

# ES LANGUAGE PROGRAM

**Parent Council Presentation**

# ES WORKING DEFINITION (DRAFT)

- Students learn to follow instruction in all subject areas and to master tasks and exams in both languages; doing that, they acquire the essential contents of education of both school systems and cultures.
- Die Schüler und Schülerinnen lernen, in beiden Sprachen dem Unterricht in allen Sachfächern zu folgen und alle Lern- und Prüfungsaufgaben sprachlich zu bewältigen. Dabei erwerben sie die wesentlichen Bildungsinhalte beider Kulturen und Schulsysteme.

# LOWER ELEMENTARY

Strong development of  
mother tongue

Entrance Class

First grade

Second grade

# ENTRANCE CLASS

Mother tongue language awareness

- Focus on literacy
- Reading readiness skills

Partner tongue language awareness

- Daily Morning Circle
- Weekly Singing Circle
- Seasons and celebrations
- Story Time
- Daily Calendar and classroom routines

ENTRANCE CLASS CURRICULUM IS THE BEGINNING OF THE JFKS LANGUAGE PROGRAM -

# FIRST AND SECOND GRADE

- 10 hours of Mother Tongue
- Core subjects taught in both languages
- Informal Partner Tongue instruction continued through: Weekly Singing Circle, Seasons and Celebrations, Story Time, Daily Calendar and classroom routines

## Second Grade:

- When possible: English Partner Tongue Activity
- When possible: German Partner Tongue Activity

GOAL: STRENGTHEN THE MOTHER TONGUE LANGUAGE.

# UPPER ELEMENTARY

Strong development of  
partner tongue

Third grade

Fourth grade

Fifth grade

Sixth grade

# THIRD GRADE

Mother Tongue: 7 hours

Partner Tongue: 5 hours

- German D4 (beginner)
- D3b (intermediate 1)
- D3a (intermediate 2)
- D2 / E2 (advanced)

# FOURTH GRADE

Mother Tongue: 6 hours

Partner Tongue: 5 hours

- German D4 (beginner)
- D3b (intermediate 1)
- D3a (intermediate 2)
- D2 / E2 (advanced)

# FIFTH GRADE AND SIXTH GRADE



Mother Tongue: 6 hours

Partner Tongue: 6 hours

- D4 (beginner)
- D3b (intermediate 1)
- D3a (intermediate 2)
- D2 / E2 (advanced)
- Double Mother Tongue



**An Elementary School student completes the Partner Tongue Program German usually within 4 – 5 years:**



*It is not sufficient that your child is able to speak German well. Your child should have reached **reading and writing** competencies of at least level B2 / C1 to be able to take part in 7D3A2 or in 7D2.*

**Our goals:**

- **At the end of the course 6D3A (intermediate 2) the student should have reached the B2 – level.**
- **At the end of the course 6D2 (advanced) the students are either at a B2 – or already at C1 – level**
- **Proficient students at the C1 – level advance to course 7D2.**

## Common European Framework of Reference – Levels of our Partner Tongue Program



Skills	A Basic User		B Independent User		C Proficient User
	<b>ES Level</b>	<b>Beginner level</b>  3-6 D4	<b>Intermediate lower level</b>  3-6 D3b	<b>Intermediate higher level</b>  3-6 D3a	<b>Advanced Level</b>  3-6 D2
<b>GER Levels</b>  <hr/> <b>Skills:</b>	<b>A1</b>  <i>(Breakthrough)</i>	<b>A2</b>  <i>(Waystage)</i>	<b>B1</b>  <i>(Threshold)</i>	<b>B2</b>  <i>(Vantage)</i>	<b>C1</b>  <i>(Effective Operational Proficiency)</i>
<b>Listening</b>	Simple words, short sentences	Most common words	Familiar topics (work, hobbies)	Medium-length presentations / movies	Longer movies / presentations without problems
<b>Reading</b>	Names, short words	Short, simple texts	Everyday language	Prose, articles	Complex non-fictional texts
<b>Speaking</b>	Individual words	Short conversations	Conversations with familiar topics	Spontaneous & fluent	Precise expression of own thoughts
<b>Writing</b>	e.g. short post card	Simple notes, short letter	Cohesive texts about familiar topics	Detailed texts to various topics	Well structured, stylistically correct
<b>HS Level</b>	<b>7D4</b>	<b>7D4</b>	<b>7D3b 7D3a1 (B1+)</b>	<b>7 D3A2</b>	<b>7D2</b>

# Double Mother Tongue Program at JFKS



We offer DMT classes as of Grade 5 (due to schedule reasons it is parallel to the Partner Tongue classes): **D11**

- **Participation in the DMT program cannot be requested by parents.** It is a school based decision. The language teachers recommend qualified students.
- The student must have an entry level grade of at least 2 in both languages.
- No student can be considered for DMT if receiving LAB, Leseladen or HELP instructions.
- The student must show the physical, emotional, and mental stability to handle the extra work load of two Mother Tongues.

# Double Mother Tongue Program - Criteria

A Double Mother Tongue Student is one who:

- has securely internalized the syntax and grammar of both languages.
- communicates on a sophisticated level using specific vocabulary rather than general or basic terms.
- shows reading, writing, and spelling skills at least equal to those of an average native speaker on the same language level.
- shows cultural competence in both languages, for example the ability to relate idiomatic expressions.
- communicates during Partner Tongue classes only in Partner Tongue without chatting in Mother Tongue with the classmates.
- receives no LAB, Leseladen or any HELP instruction.

# Double Mother Tongue Program - Procedure

- The Partner Tongue Coordinators give a language test to the referred students (with parent approval).
- A student can be tested once a year towards the end of each school year (at the end of first semester only in rare cases) beginning at the end of Grade 4.
- The DMT status is approved by the grade level's class conference.
- After a probation period of one semester the Mother Tongue Teacher decides if the student may remain in Mother Tongue or must return to Partner Tongue.

# SUPPLEMENTARY COURSES



## Library

- Classes
- Book collection

Remedial support

# LIBRARY



The ES library supports extensive language program through bilingual collection of books

Library skills are taught as an integrated part of the language program as well as during special library hours in both languages

The library is open to students during lunch and is very popular

# STUDENT SUPPORT



Students who need extra support in their mother tongue may be recommended for extra hours of special support

- Reading Lab
- Leseladen





# Cooperation between Parents and School:

Ideas of how to support your children to become successful German students:

- Show a positive attitude towards the German language
- Be a role model: Learn German as well
- Families with a native German speaking parent should speak German
- Support friendships with German speaking children
- Read with your children German books, newspapers, i.e. Geolino, Dein Spiegel, Saturday im Berliner Tagesspiegel: Der Kinderspiegel
- Watch German movies together
- Subscribe to German magazines, e.g. Geolino
- Use German website such as [www.blinde-kuh.de](http://www.blinde-kuh.de), [www.kika.de](http://www.kika.de) (Logo, Die Jungs-WG, Die Mädchen-WG, Pur plus, Checker Can, CheXperiment ...)
- Radio, TV, Youtube, theater .....

Thank you for your cooperation!  
Kirsten Freytag & Christiane Roedel

QUESTIONS?