



INTERNATIONAL SCHOOL BASEL
ISB GERMAN CONTINUUM GUIDE



ISB German Continuum Guide

Mission

“We all want to learn more;
We all do it in different ways;
We all have fun learning;
We all help.”

- *ISB Student*

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Introduction

Context

There are two German programmes at ISB:

1. As an additional language, also called **language acquisition** program: for students with no prior exposure to the language or not enough to be considered proficient in the language.
2. **Language and Literature** or mother tongue programme (native or near native): for students who have been schooled in German or learnt German over an extended period of time at our school or in other schools. This programme is referred to as: German Mother Tongue (Aesch), Language and Literature (MYP) and Language

and Literature (SL/HL) and Literature (SL/HL) in the IB Diploma.

Based on the student's proficiency in German, they will join either the language acquisition or the mother tongue German programme.

Students who speak German at home with one or more family members, could qualify to one or the other programme depending on additional exposure to the language.

This document refers to the expectations and progression of learning of German as an **additional language** (1 above).

Purpose of Language learning at ISB

The aspirations and expectations of the Language Acquisition program at ISB are to:

- Enable students to **access, respect, appreciate and understand** other languages and cultures, including the official language of Basel-Land;
- Build on students' languages experiences and facilitate further/additional language learning and enable them to become critical

and competent communicators;

- Appreciate that the study of a classical and/or international languages can help them improve their command of their first language;
- Ensure students have the academic competencies, based on length of academic exposure, to become confident users of the language(s) to engage in further language studies or use other language(s) confidently in their daily life.

Learning German as an additional language at ISB

ISB has developed a German continuum which shows how students progress in their language skills as they are exposed to the language formally and informally within and beyond our school. The development of German language competency and fluency is not tied to a specific age, as they will progress at different rates throughout their stay at our school.

ISB German progression from Early Childhood to Grade 10 is organised in phases. Depending on the student's level of German when joining our school or as they progress within our school, they will be placed in the phase that best fits their skills competency in Listening, Reading, Speaking and Writing.

Mother tongue German speakers will be placed in a

class that meets the student's needs and language profile. Whilst some students may speak German at home, if they have not been schooled in German, the equivalent to a mother tongue German class may not be the right placement for her/him. The language progression for mother tongue speakers will be similar to their progression in the school's language of instruction (English).

Teachers at ISB develop specific units to be taught in

each grade level, based on the agreed skills for the phase they will teach. Key information about units and assessments is shared with parents as units are introduced. In line with the philosophy underpinning all IB programmes, language learning at ISB is based on inquiry and focused on conceptual understanding. The themes addressed in each unit are intentionally selected to match the students' developmental stage, their interests and world outside the classroom.

German teaching at ISB

Junior School

IB PYP: (Early Childhood 1 - 3, Grade 1 - 5)

- EC1-3: German language instruction begins in the Early Childhood. Students receive 4-5 periods of German per week. Additional German language support is given when German teachers accompany students on their weekly Waldkinder trips and Field trips.
- Grades 1-5 students have 5 periods of German per week.

Middle School

IB Middle Years: (Grade 6 and 7):

- Students in Grade 6-7 have 6 x 55 minute German lessons, in a 2-week cycle.

Senior School

IB Middle Years Programme: (Grade 8 - 10)

- Students choose one Second Language as their Main (in addition to English) and may also choose a 3rd language as their Option. The latter is also against other subject choices.
- Grade 8-10: students have 8 x 55 mins German lessons, in a 2-week cycle if German is their Main Language of choice.
- Grade 8-10: students have 4 x 55 mins German lessons in a 2-week cycle if German is their Option Language.

IB Diploma Programmes: (Grade 11 and 12)

- SL courses: 6 x 55 mins lessons, in a 2-week cycle
- HL courses: 8x 55 mins lessons, in a 2-week cycle
- Languages offered:
 - German (SL/HL)
 - French (SL/HL)

German Skills

Listening

Listening may refer to oral interaction or comprehending and responding to visual and spoken texts. Listening involves hearing and distinguishing between sounds, understanding contextual clues, making sense of the spoken message, and recognising its purpose and intended audience. Over time, students learn to make inferences and support their response to various types of spoken texts with evidence.

Speaking

Speaking refers to oral interaction with others and to the organization and communication of thoughts, ideas and information in a spoken form. First and foremost, speaking is about communicating meaning. Over time, students develop a variety of grammatical structures, strategies and communicative techniques. They learn to apply them with increasing skill, accuracy and effectiveness, with a clear audience and purpose in mind.

Reading

Reading refers to decoding, comprehending and responding to written texts. Reading involves recognising purpose, genre and intended audience. Students read a variety of genres of appropriate literary and non-literary texts for pleasure, interest, and information. Over time, students learn to make inferences and support personal responses to texts with evidence.

Writing

Writing refers to the organization and communication of thoughts, ideas and information in a written form. First and foremost, writing is about communicating meaning. Over time, students develop a variety of structures, strategies and literary techniques (e.g. spelling, grammar, punctuation, plot, character, voice). They learn to apply them with increasing skill, accuracy and effectiveness, with a clear audience and purpose in mind.

The role of GRAMMAR in relation to the language skills

Grammar is taught in the context of the four language skills and in relation to the students' developmental stage and language phase. The primary aim of the acquisition of grammatical knowledge is to support students' communicative competence.

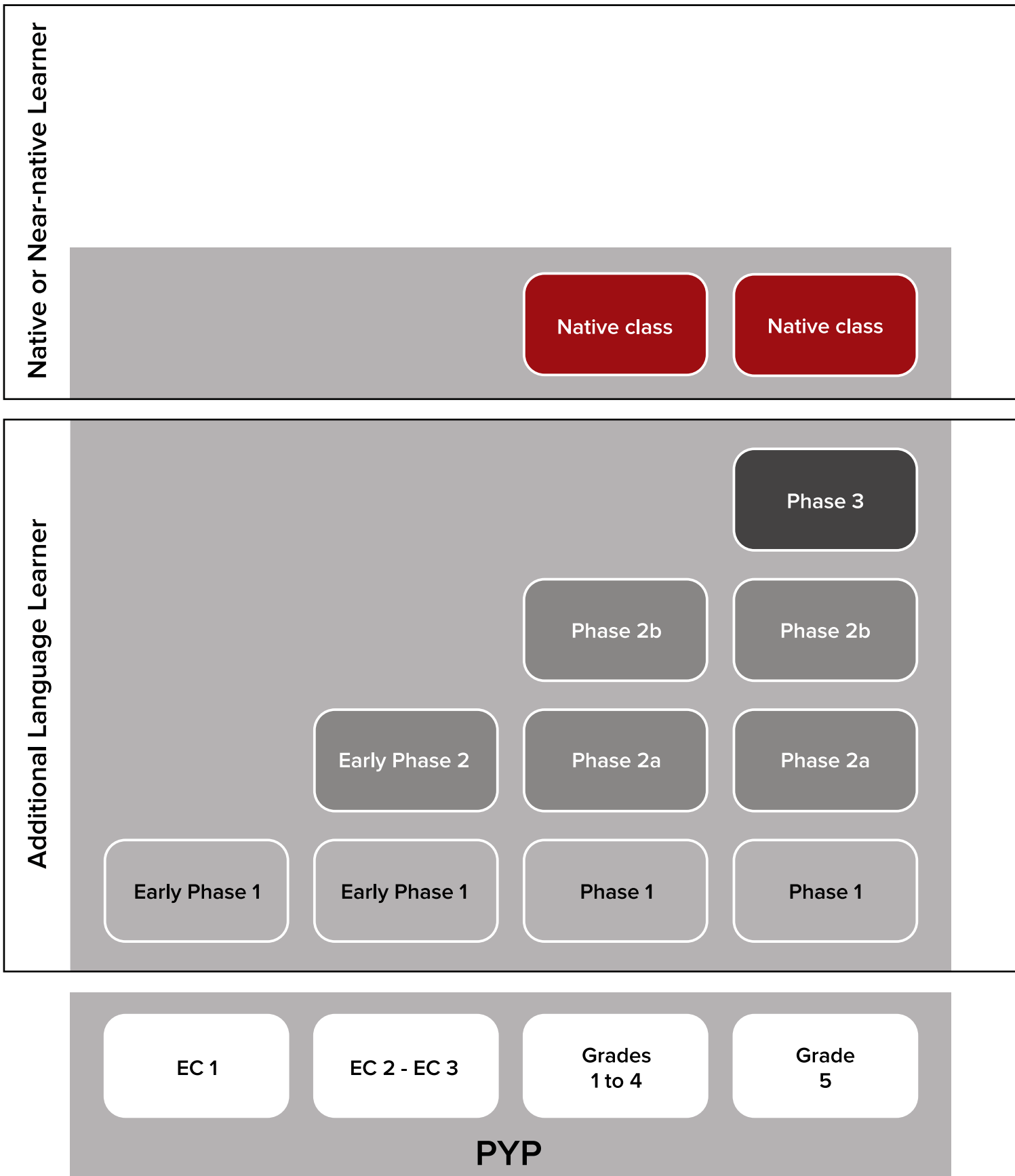
German Phases at ISB

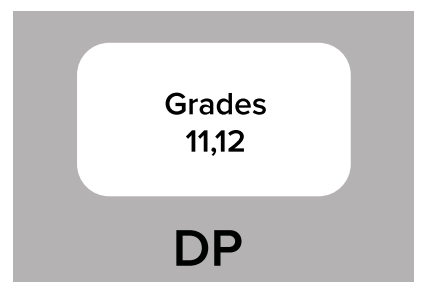
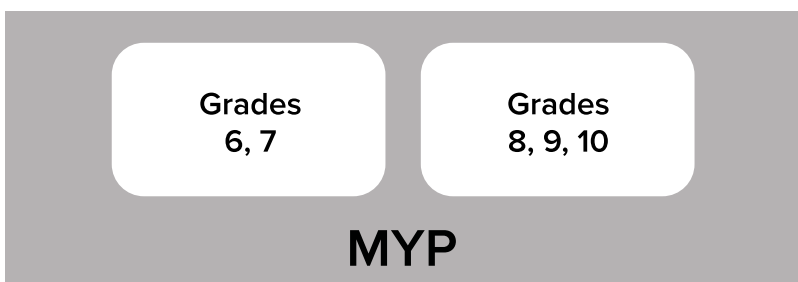
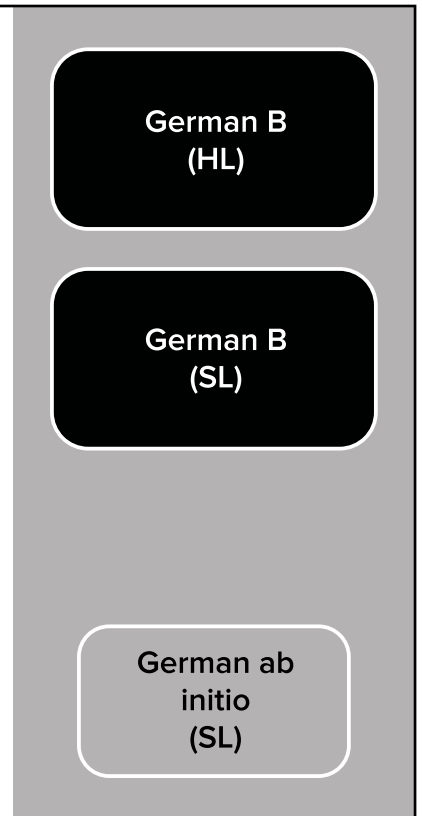
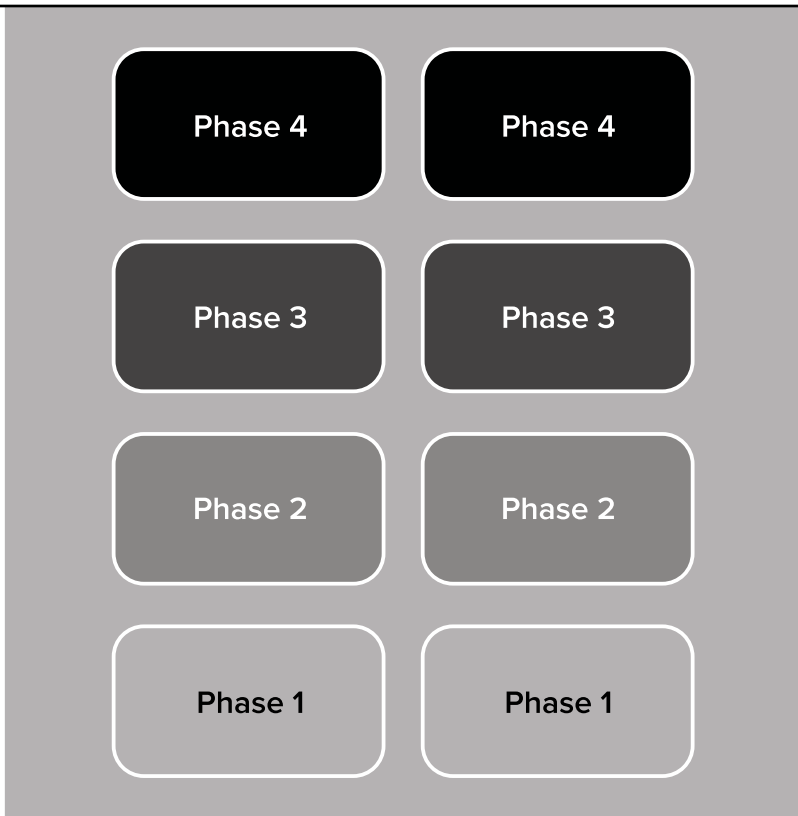
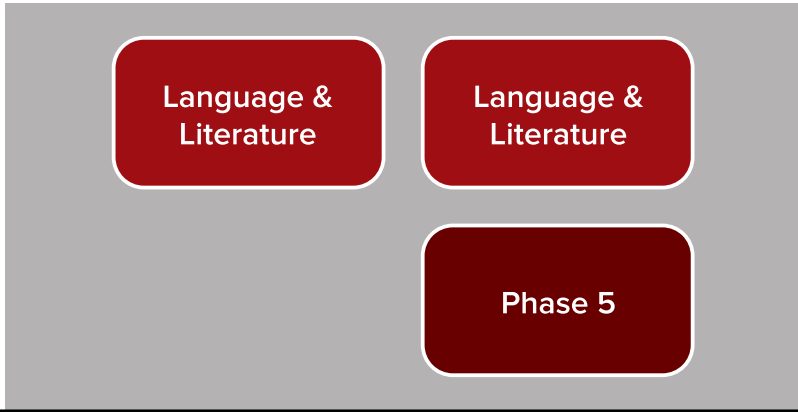
Progression in German from Early Childhood 1 to Grade 10 is organised in phases of development. The expectations for specific classes and students, will depend on the phase in which they have been allocated.

The expectations of a phase 1/2 student in Grade 2 cannot be the same as those for a phase 1/2 student in grade 6, due to their developmental stage which explains why these are different, but they are all organised under the same skills. Same applies between early phase 1 in Early Childhood/ and phase 1 in Grade 2.

Students are placed in a class that meets their German language competency at the time, although changes may occur during one academic year. Depending on student numbers in particular year groups, some phases might be combined in one class. IB Diploma courses follow the IB terminology to reflect the different types of language courses and levels available.

German Language Progression Chart





Early Phase 1: EC1 - EC3

Students develop their understanding and use of German in everyday situations through talking about topics and ideas that are important and relevant to them. In grades EC1- EC3, the focus is predominantly on the skills of listening and speaking. Reading and writing are introduced to individual students according to their readiness. Reading and writing are not formally assessed in grades EC1- EC3.

Listening

I can follow classroom directions and routines, using context cues.

For example: Please, come to the carpet.

I can recognize practiced or memorized words, phrases, and simple sentences.

For example: My name is ...

I can listen and respond to spoken texts such as stories, songs, and rhymes through gestures, expressions and /or words.

I can understand simple questions and respond with actions or words.

For example: How old are you?

Speaking

I can repeat/echo/use single words.

I can repeat simple phrases.

For example: I am well, thank you.

I can say short memorized sentences and sing along simple songs.

I can name familiar things.

For example: people, objects, colors, emotions.

I can form simple phrases with the help of a model (EC2-3).

For example: Would you like to play with me?

I can talk about myself using words, gestures and objects (EC3).

Reading

In the Early Childhood Grades, students are developing reading skills in their own and instructional language.

Writing

In the Early Childhood Grades, students are developing writing skills in their own and instructional language.

Early Phase 1

EC1 - EC3

Early Phase 2: EC2 - EC3

Students develop their understanding and use of German in everyday situations through talking about topics and ideas that are important and relevant to them. In grades EC2 & EC3 the focus is predominantly on the skills of listening and speaking. Reading and writing are introduced to individual students according to their readiness. Reading and writing are not formally assessed in grades EC2 & EC3.

Listening

I can follow more complex classroom instructions, showing understanding. (EC3-3).

For example: Point to the color red.

I can extract basic information from simple and short texts on familiar topics spoken slowly and clearly (EC2-3).

For example: How old is Jane?

I can predict likely outcomes when listening to texts read aloud (EC2-3).

For example: What will Jane do next?

Speaking

I can memorize and join in with poems, rhymes and songs.

I can ask and answer simple questions about familiar topics.

For example: How are you? I am well, thank you.

I can use the target language to communicate during classroom activities, conversations and imaginative play (EC).

For example: May I play with you? Whose turn is it?

I can perform rehearsed roleplays (EC2-3).

Reading

In the Early Childhood Grades, students are developing reading skills in their own and instructional language.

Writing

In the Early Childhood Grades, students are developing writing skills in their own and instructional language.

Early Phase 2

EC2 - EC3

Students develop their understanding and use of German in everyday situations through talking about topics and ideas that are important and relevant to them. In grades 2 to 5, students work on all four language skills. They learn to relate their ideas confidently orally before communicating them through reading and writing. In grade 1, the focus is predominantly on the skills of listening and speaking. Reading and writing are introduced to individual students according to their readiness. Reading and writing are not formally assessed in grade 1.

Phase 1: Grade 1 - Grade 5

Listening

I can recognize practiced or memorized words, phrases, and simple sentences.

For example: How old are you? How are you?

I can identify basic information in familiar and everyday contexts.

For example: teacher explanation, short conversations.

I can understand and respond to simple spoken language.

For example: follow classroom directions using context cues including more than one step. Please, come to the carpet.

Speaking

I can communicate using practiced or memorized single words, short phrases and simple sentences (including rhymes and songs).

I can ask and answer simple questions using memorized language.

I can name familiar things with comprehensible pronunciation.

For example: people, animals, objects, colors, emotions.

I can make a short presentation using prepared or memorized language.

For example: present a poster, family tree

Reading

I can recognize practiced words, phrases, and simple sentences.

I can identify basic information in familiar and everyday contexts and make connections to my personal experiences.

I can recognize familiar text formats, including three part stories.

For example: dialogue, stories.

I can understand and respond to simple written language.

For example: matching up, labeling.

Writing

I can communicate using practiced or memorized single words, short phrases and simple sentences.

For example: label pictures, write lists.

I can write simple text format.

For example: invitations, email, write about myself and personal environment.

I can ask and answer simple questions using memorized language.

I can name familiar things.

For example: people, animals, objects, colors, emotions.

I can write a short text on a familiar topic (with the support of a graphic organizer or a model).

For example: description of a person, dialogue.

Phase 2a: Grade 2- Grade 5

Listening

I can recognize practiced or memorized words, phrases, and simple sentences.

For example: How old are you? How are you?

I can identify basic information in familiar and everyday contexts.

For example: teacher explanation, short conversations.

I can understand and respond to simple spoken language.

For example: follow classroom directions using context cues including more than one step. Please, come to the carpet.

Speaking

I can communicate using practiced or memorized short phrases and simple sentences in a variety of familiar situations.

For example: Give information about familiar people, school, play, express preferences and opinions.

I can ask and answer simple questions using memorized language in a variety of familiar situations.

I can use some aspects of register in formal and informal conversation.

For example: ihr and du.

I can use a familiar range of vocabulary and grammatical structures and I can use comprehensible pronunciation.

I can use simple connecting words to organise my ideas.

For example: und, aber, dann, oder.

I can make a short presentation using prepared or memorized language and I can perform rehearsed role-plays.

For example: present a poster, family tree.

Reading

I can understand basic information from simple and short texts.

I can understand main ideas and details in short, simple, structured texts.

For example: written dialogues, leveled reader books.

I can recognize a greater variety of familiar text formats.

For example: dialogues, stories, SMS, poster.

I can recognise some aspects of register in formal and informal communication.

For example: ihr, du und Sie.

I can understand and respond to basic written texts.

For example: drawing a picture from a description, draw a main character from a story.

Writing

I can communicate using practiced or memorized short phrases and simple sentences in a variety of familiar situations.

For example: give information about familiar people, school, play, express preferences and opinions.

I can ask and answer simple questions using memorized language in a variety of familiar situations.

I can use a familiar range of vocabulary and grammatical structures.

For example: simple sentence structure, correct verb form, questions with question words.

I can use simple connecting words to organise my ideas.

For example: und, aber, dann, oder.

I can write a short text on a familiar topic.

For example: description of a person, dialogue, poster, SMS.

Phase 2b: Grade 3 - Grade 5

Listening

I can understand longer texts on familiar topics.

For example: fairy tales.

I can identify the main ideas and details in longer texts.

For example: news reports for children, stories with picture clues.

I can understand and respond to longer texts.

For example: multi-step instructions.

Speaking

I can communicate using familiar language in a variety of situations.

For example: describe daily routine, give directions, retell a story.

I can ask and answer questions in a variety of familiar situations

I can use some aspects of register in formal and informal conversation.

For example: ihr and du.

I can use a basic range of vocabulary and grammatical structures, and use comprehensible pronunciation and intonation.

I can use simple connecting words to organise my ideas.

For example: und, aber, dann, oder, weil, basic sequencers.

I can make a short presentation on a familiar topic and I can perform rehearsed and unrehearsed role-plays.

Reading

I can understand longer texts on familiar and some unfamiliar topics.

I can identify the main ideas and details in longer texts.

I can recognize a greater variety of text formats.

For example: Travel log, penpals, reports, emails, letters

I can understand and respond to longer texts.

For example: Summarizing

Writing

I can communicate using familiar language in a variety of situations (providing greater detail, extended opinions and simple explanation.

For example: give information about familiar people, school, play, express preferences and opinions.

I can ask and answer questions in a variety of familiar situations.

I can use aspects of register in a range of basic formal and informal communication.

For example: ihr, du und Sie. (Grade 4-5)

I can use a basic range of vocabulary and grammatical structures (including a past tense in Grade 4-5).

I can use simple connecting words to organise my ideas.

For example: und, aber, dann, oder, weil, basic sequencers. (Grade 4-5)

I can write more complex texts on a range of familiar topics, taking the audience into account.

For example: e-mail, play, poetry, short story.

Phase 3: Grade 5

Listening

I can understand information, main ideas, and supporting details and draw conclusions in a range of spoken text types.

For example: follow presentations, children's news, documentaries or movies.

For example: What two main ideas are being communicated here? What does the diagram tell us about ...?

I can understand visual conventions used in texts.

For example: Who is the target audience of this video?

I can understand and respond to spoken and visual texts, making connections to my personal experiences and opinions.

For example: How does person X explain what friendship is? Do you agree or disagree? Explain!

Speaking

I can communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations.

For example: justifying feelings and opinions, explain, inquire and compare.

I can interact in rehearsed and unrehearsed conversations.

For example: coming to an agreement when making plans in formal and informal situations.

I can use appropriate register in formal and informal oral communication.

For example: using du, ihr, Sie appropriately and avoiding colloquialisms in formal situations.

I can use a range of vocabulary and apply grammatical structures and conventions with greater accuracy.

For example: past tense, nominative and accusative adjective endings, verb at end of subordinate clause.

I can use clear pronunciation and intonation. Occasional errors do not interfere with communication.

I can organise information using a range of cohesive devices.

For example: time, making comparisons, cause.

I can make a presentation on a range of topics with a sense of audience and purpose and I can answer some follow-up questions (3-4 minutes).

Reading

I can demonstrate understanding of explicit and implicit information, main ideas and supporting details, and draw conclusions.

For example: paraphrasing, summarising, restating, predicting, and interpreting.

I can understand conventions including aspects of format and style, and the author's purpose for writing.

For example: What type of story is this? Give two reasons why you think this.

I can understand and respond to a range of text types, making connections to my personal experiences and opinions.

For example: How does person X react to this difficult situation? Would you do the same if this were you? Why or why not?

Writing

I can communicate information containing relevant ideas and some details in familiar and some unfamiliar situations.

For example: travel blog.

I can ask and answer questions in familiar and some unfamiliar situations, supporting my answer with reasons.

For example: writing back to a penpal.

I can use appropriate register in formal and informal written communication.

For example: using du, ihr, Sie appropriately.

I can use a range of vocabulary and apply grammatical structures and conventions with greater accuracy. Occasional errors do not interfere with communication.

For example: past tense, nominative and accusative, verb at end of subordinate clause.

I can write in different ways for different purposes and audiences.

For example: short narratives, summaries, interviews, formal e-mail.

I can use some cohesive devices in order to organise my text and ideas.

For example: time, making comparisons, cause.

Phase 1: Grade 6 - Grade 10

Listening

I can identify basic facts and main ideas in simple spoken and visual texts, and I can identify specific information, ideas, and opinions, presented in simple spoken and visual texts.

For example: Who says he is hungry? Describe what you see.

I can recognize basic visual conventions used in texts. (Grades 9-10)

For example: What kind of text is this (announcement or advertisement)?

I can understand and respond to simple spoken and visual texts.

For example: Are you similar or different to the person speaking in the video? Use specific details to support your answer.

Target length: 1 or 2 documents, 5 minutes, with at least one of them containing visual elements. Questions & answers may be in mother tongue, language of instruction or target language.

Speaking

I can communicate information in a limited range of everyday situations using a variety of practiced or memorized words, phrases, simple sentences, and questions.

For example: giving information about myself, my likes and dislikes, my classroom and my home.

I can ask and answer questions in a limited range of prepared and unprepared everyday situations.

For example: giving directions.

I can use some aspects of register in formal and informal conversation.

For example: using du and Sie appropriately.

I can use a limited range of vocabulary, grammatical structures and conventions, and use comprehensible pronunciation and intonation.

For example: telling time, present tense of regular and some irregular verbs, nominative and accusative.

I can organise information using a limited range of basic cohesive devices.

For example: und, oder, aber, zuerst, dann.

I can make a presentation on everyday topics.

Target length: 5 minutes, of which 2–3 minutes must be the student speaking

Reading

I can identify basic facts, main ideas and opinions in simple visual and written texts.

For example: list, define, label, draw, locate, select, match, state information. Match the name of the person with the picture of the school item he or she mentions in the text.

I can recognize basic conventions including aspects of format and style, and the author's purpose for writing. (Grades 9-10)

For example: Who would need this sign? Give reasons for your answer.

I can understand and respond to texts.

For example: Compare how your town is similar or different to the town described in the text.

Target text length: 400 to 500 words from 1 or 2 texts, with at least one text containing visual elements. Questions and responses may be in mother tongue, language of instruction or target language.

Writing

I can communicate information in a limited range of everyday situations using a variety of practiced or memorized words, phrases, simple sentences, and questions.

For example: describing a family member.

I can ask and answer questions in a limited range of prepared and unprepared everyday situations.

For example: dialogue.

I can use some aspects of register in formal and informal written communication

For example: using du and Sie appropriately.

I can use simple, rehearsed formats/models to communicate information in everyday situations.

For example: postcard or short email to a friend.

I can use a limited range of vocabulary, grammatical structures and conventions.

For example: telling time, present tense of regular and some irregular verbs, nominative and accusative.

I can organise information using a limited range of basic cohesive devices.

For example: und, oder, aber, zuerst, dann.

Target word count: 100 to 150 words

Phase 2: Grade 6 - Grade 10

Listening

I can identify basic facts and main ideas in simple spoken and visual texts, and I can identify specific information, ideas, and opinions, presented in simple spoken and visual texts.

For example: identify, list, name, describe, label, match, define. Give three examples to support the fact that Katy doesn't like science class.

I can recognize basic visual conventions used in texts. (Grades 9-10)

For example: use images to aid in understanding text. Why do we see an image of a tree during the news report?

I can understand and respond to simple spoken and visual texts.

For example: Using information in the video, if you wanted to use public transportation to get from Basel to Paris, what would you do?

Target length: 1 or 2 documents, 5 minutes, with at least one of them containing visual elements. Questions & answers may be in mother tongue, language of instruction or target language.

Speaking

I can communicate information containing relevant ideas and some details in a limited range of familiar situations.

For example: using phrases to express experiences, feelings and opinions.

I can ask and answer questions in a limited range of prepared and unprepared familiar situations.

For example: a conversation in a shop or a restaurant.

I can use some aspects of register in formal and informal conversation.

For example: using of du and Sie appropriately.

I can use a basic range of vocabulary, grammatical structures and conventions, and use comprehensible pronunciation and intonation.

For example: present tense of irregular and separable verbs, verb second idea, accusative and dative case after prepositions.

I can organise information using a basic range of cohesive devices.

For example: danach, zum Schluss, weil, dass.

I can make a presentation on both very familiar and everyday topics to an audience.

Target length: 5 minutes, of which 2–3 minutes must be the student speaking

Reading

I can identify basic facts, main ideas and opinions in simple visual and written texts.

For example: classify, describe, explain, sequence, give examples, and draw conclusions. Which two places does John not go to during his trip?

I can recognize basic conventions including aspects of format and style, and the author's purpose for writing. (Grades 9-10)

For example: What do you think this poster is trying to tell you? Give reasons for your answer.

I can understand and respond to texts.

For example: After viewing this website, what do you think about.....? Justify your answer with details from the text.

Target text length: 400 to 500 words from 1 or 2 texts, with at least one text containing visual elements. Questions and responses may be in mother tongue, language of instruction or target language.

Writing

I can communicate information containing relevant ideas and some details in a limited range of familiar situations.

For example: paragraph about my daily routine.

I can ask and answer questions in a limited range of familiar situations.

For example: writing back to a friend.

I can use some aspects of register in formal and informal written communication.

For example: using of du and Sie appropriately.

I can communicate information in familiar situations with increasing independence.

For example: profile of a person.

I can use a basic range of vocabulary, grammatical structures and conventions with greater accuracy.

For example: present tense of irregular and separable verbs, verb second idea, accusative and dative case after prepositions.

I can organise information and ideas using a basic range of cohesive devices.

For example: danach, zum Schluss, weil, dass.

Target word count: 100 to 150 words

Phase 3: Grade 6 - Grade 10

Listening

I can understand information, main ideas, and supporting details and draw conclusions in authentic texts appropriate to my age.

For example: What two main ideas are being communicated here? What does the diagram tell us about ...?

I can understand visual conventions used in texts. (Grades 9-10)

For example: follow presentations, children's news, documentaries or movies. Who is the target audience of this video?

I can understand and respond to spoken and visual texts, making connections to my personal experiences and opinions.

For example: How does person X explain what friendship is? Do you agree or disagree? Explain. What is your opinion about?

Target length: 1 or 2 documents, 7 minutes, with at least one of them containing visual elements. Questions & answers must be in the target language.

Speaking

I can communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations.

For example: justifying feelings and opinions, explain, inquire and compare.

I can interact in rehearsed and unrehearsed conversations.

For example: coming to an agreement when making plans in formal and informal situations.

I can use appropriate register in formal and informal oral communication.

For example: using du, ihr, Sie appropriately and avoiding colloquialisms in formal situations.

I can use a range of vocabulary and apply grammatical structures and conventions with greater accuracy.

For example: past tense, nominative and accusative adjective endings, verb at end of subordinate clause.

I can use clear pronunciation and intonation. Occasional errors do not interfere with communication.

I can organise information using a range of cohesive devices.

For example: time, making comparisons, cause.

I can make a presentation on a range of topics with a sense of audience and purpose and I can answer some follow-up questions.

Target length: 6 minutes, of which 3–4 minutes must be the student speaking.

Reading

I can demonstrate understanding of explicit and implicit information, main ideas and supporting details, and draw conclusions.

For example: paraphrase, summarise, restate, predict, and interpret.

I can understand conventions including aspects of format and style, and the author's purpose for writing. (Grades 9-10)

For example: What type of story is this? Give two reasons why you think this.

I can understand and respond to authentic texts, making connections to my personal experiences and opinions.

For example: How does person X react to this difficult situation? Would you do the same if this were you? Why or why not?

Target text length: 800 to 900 words from 1 or 2 texts, with at least one text containing visual elements. Questions and responses must be in target language.

Writing

I can communicate information containing relevant ideas and some details in familiar and some unfamiliar situations.

For example: travel blog.

I can ask and answer questions in familiar and some unfamiliar situations, supporting my answer with reasons.

For example: writing back to a penpal.

I can use appropriate register in formal and informal written communication.

For example: using du, ihr, Sie appropriately and avoiding colloquialisms in formal situations.

I can use a range of vocabulary and apply grammatical structures and conventions with greater accuracy. Occasional errors do not interfere with communication.

For example: past tense, nominative and accusative adjective endings, verb at end of subordinate clause.

I can write in different ways for different purposes and audiences.

For example: short narratives, summaries, interviews.

I can use some cohesive devices in order to organise my text and ideas.

For example: time, making comparisons, cause.

Target word count: 200 to 250 words

Phase 4: Grade 6 - Grade 10

Listening

I can construct meaning and draw conclusions from information, main ideas and supporting details.

For example: Give three reasons to support the author's opinion that ...

I can interpret visual conventions used in texts. (Grades 9-10)

For example: How are sound and music used to influence the viewer's attitudes and opinions?

I can understand and respond to spoken and visual texts, making connections to my personal experiences and opinions.

For example: Would you recommend this film to someone else? Why or why not?

Target length: 1 or 2 documents, 7 minutes, with at least one of them containing visual elements. Questions & answers must be in the target language.

Speaking

I can communicate information containing relevant ideas and detail on topics of personal and global significance.

For example: justifying opinions, defend a point of view, explain, inquire and compare.

I can interact in rehearsed and unrehearsed exchanges.

For example: planning an event with another person.

I can use appropriate register in formal and informal oral communication.

For example: using du, ihr, Sie appropriately and avoiding colloquialisms in formal situations.

I can use a range of vocabulary, applying grammatical structures and conventions with accuracy.

For example: genitive, two-way prepositions, hypothetical wenn (if) clauses.

I can use clear pronunciation and intonation. Occasional errors do not interfere with communication.

I can organise information, using a wide range of cohesive devices.

For example: time, cause/consequence, opposition, purpose.

I can make a presentation on a range of topics with a sense of audience and purpose and I can answer unprepared follow-up questions.

Target length: 6 minutes, of which 3–4 minutes must be the student speaking

Reading

I can construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions.

For example: Summarise the main arguments of a particular person. Predict what a certain person would say in a given situation, based on the information from the text.

I can interpret conventions including aspects of format and style, and the author's purpose for writing. (Grades 9-10)

For example: What does the author want us to believe about... How does the music change and what is its relationship to the text?

I can understand and respond to texts, making connections to my personal experiences and opinions.

For example: What evidence or examples does the writer give to support his or her viewpoint? Do you agree? Explain your answer.

Target text length: 800 to 900 words from 1 or 2 texts, with at least one text containing visual elements. Questions and responses must be in target language.

Writing

I can communicate information, ideas and opinions in familiar and unfamiliar situations.

For example: arguments for and against the use of technology in daily life.

I can use appropriate register in formal and informal written communication.

For example: using du, ihr, Sie appropriately and avoiding colloquialisms in formal situations.

I can effectively use a range of vocabulary, applying grammatical structures and conventions with accuracy. Occasional errors do not interfere with communication.

For example: genitive, two-way prepositions, hypothetical wenn (if) clauses.

I can write in different ways for a range of purposes and audiences using a greater variety of tenses.

For example: article, book or film review, speech.

I can use a range of cohesive devices in order to organise my text and ideas.

For example: time expressions, cause/consequence, opposition, purpose.

Target word count: 200 to 250 words

Phase 5: Grade 8 - Grade 10

Listening

I can analyse and draw conclusions from information, main ideas and supporting details.

For example: questions might include a statement of opinion, followed by a request for an evaluation, analysis, justification or synthesis. To what extent...? Compare and contrast.

I can analyse the conventions used in spoken and visual texts. (Grades 9-10)

For example: the student might be asked to explain how the conventions used create literal and symbolic meaning. The producer has purposefully... Why do you think he or she did this?

I can understand and respond to spoken and visual texts, making connections to my personal experiences and opinions and relating them to a global perspective.

For example: What is your perspective on this issue? Refer back to points made and examples given in the document, as well as personal experiences, to illustrate your opinion.

Target length: 2 or 3 documents, 10 minutes, with at least one of them containing visual elements. Questions & answers must be in the target language.

Speaking

I can communicate information containing relevant ideas and detail on a range of topics of personal and global significance.

For example: justifying opinions, defending a point of view, explaining, inquiring and comparing.

I can interact in rehearsed and unrehearsed exchanges with a sense of register, purpose and style.

For example: participating in a spontaneous conversation using language to suit the context, the audience, the purpose.

I can use appropriate register in formal and informal oral communication, including some idiomatic and colloquial expressions.

For example: adapting language to the context of communication.

I can use a range of vocabulary effectively, applying complex grammatical structures and conventions with accuracy.

For example: compound sentences, subordinate clauses, Konjunktiv 1 & 2.

I can use effective intonation and speak fluently.

I can organise information and ideas effectively, using a wide range of cohesive devices.

For example: obwohl, andererseits, entweder...oder, schließlich, trotzdem, zwar...

I can deliver extended presentations on a broad range of topics to a wide variety of audiences for different purposes, and I can answer unprepared follow-up questions.

Target length: 7 minutes, of which 4–5 minutes must be the student speaking

Reading

I can analyse and draw conclusions from information, main ideas and supporting details in written and visual text.

For example: compare and contrast, deduce, infer, illustrate, reorganise, distinguish, evaluate. What is the author's intention?

I can analyse conventions including aspects of format and style and the author's purpose for writing. (Grades 9-10)

For example: Analyse the text type and features such as stylistic choices used to connect with an idea or emotion. How does the author make us feel?

I can understand and respond to texts, making connections to my personal experiences and opinions and relating them to a global perspective.

For example: Compare yourself to the person in the text.

Target text length: 900 to 1000 words from 2 or 3 texts, with at least one literary text and with at least one text containing visual elements. Questions and responses must be in target language.

Writing

I can communicate information, ideas and opinions on topics of global significance including relevant and focused ideas supported by examples and illustrations.

For example: a literary task such as a short story or poem, or a non-literary task such as an article, letter, editorial, speech, brochure or essay.

I can use appropriate register in formal and informal written communication.

For example: adapting language to the context of communication.

I can effectively use a range of vocabulary, applying complex grammatical structures and conventions with accuracy.

For example: compound sentences, subordinate clauses, Konjunktiv 1 & 2.

I can interpret and adapt aspects of format, register, and style of language.

For example: re-writing a text in a different register or from a different point of view.

I can use a wide range of cohesive devices in order to organise my text and ideas.

For example: obwohl, andererseits, entweder...oder, schließlich, trotzdem, zwar...

Target word count: 300 to 400 words

More Information

Reference to external frameworks

There are two major frameworks for teaching, learning & assessing language acquisition skills. The [Common European Framework of Reference \(CEFR\) for Languages](#) and the U.S. defined scales of proficiency, i.e., [the ACTFL Proficiency Guidelines](#).

Both frameworks form the basis of major testing and certification systems. The following reference table is to be used as a proficiency indicator for students and their families as they move through language courses at the ISB.

<u>Proficiency Level</u>	<u>Level</u>	<u>Approximate CEFR Level</u>	<u>Rating on ACTFL assessment</u>
Emergent communicator	Phase 1	Pre-A1 of CEFR	Novice Mid
	Phase 2	A1 of CEFR	Novice High
Capable communicator	Phase 3	A2 of CEFR	Intermediate Low or Mid
	Phase 4	B1 of CEFR	Intermediate Mid or High
Proficient communicator	Phase 5	B2 of CEFR	Advanced Mid

As families move to and from the ISB, students often need to demonstrate their language proficiency level or they seek an official certification for their

language level. Below is a link to the CEFR test centres in the Basel area for German .

[German TELC exams](#)

ISB contact

If you have questions about transition, placement or progression of learning in any of the additional languages offered at ISB (German, French and Spanish), please contact:

Junior School, EC1- Grade 5: ML Coordinator, [Anja Garland](#)

Middle School, Grade 6-7: ML Coordinator, [Jennifer Squier](#)

Senior School, Grade 8- Grade 12: Head of ML, [Francois Bourcier](#)