

# German Schools in North America, Region 1: Regional Curriculum: English (Grade 6)

With specific focus on the Curriculum of the German School Washington, D.C. (DSW)

Language learning takes place as a complex process in which the language activities of listening, speaking, reading, and writing as well as mastery of linguistic essentials play key roles so that students are able to function in the target foreign language. The following chart outlines the required skills that students should acquire in Grades 5 and 6 and that are prerequisites for Grade 7, since it is essential that students gain skills that allow them to work independently with texts and to deal with increasingly complex issues. This curriculum is based on the *Thüringer Ministerium für Bildung, Wissenschaft und Kultur: Lehrplan für den Erwerb der allgemeinen Hochschulreife* (Englisch, 2011). The German School Washington (DSW) provides English Language Arts instruction on a native-speaker level; therefore, the central competencies--"Listening," "Speaking," "Reading," and "Writing"--are practiced on a constant basis throughout the school year. The "Time" indicates an approximation. Most of these skills are connected and are thus practiced concurrently or during the same lesson.

The approved indicator words *-Operatorenliste der Kultusministerkonferenz (KMK) für das Fach Englisch (Stand: Oktober 2012)* - are used in student assessment.

The DSW provides differentiated instruction for students in Grades 5-9, as outlined in Appendix I.

**Grade level:** 6

**Instructional Periods:** Five (5) hours / week

**Purpose:** Prerequisite for Grade 7

Competencies	Content	Methods	Time	School-specific Focus (examples)
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## Reading Comprehension

### Students are able to...

– comprehend the main ideas and/or details in simple texts about familiar topics	Teachers engage students in comprehension questions and closed reading activities, ask questions.  Teachers help students identify	Setting a purpose; making predictions and asking questions; guided readings; oral and written responses to questions about texts; Graphic organizers, story line elements	Approx. 2 periods/ week	<b>Fictional texts:</b> "La Bamba"; "Dragon, Dragon";  <b>Non-fictional texts:</b> "Making it
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<p>– recognize different genres and describe the various purposes and features of those genres.</p>	<p>and analyze a text's structure and its purpose</p>	<p>TAPA analysis: identify text type, audience, purpose, and author; Information Text Focus Skills Training</p>	<p>Approx. 2 periods/ week</p>	<p>Up As We Go"; "CAVE Online"; "Iraq Treasures Hunted" <b>Short stories:</b> "The Bracelet"; "Concha"; "All Summer In a Day"</p>
<p>– read and comprehend educational, adapted, und original texts, linear and in-part non-linear, literary und informational texts in electronic and non-electronic format, including visual aids, for:</p> <ul style="list-style-type: none"> <li>• informational purposes,</li> <li>• entertainment purposes,</li> </ul> <p>e.g., narratives, stories, poems, expository texts, reports, short messages or notes, emails, dialogues, plans, posters, flyers, signs, tables, directions</p>	<p>Enhancement of reading practice through visual and digital aids</p>	<p>In-depth comprehension of texts through movie adaptation as well as speech and/or video or song</p>	<p>Approx. 1 period/ week</p>	<p>Movie of baseball games, audio files of texts; <i>Schoolhouse Rock</i> grammar songs; "The Southpaw"; "Wartime Mistakes, Peacetime Apologies"</p>
<p>– to comprehend idiomatic expressions and react appropriately</p>	<p>Discussion of idiomatic expressions and sayings with attention to situational context</p>	<p>Participate in group or classroom discussions and debates. Find information from different sources by combining and categorizing idioms and sayings. Act out expressions and draw. Explain the use of figurative speech in idiomatic expressions.</p>	<p>Approx. 1 period/ week</p>	<p>"Concha"; "La Bamba"; <i>The Adventures of Tom Sawyer</i>; "Brother" and other texts</p>
<p>–focused reading and adaptation to reading environment, text, and task.</p>	<p>Predict and deduct content through context clues, answer instruction checking questions</p>	<p>Pick reading corner, read with focus on specific task</p>	<p>Approx. 1 period/ week</p>	<p>biographies, short stories, songs, videos</p>
<p>– continued focused reading even when confronting comprehension issues</p>	<p>Contextualize and infer meaning without focus on specific translations</p>	<p>Use previously learned decoding skills in order to infer meaning even without specific vocabulary knowledge, look for comprehension clues</p>	<p>Approx. 3 periods/ week</p>	<p>Reading comprehension worksheets, various independent reading tasks; Reading Models and Informational Text focus exercises</p>

– open and critical consideration of text content	Be capable of critical analysis, take risks in voicing your opinion	Sentence starters for voicing positive criticism, asking why questions	Approx. 2 periods/ week	"Concha"; "The Bracelet"; "The Mysterious Mr. Lincoln"
– consider information, processes, characters, and plot events from different points-of-view	Understanding actions, characters, and plot development from different points-of view	Using empathy as a means of understanding, Compare and Contrast strategies, making text-to-text; text-to-self, text-to-world connections	Approx. 1 period/ week	"The Bracelet"; "Wartime Mistakes, Peacetime Apologies"; "A Glory over Everything"
– work with unknown/unexpected content	Tackle unknown texts appropriately and be comfortable with it knowing strategies for vocabulary and content clue detection	Presentations of unknown texts and silent reading activities with follow-up comprehension questions	Approx. 3 periods/ week	Reading comprehension worksheets; magazine articles; spelling and vocabulary texts; Newbery Medal project
– guided use of comprehension aids and practice requesting support	Understand the use of reading aids and recognize the occasional need to actively ask for help	Binder organization, seating arrangement in peer tutoring groups, assuring availability of monolingual as well as bilingual dictionaries in the classroom	Approx. 1 period/ week	Webster Student dictionary, notes in binder, Thesaurus, cover
– guided reflection on personal reading strategies – evaluate one's own progress independently or with support	Know and evaluate reading strategies in terms of predicting and deducting content, inferring meaning, contextualizing, criticizing, as well as understanding actions, characters, and plot development	Self-evaluation with the use of journal entries	Approx. 1 period/ month	Self-evaluation of competency development and journal entries
<b><u>Diagnosis / Testing:</u></b> Peer feedback, self-evaluation, written and oral responses to read material, multiple-choice responses, contributions to in-class and group discussions referring to read materials, analytical compositions, book reports, and presentations. Assessments will be on 'Operatoren' basis.				

## Speaking

Students are able to . . .

- interact with a conversational partner who uses clearly articulated standard speech; use elementary verbal and non-verbal cues in simple conversational situations, dealing with familiar topics in an appropriate manner	Speak in a conversational tone for the purpose of role-play	Interactions with classmates; listening comprehension texts and audio texts; authentic videos; sketches	Approx. 5 periods/ week	Discussions of stories; Using characters' voices to engage in conversations
- have conversations for the purpose of meeting and maintaining contacts; obtaining information; planning and using services; conversing informally	Pose questions using appropriate words and grammar; Distinguish between formal and informal language	Interactions with classmates and teachers; Conducting interviews within the school and/or community	Approx. 5 periods/ week	Interview and ask questions of guest speakers
- give brief, prepared presentations	Organize a presentation; find peer-approved sources and cite properly; use support media; prepare note cards and handout	report on texts read or subjects researched	Approx. 5 periods/ semester	Newbery Medal project
- describe and/or summarize general and detailed information from heard, seen, and read fictional and non-fictional texts	Provide brief oral summaries of various texts and heard material	respond to questions about stories and biographies; report on articles	Approx. 5 periods/ week	Summarize literary and film plot events as review; Describe information heard in radio programs
- read prepared texts fluently and recite simple literary texts	Present written texts	in-class reading; book reports; poetry	Approx. 5 periods/ week	"Love That Boy"
- perform scenes from texts	Recognize key elements and main ideas of scenes; choose appropriate language and gestures to capture content	dramas; student generated scenes;	Approx. 1 period/ 2 weeks	"La Bamba"; "All Summer in a Day"
<b>Diagnosis / Testing:</b> Peer feedback, self-evaluation, oral responses to read material, contributions to in-class and group discussions, reading aloud, and presentations. Assessments will be on 'Operatoren' basis.				

## Listening Comprehension

Students are able to . . .

- comprehend and gather information from simple spoken language and audio texts dealing with familiar topics	Practice active listening; listening for cues; listening for basic information; taking notes while listening	Listening to short texts read aloud; audio versions of stories; responding to questions about content	Approx. 1 period/ 2 weeks	"La Bamba"; guest speakers
- understand texts with familiar vocabulary and simple language structures				
- understand literary and non-literary texts of various media	Study and recognize characteristics of both genres;	Listening to short texts read aloud; audio versions of stories; responding to questions about content	Approx. 1 period/ 2 weeks	Power Point presentations; Audio CD of various short stories and texts; films
- summarize the content of texts in general, detailed, or selective manner	Taking notes while listening; Recognize main ideas, characters, and details.	Summarize the content of films and audio texts, as well as texts read aloud; Ask questions and give feedback	Approx. 1 period/ week	<i>A Christmas Carol</i> theater visit  Guessing Games
understand a conversation partner and react appropriately	Give and follow directions; Find out and give information	Engage in a conversation based on a verbal prompt; Partner work discussing topics		
- understand native and non-native speakers using various dialects	Distinguish between colloquialisms and regional dialects	Watch films and listen to radio programs; watch authentic programs	Approx. 5 periods/ semester	<i>Tom and Huck</i>
- recognize verbal structures, pronunciation, and intonation				
- understand instructional language of the classroom and react appropriately	Follow teacher's directions and use classroom appropriate requests	Make requests and respond appropriately to classroom context	Approx. 5 periods/ week	Everyday interaction
<b>Diagnosis / Testing:</b> Peer feedback, self-evaluation, written and oral responses to read material, multiple-choice responses, contributions to in-class and group discussions referring to read materials, analytical compositions, and presentations; book reports, and presentations. Assessments will be on 'Operatoren' basis.				

## Writing

Students are able to . . .

– Copy texts appropriately, including notes on the board, songs, and poems	Capability of copying texts from the board in an efficient and organized way	Color-coding of most important messages, peer spelling check, focus on	Approx. 4 periods/ week	White board and Smart board notes; story maps; index cards; Notes, Outlines, and Summaries
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<p>– Copy texts appropriately, including notes on the board, songs, and poems</p> <p>– create notes, mind-maps, and bullet points</p> <p>– complete simple tables, questionnaires and forms</p> <p>– create simple, short electronic and paper texts dealing with familiar topics in an appropriate format and using appropriate language. This includes writing</p> <ul style="list-style-type: none"> <li>• to inform,</li> <li>• to report on experiences and events,</li> <li>• to invite to events,</li> <li>• to describe pictures,</li> <li>• to describe objects, locations, animals, and processes,</li> <li>• to compare objects and animals,</li> </ul> <p>Creative writing:</p> <ul style="list-style-type: none"> <li>• describe experiences, real or imagined, with or without a prompt,</li> <li>• summarize texts,</li> <li>• restructure fictional texts,</li> <li>• write simple poetic texts</li> </ul>	<p>Capability of copying texts from the board in an efficient and organized way</p> <p>Skills to produce mindmaps and keyword concepts are acquired on an individual as well as a cooperative basis</p> <p>Simple and more complex tables as well as questionnaires and forms can be mastered</p> <p>Short and simple electronic as well as paper-texts can be produced in a functional way in the correct format</p> <p>Production of informative texts using various research methods, descriptive writing in response to picture stimulus, descriptive writing for places, objects, and people; compare and contrast writing about characters in novels; narrative writing e.g. alternative ending to novel; simple production of acrostic and other kinds of poetry</p>	<p>Color-coding of most important messages, peer spelling check, focus on punctuation and form</p> <p>Pre-organize writing with the help of mind-maps, brainstorming, and keywords, writing first drafts</p> <p>Use reading skill materials for comprehension with a focus on filling in comprehension question tables and forms</p> <p>Practice effective language, sentence grammar, and sentence clarity for non-fictional/ informational and fictional/ narrative writing according to task with regard to texts read in class</p>	<p>Approx. 4 periods/ week</p> <p>Approx. 2 periods/ week</p> <p>Approx. 1 period/ week</p> <p>Approx. 3 periods/ week</p>	<p>White board and Smart board notes; story maps; index cards; Notes, Outlines, and Summaries workshop</p> <p>KWL chart, graphic organizers, Starboard exercises</p> <p>Binder check, Literature tables, handouts, and forms</p> <p>"He Lion, Bruh Bear, and Bruh Rabbit"; "Concha"</p> <p>Student Writing Models; Self-Assessment Rubrics; Peer Review;</p> <p>"Write a List of Rules"; "Write a Dialogue"; "Write a Newspaper Column"; "Write a List of Instructions"</p> <p>Mirror into the Past</p>
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## Methodological Competencies

Students are able to . . .

- use basic English inflection and proper pronunciation	Practice using a pronunciation key; Repeating pronunciation of words	Modeling proper pronunciation; study word structure;	Approx. 5 periods/ week	Repeat spelling words; read aloud; weekly spelling units; work with glossary and thesaurus
- prepare talking points	Practice research and note-taking skills	Document points on index cards, organize ideas	Approx. 3 periods/ semester	Newbery Medal project
- initiate, engage in, and end a conversation using verbal and non-verbal cues that are appropriate for the audience, situation, and content	Listen to and watch conversations and analyze language and gestures	Prepare dialogues, sketches, and interviews based on prompts given	Approx. 2 periods/ week	Interview a character; describe a hobby or process; prepare sketches based on scenes from texts
- give clear presentations that are audience-appropriate	Provide a structure for the presentation and keep audience engaged	Rubrics with criteria for effective presentation; peer feedback;	Approx. 5 periods/ semester	Newbery Medal project; reports on grammar topics; Black History Month Research Quilt
- use techniques for repeating and reciting	Self-evaluation and peer feedback on fluency of spoken language	Modeling rhythm and meter;	Approx. 1 period/ week	"Love that Boy" "The Sneetches"
- play a short, rehearsed role	Practice staying in character, including verbal and non-verbal communication	in-class performance of short plays	Approx. 1 period/ month	<i>The Adventures of Tom Sawyer</i> (dramatic adaptation)
- use strategies for communication, such as asking questions, non-verbal means, and descriptions	Study sentence types and adjective and adverb use	classroom discussions; student-generated review questions; writing interview questions	Approx. 2 periods/ month	Guessing Games
- use situations and tasks to improve listening comprehension skills	Monitor comprehension and progress; practice awareness of opportunities to improve skills	Reflect on progress; keep a log of questions and comprehension challenges	Approx. 3 periods/ semester	journal entries; Word Detective
- use intonation, visual aids, and acoustic signals to help comprehension				

<ul style="list-style-type: none"> <li>- recognize key words and use them to make logical connections</li> <li>- condense information and create mnemonic devices</li> </ul>	<p>Use picture and songs to solidify vocabulary study; develop gestures to correct mistakes</p> <p>Create a poster of key words</p>	<p>Write songs and sing them to remember definitions; draw pictures that illustrate word meanings; story maps and story boards</p> <p>Students collect important or unfamiliar words to study</p>	<p>Approx. 1 period/ 2 weeks</p>	<p>Vocabulary study</p> <p>Word Wall</p>
<ul style="list-style-type: none"> <li>– Set a purpose for reading, e.g., using illustrations, titles, and genre</li> <li>– guided use of language, sociocultural, and topical knowledge as well as general knowledge to aid comprehension.</li> <li>– guided, structured note-taking to retain and recall information for later use</li> <li>– using analogies, word patterns, comparison to German, and context to build vocabulary</li> </ul>	<p>Reading strategies: Previewing, contextualizing, interpreting visual clues; recognizing audience, purpose, text type, and author; outlining and summarizing; synthesizing; inferences</p> <p>Engage students in relying on previously acquired knowledge and critical thinking in order to deduct meaning or context</p> <p>Organize materials and notes in an orderly manner with attention to sections for later reference</p> <p>Use of cognates, strategies how to deduct meaning from context</p>	<p>Contrast different text types: advertisement, novel, article, comic strip in order to establish contextualization rules</p> <p>In-class discussion about the socio-cultural background of a novel judging it by its cover, prediction strategies</p> <p>In-class preparation as well as learning how to reference to individual tabs at home</p> <p>Identify examples of various connotations and distinguish from denotative meaning; context clues; etymological and word part practice; word wall, word family web, vocabulary workshop, gap-fill activities, independent study with follow-up definition group activity, antonyms, synonyms; work with glossary and thesaurus</p>	<p>Approx. 1 period/ week</p> <p>Approx. 2 period/ week</p> <p>Approx. 4 periods/ week</p> <p>Approx. 1 period/ week</p>	<p>Magazine article: "What a Character: Iwao Takamoto and His Toons"; Website: "CAVE Online"; Fine Art Essay: <i>The Life of Harriet Tubman</i> various short stories</p> <p>"La Bamba"; "Concha"; "The Bracelet"; "</p> <p>Binder requirements for all students, 4-5 tabs including a literature, a writing, a grammar, and a vocabulary section, with guided organization of materials</p> <p>Webster Student Dictionary, Spelling and Vocabulary workbook</p>



– guided use of age-appropriate electronic and non-electronic aids, e.g., glossaries, English/German dictionaries	Use of monolingual and bilingual paper as well as electronic dictionaries with attention to context-related use of the word	In-class readings of various texts, short stories, and other authentic materials with the use of dictionaries; outside of class reading of materials with the focus on vocabulary and definitions of words	Approx. 1 period/ week	Websites: spellingcity.com; Oxford Picture Dictionary;
– collect, organize, and use language appropriately for the task	Create vocabulary index cards; create word webs; establish Spelling-Meaning connections	Introduce and practice word webs; study synonyms, antonyms, and false friends; use words correctly in context sentences	Approx. 1 period week	Weekly spelling units and vocabulary associated with stories; create word associations and memory sentences
– create and structure texts for an appropriate audience with or without a template	Given a prompt, create texts for various purposes; study topic specific vocabulary	Reflect on purpose of text; use appropriate language and tone for task; practice awareness of audience and format	Approx. 1 period/ week	"Write and Present Travel Guide"; "Write an Advice Column"
– use non-verbal cues appropriately in a given situation	Use gestures to introduce new vocabulary; use appropriate facial expressions and gestures during performances and speeches	Take on roles; practice charades; write and deliver speeches	Approx. 1 period/ month	Illustrate vocabulary definitions through charades; write a speech on homework policies
– review and revise written work	Proofreading; Peer Review	Follow rubric; provide feedback; self-evaluate	Approx. 1 period/ week	Written responses to literature; journal entries
<b><u>Diagnosis / Testing:</u></b> Peer feedback, classroom observations, self-evaluation, journal entries, binder organization, book reports, and presentations.				

## Social - and Self - Understanding

**Students are able to apply their knowledge by selecting and analyzing. . .**

–focused reading and adaptation to reading environment, text, and task.	Predict and deduct content through context clues, answer instruction checking questions	Pick reading corner, read with focus on specific task	Approx. 1 period/ week	biographies, short stories, songs, videos
– continued focused reading even when confronting comprehension issues	Contextualize and infer meaning without focus on specific translations	Use previously learned decoding skills in order to infer meaning even without specific vocabulary knowledge, look for comprehension clues	Approx. 3 periods/ week	Reading comprehension worksheets, various independent reading tasks
– open and critical consideration of text content	Be capable of critical analysis, take risks in voicing your opinion	Sentence starters for voicing positive criticism, asking why questions	Approx. 2 periods/ week	"All Summer in a Day"; "Brother"
– consider information, processes, characters, and plot events from different points-of-view	Understanding actions, characters, and plot development from different points-of view	Using empathy as a means of understanding, Compare and Contrast strategies, making text-to-text; text-to-self, text-to-world connections	Approx. 1 period/ week	"A Glory Over Everything"; "All Summer in a Day";
– work with unknown/unexpected content	Tackle unknown texts appropriately and be comfortable with it knowing strategies for vocabulary and content clue detection	Presentations of unknown texts and silent reading activities with follow-up comprehension questions	Approx. 3 periods/ week	Reading comprehension worksheets; magazine articles; vocabulary stories; spelling and vocabulary texts; Newbery Medal project
– guided use of comprehension aids and practice requesting support	Understand the use of reading aids and recognize the occasional need to actively ask for help	Binder organization, seating arrangement in peer tutoring groups, assuring availability of monolingual as well as bilingual dictionaries in the classroom	Approx. 1 period/ week	Webster Student dictionary, notes in binder, Thesaurus, cover
– guided reflection on personal reading strategies	Know and evaluate reading strategies in terms of predicting and deducting content, inferring meaning, contextualizing,	Self-evaluation with the use of journal entries	Approx. 1 period/ month	Self-evaluation of competency development and journal entries

– evaluate one's own progress independently or with support	criticizing, as well as understanding actions, characters, and plot development			
<ul style="list-style-type: none"> <li>- speak appropriately for the task</li> <li>- follow discussion rules</li> <li>- demonstrate respect and tolerance when engaging in social interactions, using appropriate language for the situation and audience</li> <li>- compare linguistic and behavioral conventions and characteristics of lifestyles with students in English speaking and other countries; recognize and respect commonalities and distinctions</li> <li>- cooperate with others, provide and accept support, and take responsibility for others.</li> </ul>	<p>Discuss idiomatic expressions and sayings with attention to situational context</p> <p>Engage in conflict resolution through discussions; practice listening and responding respectfully</p> <p>Recognize colloquialisms and use context clues to aid comprehension</p> <p>Engage in group work and peer feedback;</p>	Work with texts, audio, and visual aids that use various dialects and regionalisms	<p>Approx. 2 periods/ week</p> <p>Approx. 1 period/ month</p>	"La Bamba" "Love That Boy" "Concha" "He Lion, Bruh Bear, and Bruh Rabbit"
<ul style="list-style-type: none"> <li>- adapt to listening situations, audio texts, and heard prompts, and listen in a focused manner</li> <li>- manage listening process appropriately for the task independently</li> <li>- continue to concentrate despite comprehension challenges</li> <li>- ask specific questions when necessary</li> <li>- respect and adapt to idiosyncracies</li> </ul>	<p>Practice active listening; listening for cues; listening for basic information; taking notes while listening;</p> <p>Recognize main ideas, characters, and details;</p> <p>Use context clues to deduct meaning</p>	Watch films and listen to radio programs; watch authentic programs; Listen to reports and educational videos; summarize information presented	Approx. 1 period/ week	Guest speakers, Power Point Presentations, films, theater visits, songs, and preview videos, <i>Grammar Rocks</i>

<ul style="list-style-type: none"> <li>- adapt to listening situations, audio texts, and heard prompts, and listen in a focused manner</li> <li>- manage listening process appropriately for the task independently</li> <li>- continue to concentrate despite comprehension challenges</li> <li>- ask specific questions when necessary</li> <li>- respect and adapt to idiosyncracies of speakers</li> </ul>	Practice active listening; listening for cues; listening for basic information; taking notes while listening; Recognize main ideas, characters, and details; Use context clues to deduct meaning	Watch films and listen to radio programs; watch authentic programs; Listen to reports and educational videos; summarize information presented	Approx. 1 period/ week	Guest speakers, Power Point Presentations, films, theater visits, songs, and preview videos, <i>Grammar Rocks</i>
<u>– set academic goals and work</u>	<u>Reflect on desired achievements</u>	<u>Write journal entries establishing goals</u>	<u>Approx. 1</u>	<u>Motivation charts</u>

## APPENDIX I : Differentiated Instruction

English Language Learner (FS) and Native Speakers attend the same English class but receive differentiated instruction. Grading is based on LS and FS expectations respectively. Students use a literature anthology and a grammar textbook. There are five Standards of Learning: Students will (1) know and apply knowledge of the structure of English, including vocabulary, grammar, and usage; (2) know and understand the variety and range of communication forms and strategies in the English language; (3) know and apply the techniques of effective communication in writing and speaking; (4) do effective research; (5) read and understand major literary types, genres, and traditions of the English language. In Grade 6, students are not separated according to ability. English instruction is at the level for native speakers; new students are given extra guidance as needed. In Grade 6, students have “a grace period” (i.e., *Englisch als Fremdsprache*) of up to two calendar years from the date of entrance in the German School. All students, however, will receive grades. During the grace period, the student will be given ELL-appropriate exams and graded on criteria reflecting the fact that English is a foreign language for the student, and this will be so noted on the report card (*Englisch als Fremdsprache*). After this period, the student's achievements will be evaluated based on English as a native language (*Englisch als Landessprache*), so the student will be expected to be on the level of the class. Any student who clearly reaches the level of the class before the end of the grace period may be graded by native-language criteria. This is especially important for students who, for whatever reason, have a more extensive background in English.

## APPENDIX II: *Realschulunterricht*

In Grades 5-10, *Gymnasialschüler* and *Realschüler* attend the same English instruction. In these heterogeneous classes, instruction is internally differentiated by addressing the differing abilities and evaluating performance accordingly. English teachers recognize students' varying background knowledge, readiness,

language, preferences in learning, and interests. To meet these needs, classes are taught as a blend of whole-class, group, and individual instruction. Assignments are appropriately structured to allow students to learn and succeed. Evaluation and grading is based on varying expectations and requirements. *Realschüler* are integrated into the mainstream instruction as much as possible to help *Realschüler* overcome learning weaknesses or difficulties and to encourage them to participate in classroom activities and discussions. Foremost, instruction builds on the strengths of *Realschüler* and focuses on tasks in *Anforderungsbereich I* and *II*.

#### **Competencies:**

- Summarize plots after reading selections aloud in class (reading, speaking, listening, writing).
- Discuss organizational structures such as titles, subtitles, head notes, acts, scenes, and chapters (reading, speaking, listening).
- Practice definitions and terms in groups (speaking, listening, reading, writing).
- Review information in visual form, such as diagrams and charts (reading).
- Create character lists, plot development charts (e.g., in novels and plays) as the reading proceeds (reading, writing).
- Engage in active comprehension during in-class readings (reading, listening, speaking).
- Review basic literary terminology—plot, setting, character, and theme (reading, writing).
- Focus on the author's biographical information (reading, writing).
- Listen to recordings, DVDs, and videos to reinforce the texts (listening).

#### **Assessment:**

- Write two scheduled examinations (*Klassenarbeiten*) that are based on *Realschul*-expectations.
- Write brief synopsis and interpretation of the action in a work.
- Compose short composition with a more limited scope.
- Learn vocabulary words and write words in meaningful sentences.
- Structure clear questions.
- Retell central scenes from a story or play.
- Keep a reading/writing log, dating and labeling assignments in their notebook.
- Monitor mistakes (e.g., personal list of misspelled words).
- Practicing correct English grammar and mechanics.

At the end of tenth grade, *Realschüler/innen* must pass a final examination (Sek-I-Abschlussprüfungen zur Erlangung des Realschulabschlusses). This 120-minute examination tests the student's reading comprehension (Leseverstehen-Arbeit am Sachtext) and writing abilities (Aufgaben zur schriftlichen Textproduktion).

Source: Bildungsgänge und Abschlüsse im Sekundarbereich I an Deutschen Schulen im Ausland 2012 (Beschluss der KMK vom 12.09.2007).

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