



Deutsche Internationale Schule Washington D.C.

Comprehensive German Language Approach—
from Preschool to Graduation

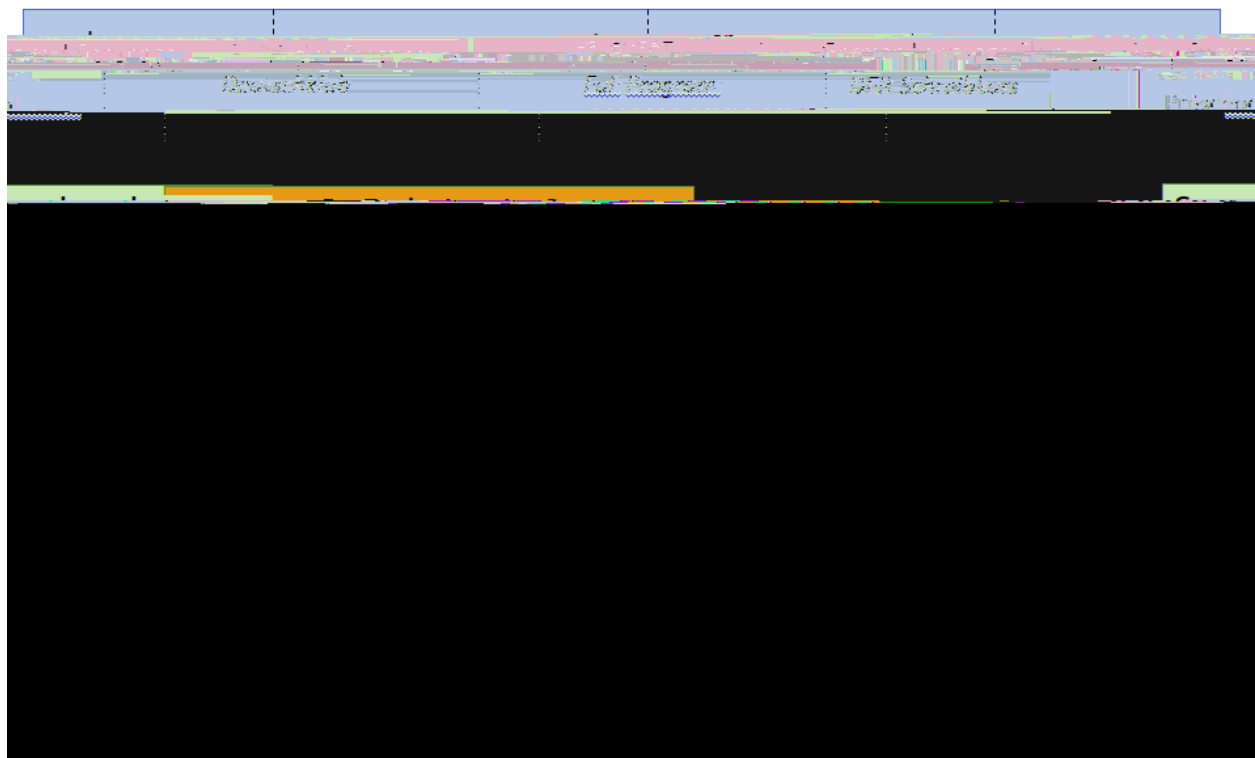




Table of Contents

1. Preamble	3
2. Initial situation and reasoning for a comprehensive German language approach	3
3. Goal and description of the comprehensive German language approach	4
4. Language development in preschool	4
4.1. General Description	4
4.2. Competencies	4
4.3. Guidelines	5
5. Language development in Elementary School and Upper School	7
5.1. Support for DaF learners who can't yet follow classes held in German/FastTrack	7
5.1.1. General Description of the FastTrack Program	7
5.1.2. Support Lesson Volume during the morning and afternoon	7
5.1.3. Program qualification and duration	8
5.1.4. Analysis of progress and individualized training	8
5.1.5. Performance evaluation and grading	9
5.1.6. Cooperation between school and parents/guardians	9
5.2. Support for DaF/DaM Learners	



1. Preamble

Being competent and flexible in the use of a language is essential for understanding one's identity and taking part in social and cultural life. Hence, developing and promoting the students' command of the German language is an integral part of education and the responsibility of all stakeholders at GISW.

The subject of German is given high priority at a German School Abroad and plays a big part when it comes to measuring academic success. To enable students of different German language proficiency levels to follow class in the individual subjects with their subjectspecific terminology successfully, it is important to offer differentiated and individualized academic support.

For students with German as a second language, it is important to offer differentiated and individualized academic support.



The complex and diverse language backgrounds of our students require differentiation and personalized teaching of the language necessary. Differentiation in this case refers to German native speakers (deutsch-muttersprachlich, DaM) as well as learners of German as a foreign language (Deutsch als Fremdsprache).

4.3. Guidelines

The following guidelines are followed in the German language program:

- A) German is the children's play language and ambient language
- B) Individualized language training and analysis in small groups
- C) Cooperation of teachers and parents

- A) German is the children's play language and ambient language

In preschool, German is the only language spoken. Teaching the German language is an essential part of the curriculum.



Upper School

The Fast Track program is made up of 7 periods per week which comprised of the regular German lessons plus two FuF classes per week.

5.1.3. Program qualification and duration

Students who are new to GISW take an assessment test to test their language proficiency and can then be assigned to German-4 (F c)4 (e)-1 (g)10 (f (rma2.1 ((G)2 (e s)6 (t) Td [(t)-4 (h)-4 (e)9 (rew)-4 (.



the students' family is essential. Language learning has to continue outside of school. The school offers two to four consultations to parents per school year. During these consultations the teacher advises the parents on the student's individualized language support plan and gives recommendations. The students receive personalized support materials as well as recommendations for TV shows, podcasts, and books,



and class materials as well as specific language vocabulary exercises.

Support as part of the FuF Program

Students participate in two separate extracurricular German support lessons per week. These lessons are based on the curriculum (content and competencies) as the learning groups progress.

By cycling through various units, the students are offered an opportunity to improve on their reading and writing competencies.



UpperSchool

These additional support lessons are offered as part of the FuF program in two periods in the mornings (and in the case of the writing practice in the afternoon).

5.2.3. Analysis of progress and individualized training

Die Verbesserung der Sprachkompetenz soll durch Diagnoseinstrumente (z.B. Kompetenzraster, individuelle Lernausgangslagen) regelmäßig überprüft werden und festgehalten werden. Aus den Ergebnissen soll eine differenzierte und individuelle Förderung der Schüler ermöglicht werden.

5.3. Challenging classes for top

