in primary through grade 1. Beginning in the 2009/2010 school year in the elementary school, the current "immersion" program will be phased out over a three-year period. It will be replaced by daily content-based German language arts classes in leveled groups and by an optional "integrated German" program in grade three followed by an optional two-year English/German bilingual program in grades 4 and 5 where half the curriculum is presented in each language. Admission to the integrated and bilingual programs depends on the proficiency level of the student's English and German. In grades 6, 7 and 8, there is an optional integrated German program for suitable applicants where one complete academic course is taught in German. To date, this has been either humanities or science.

At the end of grade 12, if a student has passed the IB diploma with German and English as Language A1 and A2 (as well as either a science or mathematics at higher level), s/he is awarded a bilingual diploma which is recognized by the German Kultusministerium as the equivalent of the *Abitur*.

LANGUAGE PROFICIENCY TEACHING AND ASSESSMENT

Proficiency means what one can do with a language in the areas of speaking, listening, reading and writing. Students are regularly tested in these areas by means of standardized tests which indicate what their proficiency levels are according to grids developed by the American Council on the Teaching of Foreign Languages (ACTFL) and by the Center for Applied Linguistics (CAL). Furthermore, students are also placed on a continuum for German, established by the teachers at FIS, which was modeled on the language learning continuums by the well-known researcher Bonnie Campbell Hill. A continuum indicates to teachers and parents the steps a learner has taken in improving his/her language learning and the steps still to be taken.

What follows are the sequences and the desired proficiency objectives of German courses at FIS.

PS/ES GERMAN COURSE SEQUENCES

from entry point in each grade

Primary School

	Pre-Primary	Primary	Grade 1
Heritage Learner	German	German	Advanced/Fluent
Foreign Learner	German	German	Beginner/Intermediate
Bilingual Learner	German	German	Beginner/Intermediate
Foreign Learner	German	German	Beginner/Intermediate

Elementary School

	Grade 2	Grade 3	Grade 4	Grade 5
Heritage Learner	Fluent	Fluent	Fluent	Fluent
Foreign Learner	Intermediate 1	Intermediate 2	Intermediate 3	Advanced/Fluent
Bilingual Learner	Intermediate 1/2	Intermediate 2/3	Intermediate 3/Adv.	Advanced/Fluent
Foreign Learner	Intermediate 1	Intermediate 2	Intermediate 2	Intermediate 3
Foreign Learner	Beginner	Intermediate 1	Intermediate 2	Intermediate 2/3
Foreign Learner		Beginner	Intermediate 1	Intermediate 2
Foreign Learner			Beginner	Intermediate 1
Foreign Learner				Beginner

PRE-PRIMARY, PRIMARY, GRADE 1 - BEGINNERS

By the end of this course, the beginning learner will be able to:

- Listening:
 - o follow two-step directions and respond to familiar questions
- Speaking:
 - o respond to questions using German phrases; communicate with simple language patterns.

PRE-PRIMARY, PRIMARY - ADVANCED/FLUENT

By the end of this course, the advanced learner will be able to:

- Listening:
 - o understand detailed questions and follow multi-step directions
- Speaking:
 - o speak confidently and use vocabulary flexibly; name with complex phrases (everyday language)

GRADE 1 - ADVANCED/FLUENT

By the end of this course, the learner will be able to:

- Reading:
 - o read topic related words with guidance; describe story line and make predictions
- Writing:
 - o write 1-2 sentences about a familiar topic using key vocabulary, familiar words and resources provided

GRADE 2 GERMAN – BEGINNERS

The learner will:

- Oral communication:
 - o understand simple questions and commands about familiar topics
 - o show comprehension when read or spoken to
 - o follow directions with familiar instructions
 - o use a limited number of isolated words, simple phrases or memorized expressions
 - o ask and answer simple questions
- Reading:
 - o read simple words with correct pronunciation
 - o comprehend the meaning of simple written material
 - o follow simple written instructions
- Writing:
 - o copy words and phrases with accuracy
 - o begin to spell basic words correctly
 - o write simple words and familiar phrases

GRADE 2 GERMAN – INTERMEDIATE 1

The learner will:

- Oral communication:
 - o understand familiar and some new sentence-level language with contextual support
 - o use basic language in a limited number of everyday social and academic situations
 - o begin to conjugate present tense of regular verbs
- Reading:
 - o read with correct pronunciation
 - o demonstrate comprehension of written material
- Writing:
 - o write short, simple sentences about prepared topics
 - o use present tense of regular verbs
 - o spell basic vocabulary accurately

GRADE 2 GERMAN – INTERMEDIATE 2

The learner will:

- Oral communication:
 - o understand and respond to speech in familiar and new contexts, with some contextual support
 - o use basic vocabulary to discuss personal and prepared academic topics
 - o use sentence level speech
 - o conjugate regular verbs in present tense
- Reading:
 - o read with correct pronunciation
 - o demonstrate comprehension of written material
- Writing:
 - o write sentences about personal and prepared academic topics
 - o use present tense forms of regular and irregular verbs
 - o spell basic vocabulary accurately

GRADE 2 GERMAN – INTERMEDIATE 3

The learner will:

- Oral communication:
 - o understand and respond to connected speech about familiar and unfamiliar topics
 - o use varied vocabulary to describe personal and academic topics
 - o begin to use connected speech in everyday social and academic situations
 - o conjugate regular verbs in present tense and attempt past tense
- Reading:
 - o read with correct pronunciation
 - o demonstrate comprehension of easy readers with guidance
- Writing:
 - o write sentences about personal and prepared academic topics
 - o conjugate regular and irregular verbs in present tense and attempt past tense
 - o spell basic vocabulary accurately

GRADE 2 GERMAN – ADVANCED/FLUENT

The learner will:

- Oral communication:
 - o comprehend main ideas and most details in connected speech on a variety of topics
 - o communicate ideas and thoughts clearly and confidently
 - o use age appropriate vocabulary when talking about general and academic topics
 - o show good control of present and past tenses
- Reading:
 - o decode written material successfully using context, grammar and phonic cues
 - o read early reader books with fluency
 - o learn and share information from reading
 - o begin to interpret meaning with guidance
- Writing:
 - o write several sentences on a topic
 - o use present and past tense correctly
 - o begin to apply punctuation and capitalization rules
 - o spell basic words correctly

GRADE 3 GERMAN – BEGINNERS

The learner will:

- Oral communication:
 - o understand simple questions and commands about familiar topics
 - o show comprehension when read or spoken to
 - o follow directions with familiar instructions
 - o use a limited number of isolated words, simple phrases or memorized expressions
- Reading:
 - o read simple words with correct pronunciation
 - o comprehend the meaning of simple written materials
 - o follow written instructions
- Writing:
 - o copy words and phrases with accuracy
 - o write simple words and familiar phrases
 - o spell basic words correctly
 - o begin to capitalize nouns

GRADE 3 GERMAN – INTERMEDIATE 1

The learner will:

- Oral communication:
 - o understand familiar and some new sentence-level language with contextual support
 - o use basic language in a limited number of everyday social and academic situations
 - o begin to conjugate present tense of regular verbs
- Reading:
 - o write short simple sentence about prepared topics
 - o demonstrate comprehension of written material
 - o use reference materials
- Writing:
 - o write short simple sentences about prepared topics
 - o use present tense of regular verbs
 - o spell basic vocabulary accurately

GRADE 3 GERMAN – INTERMEDIATE 2

The learner will:

- Oral communication:
 - o understand and respond to speech in familiar and new contexts, with some contextual support
 - o use basic vocabulary to discuss personal and prepared academic topics
 - o use sentence level speech
 - o conjugate regular verbs in present tense
- Reading:
 - o read with correct pronunciation
 - o demonstrate comprehension of written material
 - o use reference materials
- Writing:
 - o write sentences about personal and academic topics
 - o use present tense of regular and some irregular verbs
 - o spell basic vocabulary accurately

GRADE 3 GERMAN – INTERMEDIATE 3

The learner will:

- Oral communication:
 - o understand and respond to connected speech about familiar and unfamiliar topics
 - o use varied vocabulary to describe personal and academic topics
 - o begin to use connected speech in everyday social and academic situations
 - o conjugate regular verbs in present tense and attempt past tense
- Reading:
 - o read with correct pronunciation
 - o demonstrate comprehension of easy readers
 - o use reference materials
- Writing:
 - o write connected sentences about personal and academic topics
 - o conjugate regular and some irregular verbs in present tense and attempt past tense
 - o begin to apply basic spelling rules

GRADE 3 GERMAN – ADVANCED/FLUENT

The learner will:

- Oral communication:
 - o comprehend main ideas and most details in connected speech on a variety of topics
 - o communicate ideas and thoughts clearly and confidently
 - o use age appropriate vocabulary when talking about general and academic topics
 - o show good control of present and past tenses
- Reading:
 - o decode written material successfully using context, grammar and phonic cues
 - o read easy chapter books with fluency
 - o learn and share information from reading
 - o interpret meaning (sequence, characters) with guidance
- Writing:
 - o write short fiction, descriptions and poetry with guidance
 - o use present and past tense correctly
 - o edit for capitalization and punctuation
 - o apply basic spelling rules

GRADE 4 GERMAN – BEGINNERS

The learner will:

- Oral communication:
 - o understand simple questions and commands about familiar topics
 - o show comprehension when read or spoken to
 - o follow directions with familiar instructions
 - o use a limited number of isolated words, simple phrases or memorized expressions
 - o ask and answer simple questions
- Reading:
 - o read simple words with correct pronunciation
 - o comprehend the meaning of simple written materials
 - o follow written instructions
- Writing:
 - o copy words and phrases with accuracy
 - o write simple words and familiar phrases
 - o spell basic words correctly
 - o capitalize nouns with guidance
 - o begin to apply grammatical rules

GRADE 4 GERMAN – INTERMEDIATE 1

The learner will:

- Oral communication:
 - o understand familiar and some new sentence-level language with contextual support
 - o use basic language in a limited number of everyday social and academic situations
 - o begin to conjugate present tense of regular verbs
- Reading:
 - o read with correct pronunciation
 - o demonstrate comprehension of written material
 - o use reference materials
- Writing:
 - o write short simple sentences about prepared topics
 - o use present tense of regular verbs
 - o begin to use correct word order
 - o spell basic vocabulary accurately

GRADE 4 GERMAN – INTERMEDIATE 2

The learner will:

- Oral communication:
 - o understand and respond to speech in familiar and new contexts, with some contextual support
 - o use basic vocabulary to discuss personal and prepared academic topics
 - o use sentence level speech
 - o conjugate regular verbs in present tense
- Reading:
 - o read with correct pronunciation
 - o demonstrate comprehension of written materials
 - o use reference materials
- Writing:
 - o Write sentences about topics of personal interest and prepared academic topics
 - o Use present tense of regular verbs and some irregular verbs
 - o Use correct word order
 - o Apply connectors

GRADE 4 GERMAN – INTERMEDIATE 3

The learner will:

- Oral communication:
 - o understand and respond to speech about familiar and unfamiliar topics
 - o use varied vocabulary to describe personal and academic topics
 - o begin to use connected speech in everyday social and academic situations
 - o conjugate regular verbs in present tense and attempt past tense
- Reading:
 - o read with correct pronunciation
 - o demonstrate comprehension of written materials
 - o use reference materials
- Writing:
 - o write sentences about personal topics and academic topics
 - o conjugate verbs in present tense and begin to use past tense
 - o use correct word order and apply connectors
 - o begin to apply spelling rules

GRADE 4 GERMAN – ADVANCED/FLUENT

The learner will:

- Oral communication:
 - o comprehend main ideas and most details in connected speech on a variety of topics
 - o communicate ideas and thoughts clearly and confidently
 - o use age appropriate vocabulary when talking about general and academic topics
 - o show good control of present and past tenses
- Reading:
 - o read medium level chapter books with fluency
 - o begin to expand knowledge of different genres
 - o gather information from texts with guidance
 - o discuss setting, plot, characters, and point of view with guidance
- Writing:
 - o write organized fiction and non fiction pieces with guidance
 - o use present and past tenses correctly
 - o revise for clarity and details with guidance
 - o apply spelling rules

GRADE 5 GERMAN – BEGINNERS

The learner will:

- Oral communication:
 - o understand simple questions and commands about familiar topics
 - o show comprehension when read or spoken to
 - o follow directions with familiar instructions
 - o use a limited number of isolated words, simple phrases or memorized expressions
 - o ask and answers simple questions
- Reading:
 - o read simple words with correct pronunciation
 - o comprehend the meaning of simple written materials
 - o follow written instructions
- Writing:
 - o copy words and phrases with accuracy
 - o write simple words and familiar phrases
 - o spell basic words correctly
 - o capitalize nouns with guidance
 - o begin to apply grammatical rules

GRADE 5 GERMAN – INTERMEDIATE 1

The learner will:

- Oral communication:
 - o understand familiar and some new sentence-level language with contextual support
 - o use basic language in a limited number of everyday social and academic situations
 - o begin to conjugate present tense of regular verbs
- Reading:
 - o read simple words with correct pronunciation
 - o demonstrate comprehension of written material
 - o use reference materials
- Writing:
 - o write short simple sentences on prepared topics
 - o use present tense of regular verbs
 - o begin to use correct word order
 - o spell basic vocabulary accurately

GRADE 5 GERMAN – INTERMEDIATE 2

The learner will:

- Oral communication:
 - o understand and respond to speech in familiar and new contexts, with some contextual support
 - o use basic vocabulary to discuss personal and prepared academic topics
 - o use sentence level speech
 - o conjugate regular verbs in present tense
- Reading:
 - o read with correct pronunciation
 - o demonstrate comprehension of written material
 - o use reference materials
- Writing:
 - o write sentences about personal and academic topics
 - o use present tense of regular and some irregular verbs
 - o use correct word order
 - o apply connectors
 - o begin to apply spelling rules

GRADE 5 GERMAN – INTERMEDIATE 3

The learner will:

- Oral communication:
 - o understand and respond to connected speech about familiar and unfamiliar topics
 - o use varied vocabulary to discuss describe personal and academic topics
 - o begin to use connected speech in everyday social and academic situations
 - o conjugate regular verbs in present tense and attempt past tense
- Reading:
 - o read with correct pronunciation
 - o demonstrate comprehension of easy readers
 - o use reference materials
- Writing:
 - o write sentences about personal and academic topics independently
 - o conjugate verbs in present tense and begin to use past tense
 - o use correct word order and apply connectors
 - o apply spelling rules

GRADE 5 GERMAN – ADVANCED/FLUENT

The learner will:

- Oral communication:
 - o Comprehend main ideas and most details in connected speech on a variety of topics
 - o Communicate ideas and thoughts clearly and confidently
 - o Use age appropriate vocabulary when talking about general and academic topics
 - o Show good control of present and past tenses
- Reading:
 - o read challenging children's literature with fluency
 - o expand knowledge of different genres
 - o gather information from texts independently
 - o begin to gain deeper meaning through interpretation with guidance
- Writing:
 - o begin to write organized fiction and non fiction pieces independently
 - o use present and past tenses correctly
 - o revise for clarity, details and word choice
 - o apply correct spelling

PS/ES DEUTSCH READING CONTINUUM

Preconventional (Novice)	Emerging (Novice)	Developing (Int. Low)	Beginning (Int. Mid)	Expanding (Int. High)
<ul style="list-style-type: none"> Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites. Shows interest in reading signs, labels, and logos (environmental print). Recognizes own name in print. Holds book and turns pages correctly. Shows beginning/end of book or story. Knows some letter names. Listens and responds to literature books. Comments on illustrations in (books, rhymes, poems, and songs). 	<ul style="list-style-type: none"> Memorizes pattern books, poems, and familiar books. Begins to read signs, labels, and logos (environmental print). Demonstrates eagerness to read. Pretends to read. Uses illustrations to tell stories. Reads top to bottom, left to right, and front to back with guidance. Knows most letter names and some letter sounds. Recognizes some names and words in context. Makes meaningful predictions with rhymes and plays with words. Participates in reading of familiar books and poems. Connects books read aloud to own experiences with guidance. 	<ul style="list-style-type: none"> Reads books with simple patterns. Begins to read own writing. Begins to read independently for short periods (5-10 minutes). Relies on illustrations and print. Uses finger-print-voice matching. Knows most letter sounds and letter clusters. Recognizes simple words. Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words. Begins to make meaningful predictions. Identifies titles and authors in literature (text features). Retells main event or idea in literature. Sees self as reader. Explains why literature is liked/disliked during class discussions with guidance. 	<ul style="list-style-type: none"> Reads early reader books. Reads and follows simple written directions with guidance. Identifies basic genres (e.g., fiction, nonfiction, and poetry). Uses basic punctuation when reading orally. Reads independently (10-15 minutes). Chooses reading materials independently. Learns and shares information from reading. Uses meaning cues (context). Uses sentence cues (grammar). Uses letter/sound cues and patterns (phonics). Recognizes word endings, common contractions, and many high frequency words. Begins to self-correct. Retells beginning, middle, and end with guidance. Discusses characters and story events with guidance. Identifies own reading behaviors with guidance. 	<ul style="list-style-type: none"> Reads easy chapter books. Chooses, reads, and finishes a variety of materials at appropriate level with guidance. Begins to read aloud with fluency. Reads silently for increasingly longer periods (15-30 minutes) Discusses favorite reading material with others. Uses reading strategies appropriately, depending on the text and purpose. Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words. Increases vocabulary by using meaning cues (context). Self-corrects for meaning. Follows written directions. Identifies chapter titles and table of contents (text organizers). Summarizes and retells story events in sequential order. Responds to and makes personal connections with facts, characters, and situations in literature. Compares and contrasts characters and story events. Begins to interpret meaning with guidance. Participates in guided literature discussions. Identifies own reading strategies and sets goals with guidance.

PS/ES DEUTSCH READING CONTINUUM (continued)

Bridging (Advanced)	Fluent (Deutsch)	Proficient (Norm) (Deutsch)
<ul style="list-style-type: none"> • Reads medium level chapter books. • Chooses reading materials at appropriate level. • Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy). • Reads aloud with expression. • Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance. • Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance. • Gathers and uses information from graphs, charts, tables, and maps with guidance. • Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance. • Demonstrates understanding of the difference between fact and opinion with guidance. • Follows multi-step written directions independently. • Discusses setting, plot, characters, and point of view (literary elements) with guidance. • Responds to issues and ideas in literature as well as facts or story events. • Makes connections to other authors, books, and perspectives. • Participates in small group literature discussions with guidance. • Uses reasons and examples to support ideas and opinions with guidance. 	<ul style="list-style-type: none"> • Reads challenging children's literature. • Selects, reads, and finishes a wide variety of genres with guidance. • Begins to develop strategies and criteria for selecting reading materials. • Reads aloud with fluency, expression, and confidence. • Reads silently for extended periods (30–40 min.). • Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information. • Gathers information using the table of contents, captions, glossary, and index (text organizers) independently. • Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas. • Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. • Generates thoughtful oral and written responses in small group literature discussions with guidance. • Begins to use new vocabulary in different subjects and in oral and written response to literature. • Begins to gain deeper meaning through interpretation. • Begins to set goals and identifies strategies to improve reading. 	<ul style="list-style-type: none"> • Reads complex children's literature. • Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance. • Develops strategies and criteria for selecting reading materials independently. • Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. • Gathers and analyzes information from graphs, charts, tables, and maps with guidance. • Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance. • Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently. • Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing) with guidance. • Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft. • Begins to generate in-depth responses in small group literature discussions. • Begins to generate in-depth written responses to literature. • Uses increasingly complex vocabulary in different subjects and in oral and written response to literature. • Uses reasons and examples to support ideas and conclusions • Probes for deeper meaning by reading between the lines³⁷ /through interpretation in response to literature.

PS/ES DEUTSCH WRITING CONTINUUM

Preconventional (Novice)	Emerging (Novice)	Developing (Int. Low)	Beginning (Int. Mid)	Expanding (Int. High)
<ul style="list-style-type: none"> Relies primarily on pictures to convey meaning. Begins to label and add “words” to pictures. Writes first name. Demonstrates awareness that print conveys meaning. Makes marks other than drawing on paper (scribbles). Writes random recognizable letters to represent words. Tells about own pictures and writing. 	<ul style="list-style-type: none"> Uses pictures and print to convey meaning. Writes words to describe or support pictures. Copies signs, labels, names, and words (environmental print). Demonstrates understanding of letter/sound relationship. Prints with upper case letters. Matches letters to sounds. Uses beginning consonants to make words. Uses beginning and ending consonants to make words. Pretends to read own writing. Sees self as writer. Takes risks with writing. 	<ul style="list-style-type: none"> Writes 1-2 sentences about a topic. Writes names and familiar words. Generates own ideas for writing. Writes from top to bottom, left to right, and front to back. Intermixes upper and lower case letters. Experiments with capitals. Experiments with punctuation. Begins to use spacing between words. Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words. Spells words on the basis of sounds without regard for conventional spelling patterns. Uses beginning, middle, and ending sounds to make words. Begins to read own writing. 	<ul style="list-style-type: none"> Writes several sentences about a topic. Writes about observations and experiences. Writes short nonfiction pieces (simple facts about a topic) with guidance. Chooses own writing topics. Reads own writing and notices mistakes with guidance. Revises by adding details with guidance. Uses spacing between words consistently. Forms most letters legibly. Writes pieces that self and others can read. Uses phonetic spelling to write independently. Spells simple words. “Grundwortschatz” units and topic related vocabulary correctly. Begins to use periods and capital letters, question marks and exclamation marks correctly. Shares own writing with others. 	<ul style="list-style-type: none"> Writes short fiction and poetry with guidance. Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance. Writes with a central idea. Writes using complete sentences. Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance. Begins to recognize interesting language. Begins to use interesting language. Uses several prewriting strategies (e.g., web, brainstorm) with guidance. Listens to others’ writing and offers feedback. Begins to consider suggestions from others about own writing. Adds description and detail with guidance. Edits for capitals and punctuation with guidance. Publishes own writing with guidance. Writes legibly. Spells most “Grundwortschatz” units and topic related vocabulary correctly and moves toward conventional spelling. Identifies own writing strategies and sets goals with guidance.

PS/ES DEUTSCH WRITING CONTINUUM (continued)

Bridging (Advanced)	Fluent (Deutsch)	Proficient (Norm) (Deutsch)
<ul style="list-style-type: none"> Writes about feelings and opinions. Writes fiction with clear beginning, middle, and end. Writes poetry using carefully chosen language with guidance. Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance. Begins to use "Absätze" to organize ideas. Uses interesting verbs, language, and dialogue with guidance. Seeks feedback on writing. Revises for clarity with guidance. Revises to enhance ideas by adding description and detail. Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance. Edits for punctuation, spelling, and grammar. Publishes writing in polished format with guidance. Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly. Uses criteria for effective writing to set own writing goals with guidance. 	<ul style="list-style-type: none"> Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies). Develops stories with plots that include problems and solutions with guidance. Creates characters in stories with guidance. Writes poetry using carefully chosen language. Begins to experiment with sentence length and complex sentence structure. Varies leads and endings with guidance. Uses description, details, and similes with guidance. Uses dialogue with guidance. Uses a range of strategies for planning writing. Adapts writing for purpose and audience with guidance. Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance. Incorporates suggestions from others about own writing with guidance. Edits for punctuation, spelling, and grammar with greater precision. Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance. Develops criteria for effective writing in different genres with guidance 	<ul style="list-style-type: none"> Writes persuasively about ideas, feelings, and opinions. Creates plots with problems and solutions. Begins to develop the main characters and describe detailed settings. Begins to write organized and fluent nonfiction, including simple bibliographies. Begins to use transitional sentences to connect "Absätze". Varies sentence structure, leads, and endings. Begins to use descriptive language, details, and similes independently. Uses voice to evoke emotional response from readers. Begins to integrate information on a topic from a variety of sources. Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently. Selects and publishes writing in polished format independently. Begins to set goals and identify strategies to improve writing in different genres.

GERMAN AS AN ADDITIONAL LANGUAGE LISTENING & SPEAKING CONTINUUM

New to German	Early Acquisition	Becoming Familiar
<ul style="list-style-type: none"> • Listens attentively to a German speaker with guidance • Follows one-step directions • Uses context cues to respond appropriately to classroom routines • Responds to greetings with nods and gestures • Responds to simple questions with guidance • Expresses needs in German with single words and gestures • Responds during classroom discussions with nods and gestures • Participates non-verbally in the classroom • Names simple objects with guidance • Repeats German words and phrases with guidance • Echoes single words and/or short phrases • Produces single words and/or stock phrases with guidance • Demonstrates enthusiasm about learning German 	<ul style="list-style-type: none"> • Begins to follow illustrated stories and classroom instruction • Follows two-step directions • Responds to greetings with single words and/or phrases • Begins to respond to simple questions with one-word answers • Begins to express needs and give basic information (e.g. "I'm fine" and "this car") • Participates orally in classroom discussions with guidance • Uses some basic classroom vocabulary • Understands everyday classroom and subject area language with guidance • Begins to repeat new German words and phrases clearly • Begins to communicate using short phrases and simple language patterns, producing telegraphic sentences (e.g. "I want to go shop buy toy") • Practices German and tries new words and phrases 	<ul style="list-style-type: none"> • Begins to listen attentively to a German speaker • Follows multi-step directions • Begins to use German in social situations • Responds to greetings with phrases • Responds to simple questions with more than one-word answers • Uses different language functions in discussions (e.g. predicting and describing) with guidance • Participates in classroom discussions and offers opinions and feedback with guidance • Begins to understand classroom and subject area language • Begins to use expanding vocabulary that is less context-bound • Begins to speak German clearly • Communicates using short phrases and simple language patterns • Begins to use connected discourse (e.g. "Yesterday I go pool and I swam")
Becoming Competent	Becoming Fluent	Fluent
<ul style="list-style-type: none"> • Begins to contribute to group discussions and offer opinions and/or feedback during discussions • Paraphrases oral information with guidance • Uses German in social situations • Begins to respond to more complex questions • Expresses needs and gives information independently • Begins to ask questions to clarify content and meaning • Begins to use more complex language functions (e.g. hypothesizing and reasoning) within an academic context • Begins to use an extensive vocabulary, using some abstract and specialized subject area words • Understands classroom and subject area language with repetition, rephrasing, or clarification • Speaks German clearly • Produces longer, more complex utterances using phrases, clauses, and sequence words (e.g. "next" and "then") • Begins to use correct form when asking questions • Begins to use correct verb tense to express present, past, and future • Shows interest in improving language skills and accuracy 	<ul style="list-style-type: none"> • Listens attentively to a German speaker • Listens to others and offers opinions and/or feedback • Begins to paraphrase oral information • Uses language appropriately across the curriculum for different purposes and audiences • Responds to complex questions independently • Asks questions to clarify content and meaning • Develops awareness that there are appropriate forms and styles of language for different purposes and audiences • Begins to speak with confidence in front of a group • Uses more extensive vocabulary, using abstract and specialized subject area words independently • Understands classroom and subject area language at nearly normal speed • Speaks German with near-native fluency; any hesitation does not interfere with communication • Begins to vary speech appropriately using intonation/stress • Uses correct form when asking questions • Speaks confidently and uses new vocabulary flexibly 	<ul style="list-style-type: none"> • Contributes to group discussion with ideas and appropriate suggestions • Paraphrases oral information independently • Communicates competently in social and academic settings • Participates and performs competently in all subject areas • Employs a full range of language functions independently, using abstract and complex language to express ideas and opinions appropriate to age • Speaks with confidence in front of a group • Understands a wide range of classroom and subject area language with native competence • Uses vocabulary approximating that of a native speaker • Speaks as fluently as a native speaker • Varies speech appropriately using intonation and stress independently • Uses a wide range of language patterns and complex compound tenses to create properly connected discourse (e.g. "Tomorrow I will be going on a long trip and I will see my good friend.")

UPPER SCHOOL GERMAN COURSE SEQUENCES (from entry point in each grade)

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Deutsch 6	Deutsch 7	Deutsch 8	Deutsch 9	Deutsch 10	IBDP A1 Year 1	IBDP A1 Year 2
“	“	“	“	“	IBDP A2 Year 1	IBDP A2 Year 2
Advanced 6	Advanced 7	Advanced 8	A2 Prep Year 1	A2 Prep Year 2	IBDP A2 Year 1	IBDP A2 Year 2
Intermediate 6	Advanced 7	Advanced 8	A2 Prep Year 1	A2 Prep Year 2	IBDP A2 Year 1	IBDP A2 Year 2
“	Intermediate 7	Advanced 8	A2 Prep Year 1	A2 Prep Year 2	IBDP A2 Year 1	IBDP A2 Year 2
“	“	Intermediate 8	German 3	B Prep	IBDP SL Lang B	IBDP HL Lang B
“	“	“	German 2	German 3	B Prep	IBDP SL Lang B
Beginners 6	Intermediate 7	Advanced 8	A2 Prep Year 1	A2 Prep Year 2	IBDP A2 Year 1	IBDP A2 Year 2
“	“	Intermediate 8	German 3	B Prep	IBDP SL Lang B	IBDP HL Lang B
“	“	“	German 2	German 3	B Prep	IBDP SL Lang B
“	Beginners 7	“	German 3	B Prep	IBDP SL Lang B	IBDP HL Lang B
	Beginners 7	Intermediate 8	German 3	B Prep	IBDP SL Lang B	IBDP HL Lang B
		Beginners 8	German 2	German 3	B Prep	IBDP SL Lang B
			German 1	German 2	German 3	IBDP SL Lang B
					German 1 IBDP Ab Initio Year 1	German 2 IBDP Ab Initio Year 2

OBJECTIVES

UPPER SCHOOL BEGINNERS GRADES 6-12

After completion of German 1 – Beginners – a student should have reached the stage of Novice-Mid.

Speaking

Student is able to satisfy immediate needs using learned utterances. Demonstrates limited ability to create original sentences or cope with simple survival situations. Can ask questions or make memorized utterances or formulae. Vocabulary is limited to common areas in various everyday situations. Grammar shows only a few parts of speech. Verbs are generally in the present tense. Errors may be frequent and may severely inhibit communication. Speakers may have difficulties expressing basic needs.

Listening

Student is able to understand short, learned utterances and some sentence-length phrases, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Reading

Student has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions. At times, but not on a consistent basis, the reader may be able to derive meaning from material at a slightly higher level where context is supportive.

Writing

Student is able to write simple fixed expressions and limited memorized material. Can supply basic information. Can write limited learned vocabulary for common objects, short phrases and simple lists. Writes in sentences or short phrases using very basic subject/verb/object word order. Can ask or answer very simple yes/no or information questions using limited memorized or very familiar sentence patterns, with frequent misspellings and inaccuracies. Has a concept of gender. Can sometimes create own sentences in the language but often uses memorized material or transformations of familiar patterns.

OBJECTIVES

PROFICIENCY GUIDELINES FOR GERMAN 2 - INTERMEDIATE

After completion of German 2 – Intermediate – a student should have reached the stage of Intermediate-Mid.

Speaking

Student is able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations student can perform simple everyday tasks. Utterance length increases slightly compared to German 1. Vocabulary is adequate to express the most elementary needs. Pronunciation may continue to be influenced by first language. Misunderstandings frequently arise, but with repetition, can generally be understood by a sympathetic interlocutor.

Listening

Student is able to understand sentence-length utterances which consist of recombination of learned phrases on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks. Additional content areas include some personal interests and activities and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous conversations but also to short routine conversations and some deliberate speech.

Reading

Student is able to get ideas and main information from basic texts featuring description and narration. He/she is able to read consistently with increased understanding of simple texts dealing with a variety of basic and social needs. Able to make suppositions about basic information to which the reader brings personal interest and/or personal knowledge. Student may have to read material several times for understanding.

Writing

Student is able meet a number of practical writing needs. Can write short and simple texts. Can create statements or questions within the scope of limited language experience. Material produced consists of recombination of learned vocabulary and structures into simple sentences on very familiar topics. Writing tends to be a loose collection of sentences or sentence fragments.

OBJECTIVES

UPPER SCHOOL PROFICIENCY GUIDELINES FOR GERMAN 3 – ADVANCED

After completion of German 3 – Advanced – a student should have reached the stage of Advanced.

Speaking

Student is able to satisfy the requirements of everyday situations. He/she can handle complicated tasks and social situations with confidence. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. The Advanced-level speaker can generally be understood without difficulty.

Listening

Student is able to understand main ideas of connected discourse on a variety of topics. Comprehension may be uneven due to a variety of linguistic or extra-linguistic factors. Listener is aware of cohesive devices and may occasionally follow the sequence of thought in texts that frequently involve description and narration in different time frames or aspects.

Reading

Student is able to read paragraphs of certain length, particularly if presented with a clear underlying structure. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing command of the language.

Writing

Student is able to write simple discourse of at least several paragraphs in length on familiar topics. Has sufficient writing vocabulary to express self simply with some circumlocution. He/she may still make errors in punctuation, grammar and spelling. Uses a limited number of cohesive devices accurately. Writing may resemble literal translations from the native language, but a sense of organization is emerging.

OBJECTIVES

PROFICIENCY GUIDELINES FOR B PREP GERMAN

(GRADE 10-12)

After completion of IB prep German, a student should have reached the following level in the four language skills:

Speaking

Student is able to communicate clearly and effectively in a range of situations. He/she should understand and use accurately oral forms of the language that are commonly encountered in a range of situations and select a register that is generally appropriate to the situation. Ideas are expressed with general clarity and some fluency. Student can understand and respond appropriately to spoken material of average difficulty.

Listening

Student is able to recognize the sounds of the language that are essential for effective communication. Student can recognize and interpret correctly. He/she can understand grammatical structures that belong to natural, idiomatic speech. The student can understand language spoken at average pace within a sufficient range of vocabulary.

Reading

Student is able to identify a range of types of text and register. Student can understand sentence structure and see how linguistic cohesion is maintained in a written text. Student can understand information that is explicitly stated and how ideas relate to each other. Student can extract key points of the text as well as textual details.

Writing

Student is able to understand and use accurately written forms of the language that are commonly encountered in a range of situations. Student can understand and respond appropriately to written material of average difficulty. Student can write in a range of types of text (literacy, non-literary) and can use a range of vocabulary appropriately. Student can imply ideas through the choice of language and indicate personal attitude. Student can convey information clearly.

OBJECTIVES

PROFICIENCY GUIDELINES FOR DEUTSCH

By the end of the school year students are expected to have reached the following proficiencies:

Speaking

Student is able to speak fluently in coherent sentences and to pronounce familiar words accurately. Uses differentiated vocabulary and correct syntax. Articulates ideas and opinions clearly. Narrates events and experiences at appropriate speed. Can re-tell plots of stories read at home or in class. Can give short, connected speeches using notes and can recite memorized poetry.

Listening

Student is able to follow instructions. He/she can understand main ideas of all types of speech and texts. Can take down dictations given at appropriate speed and with logical/syntactical pauses.

Reading

Student is able to read at appropriate speed familiar and non-familiar texts. Can read and comprehend texts.

Writing

Student is able to spell familiar words correctly. Can spell most unfamiliar words phonetically correctly. Differentiates between simple, compound and complex sentence structures. Uses tenses, cases, mode and voice properly. Can write narrative essays, reports, characterizations, plot summaries, descriptions and is able to describe events.

OBJECTIVES

INTERNATIONAL BACCALAUREATE GERMAN LANGUAGE A1 GRADES 11-12 (native speakers)

Higher Level

Having followed the language A1 program at Higher Level (HL) candidates will be expected to demonstrate:

- an ability to engage in independent literary criticism in a manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in both written and oral communication
- a sound approach to literature through consideration of the works studied
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
- an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing
- a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects of the reader
- an ability to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples

OBJECTIVES

INTERNATIONAL BACCALAUREATE GERMAN LANGUAGE A1

GRADES 11-12 (native speakers)

Standard Level

Having followed the Language A1 program at Standard Level (SL) candidates will be expected to demonstrate:

- an ability to approach works in an independent manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a command of the language appropriate for the study of literature and an appreciation of the need for an effective choice of register and style in both written and oral communication
- a sound approach to literature through consideration of the works studied
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
- an ability to comment on the language, content, structure, meaning and significance of both familiar and unfamiliar pieces of writing
- an awareness of the effects of structure, technique and style as employed by authors
- an ability to structure ideas and arguments, both orally and in writing, in a sustained and logical way, and to support them with precise and relevant examples

OBJECTIVES

INTERNATIONAL BACCALAUREATE GERMAN LANGUAGE A2 GRADES 11-12 (near-native speakers)

Higher Level

The **bold** text denotes the differences between higher level and standard level.

At the end of the language A2 course **higher level** candidates are expected to:

- communicate clearly, fluently and effectively in a wide range of situations
- understand and use accurately the oral and written forms of the language, in a range of styles and situations
- understand and use an **extensive** range of vocabulary and idiom
- select a register and style that are **consistently** appropriate to the situation
- express ideas with a clarity and fluency
- structure arguments in a focused, coherent and **persuasive** way, and support them with relevant examples
- **assimilate** and make use of complex written and spoken texts
- engage in **detailed**, critical examination of a wide range of texts in different forms, styles and registers
- appreciate the subtleties of technique and style employed by writers and speakers of the language
- show sensitivity to the culture(s) related to the language studied

OBJECTIVES

INTERNATIONAL BACCALAUREATE GERMAN LANGUAGE A2 GRADES 11-12 (near-native speakers)

Standard Level

The **bold** text denotes the differences between higher level and standard level.

- communicate clearly, fluently and effectively in a wide range of situations
- understand and use accurately the oral and written forms of the language, in a range of styles and situations
- understand and use a **broad** range of vocabulary and idiom
- select a register and style that are **generally** appropriate to the situation
- express ideas with clarity and fluency
- structure arguments in a focused and coherent way, and support them with relevant examples
- **understand** and make use of **moderately** complex written and spoken texts
- engage in critical examination of a wide range of texts in different forms, styles and registers
- appreciate **some** subtleties of technique and style employed by writers and speakers of the language
- show sensitivity to the culture(s) related to the language studied

OBJECTIVES

INTERNATIONAL BACCALAUREATE GERMAN LANGUAGE B GRADES 11-12 (foreign language)

Higher Level

The **bold** text denotes the differences between higher level and standard level.

At the end of the language B course **higher level** candidates are expected to demonstrate an ability to:

- communicate clearly and effectively in a **wide range** of situations
- understand and use accurately oral and written forms of the language that are **essential for effective communication** in a range of styles and situations
- understand and use a **wide range** of vocabulary
- select a register **and style** that are appropriate to the situation
- express ideas with general clarity and fluency
- structure arguments in a clear, coherent and convincing way
- understand and **analyse moderately complex** written and spoken material
- assess subtleties of the language in a **wide** range of forms, styles and registers
- show an awareness of, and sensitivity to, the culture(s) related to the language studied

OBJECTIVES

INTERNATIONAL BACCALAUREATE GERMAN LANGUAGE B GRADES 11-12 (foreign language)

Standard Level

The **bold** text denotes the differences between higher level and standard level.

- communicate clearly and effectively in **range** of situations
- understand and use accurately oral and written forms of the language that are **commonly encountered** in a range of situations
- understand and use a **range** of vocabulary **in common usage**
- select a register that is **generally** appropriate to the situation
- express ideas with general clarity and **some** fluency
- structure arguments in a **generally** clear, coherent and convincing way
- understanding and **respond appropriately** to written and spoken material **of average difficulty**
- assess **some subtleties** of the language in a range of forms, styles and registers
- show an awareness of, and sensitivity to, **some elements** of the culture(s) related to the language studied

OBJECTIVES

INTERNATIONAL BACCALAUREATE LANGUAGE AB INITIO GRADES 11-12 (Beginners)

The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations.

At the end of the language ab initio course, candidates will be expected to demonstrate an ability to:

- communicate information and some basic ideas clearly and effectively, in a limited range of situations
- understand and use accurately the essential spoken and written forms of the language in a limited range of situations
- understand and use a limited range of vocabulary in common usage
- use a register that is generally appropriate to the situation
- show an awareness of some elements of the culture(s) related to the language studied

WHY LEARN GERMAN?

Here are eight reasons for learning German:

1. German is the most widely spoken foreign language in Europe.

More people speak German as their native language than any other language in Europe. It's no wonder, since Germany's 83 million inhabitants make it the most populous European nation. But not only the residents of Germany speak German. It is also an official language of Austria, Switzerland, Luxembourg, and Liechtenstein. It is the native language of a significant portion of the population in northern Italy, eastern Belgium, the Netherlands, Denmark, eastern France, parts of Poland, the Czech Republic, Russia, and Romania, as well as in other parts of Europe.

While learning German can connect you to 120 million native speakers around the globe, remember that many people also learn German as a second language. It is the third most popular foreign language taught worldwide and the second most popular in Europe and Japan, after English.

2. Knowing German creates business opportunities.

Germany has one of the strongest economies in the world. Germany's economic strength equals business opportunities. Multinational business opportunities exist throughout the European Union and in Eastern European countries, where German is the second most spoken language after Russian. Companies like BMW, Daimler, Siemens, Lufthansa, SAP, Bosch, Infineon, BASF, and many others need international partners. The Japanese, who have the world's second strongest economy, understand the business advantages that a knowledge of German will bring them: 68% of Japanese students study German.

3. Germans are innovators.

From Gutenberg's printing press to Hertz's discovery of electromagnetic waves, from Ehrlich's development of chemotherapy to Einstein's theory of relativity, to Brandenburg's creation of the MP3 digital music format, throughout history Germans have proven themselves time and again to be great innovators. That trend continues today. Four of the world's 10 most innovative companies are located in Germany and at 12.7% of the world's patent applications, the country ranks 3rd in the world. Consequently, 200,000 businesses introduce new products on the market each year.

As a nation committed to research and development, Germans are on the frontline of new technologies. Germany exports more high-tech products than any other country except the U.S. and more than 600 firms are active in the cutting-edge field of biotechnology. 115 of these are located in Munich alone. The East German city of Dresden has become Europe's microchip center with its more than 765 semiconductor firms.

Given the Germans' commitment to innovation, it is perhaps not surprising that two-thirds of the world's leading international trade fairs take place in Germany. These include CeBIT, the world's largest trade fair for information and communications technology, and the IFA consumer electronics trade fair.

Such cultural mainstays as kindergarten, the Christmas tree, hot dogs and hamburgers were introduced by German immigrants to America. They founded multiple breweries, created Levi's jeans, invented ketchup, and created Hershey's chocolate. Germans had such a fundamental presence at the time of the founding of the United States that a German language version of the Declaration of Independence was printed only a few days after it was adopted.

4. The German presence on the Internet supersedes most others.

Considering what great innovators the Germans are, it's not at all surprising that they maintain a dominant Internet presence. With 8 million Internet domains, Germany's top-level country domain .de is second only to the extension .com. That makes German domain names even more popular than those with .net, .org, .info, and .biz extensions. Even the second-place country extension .uk trails far behind at 3.7 million domain names.

5. One in ten books in the world is published in German.

German is not only a language of the past. As prolific researchers and scholars, German speakers produce nearly 80,000 new book titles each year. The only language markets that produce more books annually are the Chinese and English publishing industries. In number of books published, Munich is second in the world only to New York. Since only a small percentage of German books are translated into other languages (for instance, approximately 10% into Korean and Chinese, just over 5% into English), only a knowledge of German will give you access to a vast majority of these titles.

6. German-speaking countries have a rich cultural heritage.

Apart from their many contributions to American culture, German speakers have a rich cultural heritage in their own right. Germany is often referred to as the land of "Dichter und Denker" - of poets and thinkers. And rightly so, because German contributions to the arts and human thought have been nothing short of profound.

Johann Wolfgang von Goethe, Thomas Mann, Franz Kafka, and Hermann Hesse are just a few authors whose names and works are well-known internationally. 10 Nobel prizes for literature have been awarded to German, Austrian, and Swiss German authors. The world of classical music is inseparable from the names of Mozart, Bach, Beethoven, Strauss, and Wagner to name only a few renowned German-speaking composers. Vienna remains an international center of music today. From the magnificent architecture of medieval buildings to the avant garde Bauhaus movement, from Dürer's woodcuts to the expressionist masterpieces of Nolde, Kirchner, and Kokoschka, Germans have made substantial contributions to world art and architecture.

Philosophy and the sciences would also be unthinkable without the contributions of German speakers. The philosophies of Kant, Hegel, Marx, Nietzsche, and numerous others have had lasting influences on modern society. The psychologists Freud and Jung forever changed the way we think about human behavior. Scientists from the three major German-speaking countries have won dozens of Nobel prizes in physics, chemistry, and medicine.

Knowing German allows you to access the works of these people in their original language and to fully understand the culture whence they derived. Anyone interested in these fields automatically expands her knowledge and skill by knowing German.

7. German is required or recommended by many undergraduate and graduate programs.

German speakers' strong contributions in such a broad array of fields make the language an important asset in many disciplines. At the University of California, for instance, more majors recommend a knowledge of German as an important supplement than any other language (German: 56 majors, French: 43 majors, Spanish: 21 majors, Japanese: 7 majors). These majors include a wide range of subjects -- from biology, physics, and chemistry to linguistics, religious studies, and art history.

Considering the importance of the German language in the fields of publishing and research, it's not surprising that many graduate schools want their graduates to have at least a reading knowledge of German. Knowing German gives graduates access to important research published in German books and professional journals.

8. Hidden advantages

If you are a foreign visitor, learning German will enable you to get more out of your stay in Germany and more out of your travels in other German-speaking countries. You will make friends more easily and have greater insight into another culture.

If you are a native German speaker, continuing to learn German will introduce you further to your cultural heritage. Furthermore, research has shown that keeping up the study of your mother tongue enables you to learn other languages more quickly and more efficiently!

And Finally...

for further information about language teaching and courses at FIS, please contact the language coordinator at 06171-2024-0.

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At FIS we care about the environment. All our publications are printed on recycled paper using vegetal ink.

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BELIEFS

We Believe That:

- Honesty, integrity and respect are essential for building trusting relationships.
- Each person is unique and has equal worth.
- All people are responsible for their actions.
- Open-mindedness, empathy and compassion are essential for living in a diverse community.
- Developing head, heart and hand is necessary to realize one's potential.
- Leading a healthy and active lifestyle improves the quality of life.
- Expectations that are challenging lead to higher levels of performance and improve results.
- Commitment, enthusiasm and perseverance lead to success.
- Education is a shared responsibility of students, family and school.
- Contributing positively to society and the environment is our shared responsibility.
- Our lives and the life of the community are enriched by diversity.
- Nurturing curiosity and creativity stimulates exploration and discovery throughout life.



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