



School Curriculum

for Grade Level 2-4

for the Subject of **English**

Entry/Intermediate Level and Intermediate/Advanced Level

1. The curriculum for English as a subject:

The curricula for English were devised by the English Department of the Elementary School of the German School Washington D.C.

2. General remarks for Grade Level 2-4

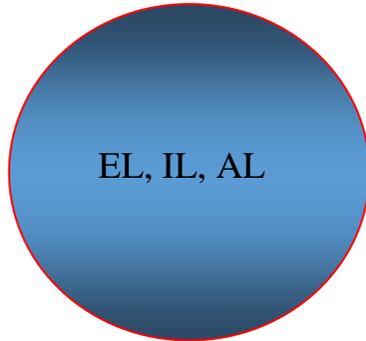
English instruction at the Elementary School of the German School is not comparable to English instruction at an elementary school located in Germany. This curriculum has been developed over several years with the collaboration of multiple language teachers, linguists, and pedagogues. Teachers and students find themselves in a unique situation at the German School in Washington, as they cannot strictly rely on an established English language curriculum from Germany, nor from the United States. The following characteristics were of significance for the creation of this curriculum:

- English speaking environment
- frequently an English speaking household
- frequently a multilingual household with multilingual learners
- consideration for German as a primary language
- frequently new students from Germany with little or no prior knowledge of English
- frequently highly motivated students
- mostly very supportive parents
- frequently above-average students
- ambitious parents, who expect rapid improvements
- instruction time: four hours per week in Grade 2; five hours per week in Grade 3 and 4

New students are placed initially in the Entry/Intermediate Level (EL). The English teacher of this level evaluates new students for up to one week. The result of an oral and written assessment will determine if the student will remain at the EL Level or if the student will be placed into another level of English. Successful learning of the English language takes place at all three course levels. When placing students, other important pedagogical aspects are also considered.

3. Additions specific to the school and students

- Instruction in Grades 2- 4 offers inner and outer differentiation. The three courses overlap and create a seamless learning structure which benefits every student.



Entry/Intermediate Level (EL), Intermediate/Advanced Level (IL), Advanced Level (AL)

4. Introduction to the curriculum of grades 2 - 4

English at the Elementary School of the DSW is taught predominantly in the host country's language. The three courses offered accommodate learners from every background. They are:

Entry/Intermediate Level, Intermediate/Advanced Level, and Advanced Level.

The first level of the three courses is for emergent learners of English, the second level for native and non-native speakers who have a solid grasp of the language, and the third level is for native and non-native students who have reached a high level of competency. All advanced courses are taught exclusively in English.

Since the three courses run parallel throughout the week, newcomers may be placed in a certain class on a trial basis until the appropriate level is established. Students at each grade level must demonstrate oral and written fluency, as well as superior levels of reading comprehension. For enrolled students, transition to a higher level course may take place twice a year, after careful evaluation, following each grading period in January and June.

The following contains the **curriculum for the Entry/Intermediate and Intermediate/Advanced Level**. It is developed for native and non-native speakers of the English language whose families have settled in the Greater Washington, D.C. area. (Please note that there is a **separate curriculum** for the Advanced Level.)

5. Curriculum

A) Reading and Critical Thinking

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none"> • read letters, words, sentences, paragraphs, and simple stories • follow written instructions • identify rhyme words • find the main idea and supporting details • read out loud with expression • read silently for meaning • read books for short reports • read for literary appreciation (folk and fairy tales, classic fiction, historical non-fiction, poems) • predict outcomes • distinguish real from imaginary • understand cause and effect • draw inferences • compare and contrast • classify information • sequence • read books independently 	<p>Accelerating English Language Learning, ESL by Anna Uhl Chamot Sunshine Edition, Level 2, 3, and 4, Scott Foresman Washington Post: KidsPost</p> <p>Scholastic News/Weekly Reader A large newspaper for children in the U.S. The Scholastic News Corporation, 2015 One weekly ten minute visit to the library</p> <p>Highlights Magazine</p>

B) Speaking and Listening

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none"> • practice Total Physical Response (move and speak simultaneously) • describe simple objects (Show and Tell) • draw picture answers after listening to questions • listen to fellow students' comments • express an opinion • acquire and expand active vocabulary at appropriate level • answer in complete sentences • pronounce difficult sounds of the English language correctly, e.g. "th" and "r" . • distinguish between a statement, a question, and a command • talk about current events • retell a logical story sequence • create dialogues and roleplay • listen to children's literature 	<p>The following DVDs are on hand:</p> <p>School House Rock (Conjunction Junction, What's your function?). Heroes of Freedom (Harriet Tubman, Rosa Parks, African American history), Liberty Kids (The Complete American History Series), 50 States, 50 Capitals (US geography).</p> <p>A large variety of films is available, e.g. How the Leopard Got his Spots, The First Thanksgiving, Patrick's Dinosaurs, A Midsummer Night's Dream, etc.</p> <p>A collection of audio books is on hand in the library.</p> <p>We Sing Around the Campfire We Sing for Christmas We Sing America We Sing and Play We Sing Children's Songs and Finger Plays Price/Stern/Sloan Publishers</p> <p>Fun Phonics by Steven Traugh—Poems, songs, and fun activities in audio books that teach basic phonic skills</p> <p>Creative Teaching Press</p>

C) Grammar

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none"> • replace missing vowels and consonants • write complete sentences • identify nouns, verbs, adjectives, and pronouns • study the above in their various forms, e.g. singular, plural, etc. • capitalize I and proper nouns • use prepositions of place • ask questions with to do/does • learn past, present, and future tenses, and continuous form of regular and irregular verbs • analyze contractions 	<p>Internet and vast collections of worksheets and materials</p>

D) Writing, Vocabulary, and Spelling

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none"> • write simple sentences • formulate headlines and captions • put questions and answers in writing • compose simple paragraphs • express likes and dislikes (opinion) • compose stories from word or picture clues • describe objects, seasons, special days • write journal entries • acquire and expand vocabulary at appropriate level • craft picture collages and murals of word families e.g. animals, fruits, etc. • listen to stories and fairy tales and identify new words from context clues • retell stories and compare and contrast 	<p>Spelling Workout by Phillip K. Trocki</p> <p>Level A, Student Edition, Modern Curriculum Press Level B, Student Edition, Modern Curriculum Press Level C, Student Edition, Modern Curriculum Press Level D, Student Edition, Modern Curriculum Press</p> <p>An interactive online spelling program: Grade Level 1: spellingcity.com Grade Level 2: spellingcity.com Grade Level 3: spellingcity.com Grade Level 4: spellingcity.com</p>

<ul style="list-style-type: none"> with similar literature • tell time • work independently in level appropriate spelling book 	
---	--

E) Learning for Life

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none"> • know his/her name and address • handle an emergency call • have some knowledge of American geography and major holidays • identify the values of American coins and bills • know the four seasons and what clothes to wear • deal successfully with dangerous objects such as fire, electricity, violent storms, and other • follow important current events 	<p>Field trips (museums, theaters, concerts, factories, etc.) are mostly conducted by the class teachers. The English teachers act as advisors and prepare the students for the English language part of the excursions. They introduce difficult vocabulary, explain and familiarize the students with settings and content.</p>

F) Research Skills

Competencies	Content Resources
The student is able to... <ul style="list-style-type: none">• alphabetize• use the dictionary• use the Internet• show the ability to find facts for a written report or a project	Internet DSW Elementary School English library Various dictionaries

G) Grading

Competency-based evaluations are given to students in grades 1 and 2. In grade 3 students receive a competency-based evaluation at the end of the first semester. These evaluations are described as follows: **Completely, Mostly, Partially, Needs Practice**. Four icons provide corresponding visual clues. German numerical assessments are given to students in grade 3 and 4. These evaluations consist of four partial grades of equal value: **oral and written expression, spelling, and reading**.