

German Schools in North America, Region 1: Regionally Co-ordinated School Curriculum: English (Grade 10)

With specific focus on the Curriculum of the German School, Washington, DC

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 Grade 10 and that are prerequisites for the *Qualifikationsphase*, since it is essential that students gain skills that allow them to work independently with texts and to deal with complex issues. This curriculum is based on the "Eingangsvoraussetzungen für die Qualifikationsphase," *Kerncurriculum für die gymnasiale Oberstufe der Deutschen Schulen in Ausland* (Beschluss der Kultusministerkonferenz vom 29. April 2010), 37-40. The German School, Washington, DC (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 prompts--*Operatorenliste der Kultusministerkonferenz (KMK) für das Fach Englisch (Stand: Oktober 2012)*--are used in student assessment.

The German School Washington, DC, provides differentiated instruction for students in Grade 10, as outlined in Appendix I.

Accommodations and modifications for students in the Realschulzweig are outlined in Appendix II.

Grade level: 10

Instructional Periods: Five (5) hours / week

Purpose: Prerequisites for the Qualification-Phase (*Qualifikationsphase*)

Competencies	Content	Methods	Time	School-specific Focus (examples)
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Students are able to understand . . .

Listening

main ideas and details in native-language and stylistically diverse texts dealing with specific topics of their interests;	Interpret and respond to fiction and non-fiction texts from a variety of genres, authors, and subjects, such as grief, the supernatural, generations, mystery, suspense, maturation, and psychological states.	Respond to authors' reading and discuss their works. Recognize features of literary genres in interpreting and responding to presentations of literary texts. Recognize and respond to historical and contemporary social and cultural conditions in presentation of literary texts. Identify how format and language are used in presentations to	approx. 1 period/ week	Recordings: Poe's "The Masque of the Red Death," Burns's "My Luve is like a Red, Red Rose"; films: <i>Julius Caesar</i>
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		communicate the author's message		
clearly structured texts, including those with previously unknown vocabulary and a complex composition of various length and information density;	Interpret information from fiction and non-fiction texts in formal English, dialect, and historical contexts; Analyze and evaluate texts are longer (novels, plays) and shorter (poems, short stories); Recognize the use of rhetorical devices and musical elements in poetry (e.g., alliteration, assonance, rhyme, onomatopoeia).	Participate in group or classroom discussions and debates. Synthesize information from different sources by combining or categorizing data and facts.	approx. 1 period/ week	Formal readings by teacher and/or students: Plutarch, "The Life of Caesar"; dialect: Bambera's "Blues Ain't No Mockin Bird"; historical contexts: Shakespeare
conversations, including those with typical elements of colloquial speech.	Listen for key ideas, errors, idiomatic expressions, and new vocabulary words.	Provide peer feedback. Present constructive evaluations of presentations. Participate as a listener in social conversation with one or more people. Respect the age, gender, social position, and cultural. Listen for multiple levels of meaning, articulated and unspoken. Encourage the speaker with appropriate facial expressions and gestures. Anticipate the speaker's points and assess their validity with assistance. Withhold judgment.	approx. 5 periods/ week	Discussions of themes (e.g., assuming responsibility: Norris's "Shaving"); peer feedback: oral poetry reports.
Assessment: Contributions to in-class and group discussions, both structured and unstructured; peer feedback; written and oral responses to heard material; use of appropriate intonation and pronunciation; multiple-choice responses.				

Students are able to . . .

Speaking

converse appropriately in various situations on specific topics;	Prepare and give debates, peer feedback, and constructive evaluations of presentations. Listen for key ideas, errors, idiomatic expressions, and new vocabulary words.	Articulate personal opinions to clarify stated positions and persuade or influence groups.	approx. 1 period/ 3 weeks	Offer counseling advice: Woiwode's "The Beginning of Grief"; assuming generational roles: Platero/Miller's Chee's Daughter" & Stafford "Fifteen."
explain coherent facts;	Summarize and paraphrase texts, such as key events and character traits in commentaries, novels, plays, and short stories.	Express a point of view, providing supporting facts and details.	approx. 5 periods/ week	Summarize: Jacobs's "The Monkey's Paw"; Millay's "Recuerdo"; Antony's speech in <i>Julius Caesar</i> ; the events marking the turning point of Steinbeck's <i>The Pearl</i> .

present texts;	Create succinct summaries of written and oral information. Present clearly organized oral reports based on readings and experience in pairs, smaller or larger groups. Express their own views or opinions as well as refute the arguments of others. Present creative texts (e.g., personal poems, journals) and reflect on these writings.	Anticipate and acknowledge the listener's points of view. Ask and respond to probing questions to acquire information.	approx. 4 periods/ week	Formal reports: Analysis of Booth's "First Lesson" or Bowen's "The Demon Lover." Poetry reading: students read poems that they have written, comment on what inspired them, and respond to questions.
initiate contact, maintain and wrap up conversations	Organize oral presentations and conversations by using linguistic markers (introductory and concluding phrases; transition expressions), significant pauses, and non-verbal gestures.	Ask and respond to probing questions to acquire information.	approx. 5 periods/ week	Using models from the anthology and the <i>St. Martin's Handbook</i> .
accept a service	Engage in role playing and pair/group work in a workplace setting.	Use social communication in workplace settings to foster trust and build goodwill.	approx. 1 period/ month	Using their resumes, students practice job interviews.
discuss, report, describe, narrate, and evaluate topics of personal interest coherently	Work with classroom readings or on projects.	Presentation of journal entries, research topics, and responses to readings.	approx. 1 periods/ 2 weeks	Poetry: Extinction, morality, humor, recreation in personal poetry or assigned poems.
express sentiments and react appropriately to the feelings of others	Provide peer review, round-table, and classroom discussions.	Anticipate and acknowledge the listener's points of view. Modify content on the basis of audience response during presentation.	approx. 5 periods/ week	Offering constructive feedback, building on the opinions of others.
use complex syntax and sophisticated vocabulary in varied situations	Learn complex syntax and sophisticated vocabulary from models texts; practice parallel structure, effective language, sentence clarity, and modification from grammar/style handbook.	Speak informally with familiar and unfamiliar people, individually and in group settings.	approx. 2 periods/ week	Vocabulary: glossary in the anthology; etymological connections; word families, antonyms/synonyms. Syntax/style: <i>St. Martin's Handbook</i> , rules, suggestions, models, and exercises.

<p>speak comprehensibly, correctly, appropriately for the addressee and the situation, and adopt the appropriate code</p>	<p>Select appropriate language depending on the audience and the setting (e.g., formal vs. informal).</p>	<p>Respect the age, gender, social position, and cultural traditions of the listener.</p>	<p>approx. 5 periods/ week</p>	<p>Diction: Avoiding generalities, absolutes, informalities in formal presentations; mastering circumlocutions and the use of the pronouns <i>you</i> and <i>I</i>.</p>
<p>translate in situations of daily life</p>	<p>Transfer literary themes to personal experience in-group or class discussions and presentations.</p>	<p>Prepare and give presentations to a variety of audiences on a range of informational topics.</p>	<p>approx. 3 periods/ week</p>	<p>Topics: Grief, maturation, generations, loss, death, ambition, gender roles, racial issues.</p>
<p>discuss, report, describe, narrate, and evaluate assigned topics coherently.</p>	<p>Comment on classroom readings of essays, factual articles, short stories, poems, plays and novels.</p>	<p>Use devices such as voice, tone, volume, pitch, rate, and repetition to create an informative, emotional or aesthetic response.</p>	<p>approx. 5 periods/ week</p>	<p>Novel: Colonialization and class conflict as reflected in Steinbeck's <i>The Pearl</i>.</p>
<p>organize, present, and defend opinions logically and persuasively.</p>	<p>Critically analyze topics based on classroom readings of essays, factual articles, short stories, poems, plays, and novels.</p>	<p>Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles, and in advertisements.</p>	<p>approx. 2 periods/ week</p>	<p>Play: Justification for political assassination in Shakespeare's <i>Julius Caesar</i>.</p>
<p>Assessment: Contributions to in-class discussion; peer feedback; oral presentations in debate, report, and spontaneous formats.</p>				

Students are able to . . .

Reading

<p>grasp main ideas and the details of linear and non-linear texts</p>	<p>Teachers engage students in active comprehension, asking questions, encouraging students to create their own questions, summarizing texts, exploring.</p>	<p>Guided readings; Oral and Written Responses to questions about texts; Story boards, story maps, and graphic organizers; Definitions, examples, and recognition of rhetorical devices in literary works; Written and oral summaries.</p>	<p>approx. 2 periods/ week</p>	<p>Traditional genres: Prose (short stories, novels, essays, articles); poetry (poems; Shakespeare's <i>Julius Caesar</i>; Sophocles).</p>
<p>identify and analyze a text's structure and the purposeful use of rhetorical devices (e.g. tone, theme, figurative language)</p>				
<p>understand complex authentic texts and diverse levels of style without help and apply previously learned decoding skills</p>	<p>vocabulary, and analyzing the deeper structure of texts. Literary terms are defined and practiced in general and textual contexts Relationships among other texts are modeled and discussed.</p>	<p>Text-to-text connections; independent reading; Independent analysis and interpretation of poetic works.</p>	<p>approx. 1 period/ week</p>	<p>and plays (<i>Julius Caesar</i>, <i>Antigone</i>) Rhetorical devices: "Glossary of Literary Terms" in the Anthology.</p>

distinguish between denotative and connotative meanings of words	Discussion of figurative (symbolic) and literal diction within textual contexts. Modeling context clue approach to vocabulary.	Identify examples of various connotations and distinguish from denotative meaning; Context Clues; Etymological and word part practice;	approx. 1 period/ week	Diction analysis: Masfield’s “Sea Fever” and Bontemps’s “A Black Man Talks of Reaping.” Decode: Keats’s “La Belle Dame sans Merci”
use reading strategies to decode texts with unknown vocabulary				
read aloud fluently, with the correct pronunciation of words, sounds, and intonation.	Oral reading practice with attention to emotional contexts and text structure.	In-class readings of various texts, poetry and prose; vocabulary study; dramatic scenes; analysis of tone and mood; analysis of devices of sound;	approx. 1 period/ week	Poetry: Learning when to pause at the end of a line (e.g., Frost’s “Birches”; Shakespeare’s <i>Julius Caesar</i>).
adapt reading speed and presentation to text				
Assessment: Analytical compositions, contributions to in-class discussions, written responses, and poetry presentations.				

Writing

Students are able to . . .

present fictional and non-fictional material they have heard, read, experienced.	Material: Aspects of heroism, childhood remembered, conflicts, faces of nature, generations, humor, loss, power of love, search for values, sources of happiness, satire and irony, and worlds of fantasy.	Written summaries; journal entries; short answers	approx. 1 period/ week	Works: The Pearl, "Above Pate Valley," "The Mirror," "The Beginning of Grief," "A Pair of Silk Stockings," <i>Julius Caesar</i> .
report, describe, narrate, and evaluate familiar topics of their own interest in clear and coherent texts	Based on classroom readings or projects.	compositions on chosen topics; creative writing; journal entries; short answers	approx. 1 period/ 2 weeks	Poetry: Extinction, morality, humor, recreation in a personal poetry and reflective analysis.
give reasons for the pros and cons of an opinion, discuss and debate a point, explain the advantages and drawbacks of various options	Model and practice persuasive essay and an expository composition.	persuasive and expository compositions; debate preparation in groups and independently; journal entries; short answers	approx. 1 period/ 2 weeks	Short story analysis: Psychological vs. supernatural explanation of "The Demon Lover" and "The Monkey's Paw."
use increasingly complex syntax, including transitional phrases	Model and practice effective sentences, coordination, subordination, variety, and memorable prose.	grammatical exercises; revision of writing; proofread and analyze others' writing;	approx. 1 period/ week	Rules and practice: <i>St. Martin's Handbook</i> , especially "Part 8: Sentence Style."
use a rich vocabulary and syntax that lead to varied expression; write comprehensibly and mostly correctly; appropriately for the audience and the situation, creatively and with original thought.	Review and practice effective language, sentence grammar, and sentence clarity.	vocabulary study; peer review and feedback; revision of writing; practice composition writing; journal entries; analysis of vocabulary and expression in literature; journal entries	approx. 1 period/ week	Rules and practice: <i>St. Martin's Handbook</i> , especially "Parts 5, 6, 7".
compose an integrated ensemble of intent, choice of text and code, linguistic application (idiomatic expressions, vocabulary, spelling,	Model and practice brainstorming, planning, drafting, reviewing, revising, editing.	Practice brainstorming, planning, drafting, reviewing, revising, editing; peer review and feedback; analysis of language	approx. 1 period/ week	Rules and practice: <i>St. Martin's Handbook</i> , especially "Part 1: The Art and Craft of Writing"; and "Model

grammar), and text structure independently		and expression in literary works		Essays” in the Anthology.
create a coherent, analytical composition on a given topic independently.	Write expository texts using analysis, comparison-contrast, definition, description, discussion, evaluation, explanation, illustration, and/or interpretation.	In-class essays; collaborative and independent composition writing on assigned topics;	approx. 10 periods/ semester	Write compositions using structural elements such as an engaging introduction, a focused thesis, a body with basic ideas and supports (examples) that ebbs-and-flows between general and specifics with thoughtful transitions, and a meaningful conclusion.
format texts for practical and business purposes	Craft letters of inquiry or application. (e.g., resums, correspondence, information texts).	Analysis of examples of writing for various purposes; study of structure and language of practical and business texts; draft and review resumes, business letters, and newspaper editorials and articles;	approx . 4 weeks	Write a business letter asking of a one-week practicum during the School’s Internship Week. And compose a resumé to accompany the letter.
Assessment: Short answers, compositions (including for exams), completion of vocabulary exercises, vocabulary tests, poetry presentations with handouts, and letters of inquiry or application.				

Methodological Competencies

Students are able to . . .

identify key terms, condense information, draw inferences, use visual and other non-verbal cues	Careful textual readings accompanied by journal entries or note-taking	highlight texts; note-taking; written and oral summaries; make predictions	approx. 1 period/ 2 weeks	Based on notes, students can discuss and/or summarize the essentials by recounting the facts to a partner.
gather information from texts purposefully, prepare this information for a discussion independently	Working with a checklist or a series of questions, students can focus their readings.	analysis of assigned readings; group and independent preparation to scaffold learning; preparation for debates;	approx. 1 period/ week	Create a commonplace book of key subjects with appropriate quotations.
engage in conversation, initiate topics, and transition appropriately, and change the topic	By using linguistic markers (introductory and concluding phrases; transition expressions), significant pauses, and non-verbal gestures.	In-class discussions; fishbowl discussions; Socratic seminars	approx. 5 periods/ week	Conversations often begin with analysis of the text and then move to larger socio-historical contexts.
apply rules of debate	Define, practice, and apply the basic rules of debate	Research and gather arguments; assess strength and weaknesses of arguments; prepare and engage in debates	approx. 2 weeks/ semester	Give thumbnail introduction using “HSPDP: High School Public Debate Program Parliamentary Debate Guidelines”

apply note-taking techniques such as brainstorming, clustering, skimming, scanning, mind-mapping, for the purpose of organization, information, retrieval and evaluation	Model and practice these techniques during discussions, class readings, in-class writing.	Guided practice with graphic organizers; collaborative and independent practice; evaluation of information gathered; presentation of information	approx. 6 periods/ semester	Mind-mapping: Practice mind-mapping by creating a cluster diagram that gives the themes in Steinbeck's "The Pearl"
use reference materials	Practice book/journal/newspaper and Internet research strategies, stress copyright rules, practice the use of quotation marks, and introduce citation references and bibliographic form.	Research a specific topic using various reference materials; practice citation; define vocabulary words using a glossary and/or dictionary.	approx. 3 weeks/ semester	Distinguish between primary and secondary sources (including CD ROMs and Internet). Locate and integrate primary and secondary works (especially online research). Integrate student's writing with reliable primary and secondary quotations, citing sources. Practice appropriate documentation (e.g., use of italics and quotation marks, MLA manual of style). Quote, cite, and use documentation of primary and secondary sources (especially Online research).
understand the meanings of words from etymology, relationships, and the context	Practice etymological origins to help students understand word meanings and social contexts.	Explaining words and phrases in context; recognizing obsolete and archaic meanings, jargon, and puns.	approx. 3 periods/ semester	Practice prefixes and suffixes as well as root word origins (e.g., <i>ostracize</i> , from Ancient Greek: <i>ostrakizein</i> , to banish by voting with pot shards).
analyze texts, for example, character, setting, plot, point of view, theme, and tone	Define, practice, and apply such literary terms to class readings.	Define literary devices and identify examples; participate in class discussions of literary devices in readings; complete story maps; write short responses identifying and analyzing literary devices independently;	approx. 3 periods/ week	Use the Anthology's "Glossary of Literary Terms" and exercises throughout the Anthology.
interpret data, arguments, and information, for example, from statistics	Scientific details offer support to content	Study and create graphs, mind-maps, charts, lists, Venn diagrams, timelines	approx. 2 periods/ semester	Used especially in non-fiction texts: biography and autobiography.
apply presentation techniques	Use Power Point, film excerpts, recordings in group work and presentations.	Prepare poetry presentation and handout; prepare speeches and debates; prepare group presentations using	approx. 3 periods/	Frost reading his poetry; Marlon Brando's oration in 1953 MGM film version of <i>Julius Caesar</i> .

		posters, images, etc.	semester	
review, edit, and assess completed work	Using checklists, peer review and consultation with the teacher.	Edit composition and correct marked examinations	approx. 5 periods/ semester	In school, edit virtual drafts on computers with peer and teacher assistance.
create and navigate electronic texts	Practice with Microsoft Word and Online sites on in-school computers, including Whiteboard projections	Edit exams and compositions.. Find background information (e.g., social issues, biographies, critical analysis)	approx. 5 periods/ semester	Introduce and review basics of formatting and search techniques
Assessment: Homework, poetry presentations and other reports, newspaper articles, examinations, compositions (including for exams), class discussions (group and whole class), peer feedback and evaluation, classroom observations, debates, portfolio, revisions,				

Socio-cultural Knowledge

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

geographical and economic topics	Based on texts with regional, socio-economic texts in the United States, Great Britain, and other English-speaking nations	Read texts; class discussions; research and present topics; homework assignments; group projects	approx. 10 periods	Works and context: Lee's <i>To Kill a Mockingbird</i> & Bambera's "Blues Ain't No Mockin' Bird" (rural American South; poverty and racism); Finney's "Contents of a Dead Man's Pockets" (urban, New York City; rising middle class); Jacobs's "The Monkey's Paw" (rural England; factory workers) <i>Animal Farm</i> (economic systems)
historical and contemporary issues	Based on texts with historical and contemporary texts in the United States, Great Britain, and other English-speaking nations	Brainstorming; text-to-world and text-to-self connections; journal entries; read texts; analyze and write newspaper articles; debates.	approx. 3 periods/ week	Works and context: Shakespeare's <i>Julius Caesar</i> (Roman Empire & Elizabethan England; issues of power, ambition and morals); Updike's "Ex-Basketball Player" (importance of an education; finding a good job)
cultural and scientific aspects	Based on English-language texts with cultural and scientific emphases	Brainstorming; journal entries; films; reading fiction and non-fiction texts; research.	approx 2 periods/month	Works and context: the sonnet form; Native-American culture; scientific parody; essay on the humanities and science; environmental stewardship.
linguistic patterns	Historical, regional, socio-economic differences in	Read aloud, films.	approx. 2-3	Works and context: Elizabethan idioms, diction, and syntax

	spoken and written English based on English-language texts, recordings and films.		periods/ semester	(Shakespeare); New England cadence and idioms (Frost); Irish idioms and diction (Walsh). <i>To Kill a Mockingbird</i>
Assessment: Class discussions; debates; written work (articles and persuasive compositions); presentations; journal entries.				

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 10, 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 10, students have a grace period 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 Grade 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 to help them gain language competence and become critical and creative thinkers.

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).

- Working with peers: *Realschüler* can work together with *Gymnasialschüler* (cooperative learning).
- Group projects allow students to examine texts of varying difficulty (listening, speaking).

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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