



# School Curriculum

for Grade Level 2

for the Subject of **English**

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**

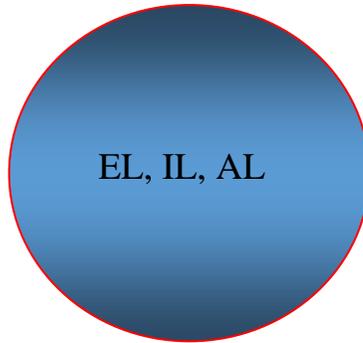
English instruction at the Elementary School of the German School is not comparable to English instruction at an elementary school located in Germany. This curriculum has been developed over several years with the collaboration of multiple language teachers, linguists, and pedagogues. Teachers and students 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

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 Grade 2 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 Advanced Level 2

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.

Since the three courses run parallel throughout the week, newcomers will be placed in one of the levels on a trial basis until the most appropriate level is established. 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 Advanced Level**. (Please note that there is a **separate curriculum** for the Entry/Intermediate and Intermediate/Advanced Level.) This is developed for native and non-native speakers of English whose families have settled in the Greater Washington, D.C. area. Students at each grade level must demonstrate oral and written fluency, as well as superior levels of reading comprehension. All advanced courses are taught exclusively in English.

## 5. Curriculum

### A) Reading and Critical Thinking

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none"><li>• clarify difficult words</li><li>• clarify difficult statements</li><li>• clarify causes for a character’s actions and feelings, or story events</li><li>• identify the main idea and supporting details</li><li>• recognize the link between cause and effect</li><li>• draw conclusions and predict the outcome</li><li>• provide evidence for predictions</li><li>• make predictions</li><li>• make comparisons</li><li>• become familiar with common literary elements, such as characters, setting, theme, and plot</li><li>• analyze a character and perceive character development</li><li>• identify genres, such as fable, fairy tale, folk tale, myth, legend, drama, poetry, biography, autobiography, and articles</li><li>• distinguish between fiction and non-fiction</li></ul>	<p>Textbook: Storytown: Rolling Along (Harcourt School Publishers, 2008) Spelling Workout by Phillip K. Trocki Level B Modern Curriculum Press, 2014</p> <p>Scholastic News/Weekly Reader A large newspaper for children in the U.S. The Scholastic News Corporation, 2015</p> <p>Articles from daily newspapers and weekly news magazine</p> <p>One weekly ten minute visit to the library</p>

**B) Speaking and Listening**

<i>Competencies</i>	<i>Content Resources</i>
<p>The student is able to...</p> <ul style="list-style-type: none"><li>• read aloud</li><li>• practice active listening for meaning</li><li>• retell in his or her own words and to sum up the main ideas, feelings, and events</li><li>• formulate personal reactions and ideas</li></ul>	<p>Textbooks Electronic Media: DVDs, CDs, Computer Programs, Internet</p> <p>Classic and contemporary books of children’s fiction: My Father’s Dragon by Ruth Stiles Gannett The Magic Finger by Roald Dahl The Great Cake Mystery by Alexander McCall Smith The Missing Lion by Alexander McCall Smith Max and Maddy and the Chocolate Money Mystery by Alexander McCall Smith The Boxcar Children by Gertrude Chandler Warner</p>

### C) Grammar

Competencies	Content Resources
<p>The student is familiar with...</p> <ul style="list-style-type: none"><li>• parts of speech, such as nouns, verbs, adjectives, and adverbs</li><li>• verbs: irregular, regular tense (past and present)</li><li>• nouns: proper and common, singular and plural</li><li>• pronouns: personal, possessive, and demonstrative</li><li>• punctuation: comma, period, exclamation point, question mark, quotation mark</li><li>• capitalization: addresses, letters, proper nouns, sentences, and titles</li><li>• word meaning: antonyms, synonyms, homonyms, and compound words</li><li>• figurative language</li><li>• agreement: pronoun/antecedent and subject verb agreement</li><li>• parts of sentences: subject and predicate</li><li>• sentence structure: complete, incomplete, and run-on sentences</li></ul>	<p>Storytown Grammar Supplement 2</p> <p>Scholastic Success With Grammar for Grade 2</p> <p>Various internet sites</p> <p>Skills sheets Scholastic News</p>

## D) Writing, Vocabulary, and Spelling

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none"><li>• collect ideas</li><li>• develop and follow guiding questions</li><li>• develop a story based on a picture sequence</li><li>• write a simple paragraph</li><li>• compose short book reports and to present these to the class</li><li>• expand vocabulary by identifying and explaining the meaning of words from the text</li><li>• gain proficiency in the use of a glossary to determine the exact meaning of words</li><li>• practice weekly spelling units to improve spelling ability</li><li>• practice weekly spelling units to expand vocabulary</li><li>• solve word puzzles to sharpen spelling ability and to expand vocabulary</li></ul>	<p><b>Spelling Workout</b> by Phillip K. Trocki Level B, Student Edition, Modern Curriculum Press</p> <p><b>An interactive online spelling program:</b> Grade Level 2: <a href="http://spellingcity.com">spellingcity.com</a></p>

## E) Learning for Life

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none"><li>• know his/her name and address</li><li>• handle an emergency call</li><li>• have some knowledge of American geography and major holidays</li><li>• identify the values of American coins and bills</li><li>• know the four seasons and what clothes to wear</li><li>• deal successfully with dangerous objects such as, fire, electricity, violent storms, and other</li><li>• follow important current events</li></ul>	<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 excursion. They introduce difficult vocabulary and explain and familiarize the students with settings and content.</p>

## F) Research Skills

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none"><li>• practice alphabetical order</li><li>• read graphs, maps, and timelines</li><li>• become familiar with parts of a book: glossary, index, and table of contents</li><li>• locate information in a glossary</li></ul>	

## G) Grading

Competency based evaluations are given to students in grade 2. These evaluations are described as follows:

**Completely, Mostly, Partially, Needs Practice.** Four icons provide corresponding visual clues.