



School Curriculum

for Grade Level 3

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 3

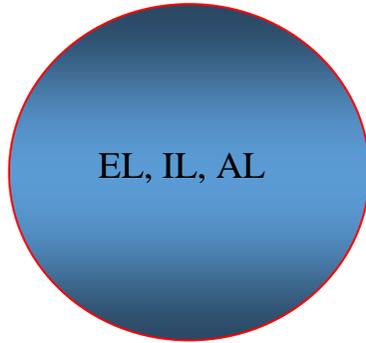
English instruction at the Elementary School of the German School is not comparable to English instruction at an elementary school located in Germany. This curriculum has been developed over several years with the collaboration of multiple language teachers, linguists, and pedagogues. Teachers and students 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: five hours per week in Grade 3

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 3 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 3

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 may 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"> • clarify difficult words • clarify causes for a character’s actions and feelings, or story events • form a hypothesis to clarify issues not resolved in the text • comprehend the main idea and supporting details • recognize the link between cause and effect • draw conclusions and to predict the outcome • provide evidence for predictions • consider alternative interpretations and their validity • become familiar with the concept of symbolism • compare and contrast thematic variations • analyze a common theme • become familiar with common literary elements, such as characters, setting, theme, and plot • analyze a character and to perceive character development • identify genres, such as fable, fairy tale, folk tale, myth, legend, drama, poetry, biography, autobiography, and articles • distinguish between fiction and non-fiction • read current news articles 	<p>Textbook: Storytown: Twists and Turns (Harcourt School Publishers, 2008) Spelling Workout by Phillip K. Trocki Level C 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 magazines</p> <p>One weekly ten minute visit to the library</p>

B) Speaking and Listening

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none">• read aloud• practice active listening for meaning• retell in his or her own words and to sum up the main ideas, feelings, and events• formulate personal reactions and ideas• discuss and to analyze narratives• discuss the ways in which a writer accomplishes his goal	<p>Textbooks</p> <p>Electronic Media: DVDs, CDs, Computer Programs, Internet</p> <p>Classic and Contemporary Fiction:</p> <p>Ereth's Birthday by Avi</p> <p>Mr. Popper's Penguins by by Florence Atwater and Richard Atwater</p> <p>Good Grief Third Grade by Colleen O'Shaughnessy McKenna</p> <p>The Enormous Crocodile by Roald Dahl</p>

C) Grammar

Competencies	Content Resources
<p>The student is familiar with...</p> <ul style="list-style-type: none"> • parts of speech, such as nouns, verbs, adjectives, and adverbs • verbs: helping, irregular, regular; tenses: past, present, and future • nouns: possessive, proper and common, singular and plural • pronouns: personal, possessive, and demonstrative • punctuation: comma, period, exclamation point, question mark, quotation mark • capitalization: addresses, dialogues, letters, proper nouns, sentences, and titles • word meaning: antonyms, synonyms, homonyms, and compound words • contractions • affixes: introduction to prefixes and suffixes • figurative language • agreement: pronoun/antecedent and subject verb agreement • parts of sentence: subject and predicate • sentence structure: complete, incomplete, and run-on sentences • point of view: first and third person 	<p>Storytown Grammar Supplement 3 English & Grammar Workbook, Grade 3, Brighter Child Various Internet sites 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"> engage in free writing exercises collect ideas and to become familiar with writing techniques plan a story in terms of introduction, problem, climax, solution, and ending add descriptive and informative detail use dialogue to develop a story develop and to follow guiding questions understand corrections and to revise a first draft write a final draft compose short book reports and to present to the class expand vocabulary by identifying and explaining the meaning of words from the text gain proficiency in the use of a glossary to determine the exact meanings of words practice weekly spelling units to improve spelling ability practice weekly spelling units to expand vocabulary solve word puzzles to sharpen spelling ability and to expand vocabulary 	<p>Spelling Workout by Phillip K. Trocki Level C, Student Edition, Modern Curriculum Press</p> <p>An interactive online spelling program: Grade Level 3: spellingcity.com</p>
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E) Learning for Life

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none"> follow important current events handle an emergency call have knowledge of American geography and major holidays deal successfully with dangerous situations, e.g. violent storms 	<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 contents.</p>

F) Research Skills

Competencies	Content Resources
<p>The student is able to...</p> <ul style="list-style-type: none"> • read graphs, maps, and timelines • become familiar with parts of a book: glossary, index, and table of contents • locate information in a glossary • plan, research, and present a theme-based project 	<ul style="list-style-type: none"> ▪ Internet ▪ DSW Elementary School English library ▪ Various dictionaries

G) Grading

Competency based evaluations are given to students in grade 3 after the first semester in addition to numerical grades. These evaluations are as follows:

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

German numerical assessments are given to students in grade 3 at the end of the school year. These grades consist of four partial grades of equal value: **oral and written expression, spelling, and reading.**