

German Schools in North America, Region 1:
Regionally Coordinated School Curriculum: English (Grade 7)
 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 7 and that are prerequisites for Grade 8, 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, 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 7, as outlined in Appendix I.

Accommodations and modifications for students in the *Realschulzweig* and for students earning a *Hauptschulabschluss* are outlined in Appendix II.

Grade level: 7

Instructional Periods: Five (5) hours / week

Purpose: Prerequisites for Grade 8

Competencies	Content	Methods	Time	School-specific Focus (examples)
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Listening

Students can . . .

. . . understand simple and complex language expressions related to specific topics, comprehending information that is given to them in clearly spoken standard English; . . . understand familiar and unfamiliar appropriate diction as well as complex	Teachers engage students in listening to different media clips (movie, music, advertisements etc.), and decode the meaning.	Guided listening – comprehension exercises; respond to multiple-choice questions that check the understanding of what is heard. Paraphrase and summarize what is heard. Fill in the blanks with phrases and	Approx. 1 period/ week	Age appropriate recordings; movie clips; speeches; documentaries; situational dialogues. Music. Advertisements.
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language structures.		idioms from the text they listen to		
. . . comprehend fictional and nonfictional media language (e.g., reports, stories, films, video clips, songs) on larger and specific, detailed contexts.	Interpret and respond to fiction and non-fiction texts from a variety of genres, authors, and subjects such as mystery, love, war, generation gap, life choices, fantasy.	Listen to readings of literary and non-literary texts, followed by comprehension activities: note-taking, answer questions, discussions. Paraphrase and summarize. Identify how language is used in presentations to communicate the author's message.	Approx 1 period/ week	Recordings/videos: Rod Serling: The Monsters are Due on Maple Street." Science fiction: <i>Twilight Zone</i> episodes (e.g., "How To Serve Man").
. . . understand and respond appropriately to others in dialogue; understand regional native and non-native speakers.	Computer lab activities; Enhancement of listening practice through digital aids Listen for key ideas, idiomatic expressions, and vocabulary words.	Appropriate online recordings of dialogues, speeches, or video songs. Transcription of dialogues; Creating dialogues using appropriate vocabulary, and idioms.	Approx 1 period/ week	Regional poetry and folk song recordings; Toni Cade Bambara: "The Wall of the Wall."
. . . decode linguistic sounds and intonation.	Listening for meaning and nuance in speeches and/or dialogue.	Practice with homophones, glottal stops, and rising or falling sentence intonation.	Approx 1 period/ week	Autobiographical narratives.
. . . comprehend instruction language and respond accordingly.	Students learn to follow instructions and directions.	Students listen, identify, and picture each step in the process (transition words such as <i>first</i> , <i>second</i> , <i>next</i>).	Approx 1 period/ week	Geographical directions on a historical, national, state or local map.
<u>Diagnosis / Testing:</u> Group discussions, written and oral response to heard material; multiple choice answers; use of appropriate intonation, and pronunciation,				

Speaking

Students can . . .

. . . converse appropriately in various situations on specific topics with others in standard English.	prepare and participate in class discussions, debates, give peer feedback, use new vocabulary words in	Express personal opinions, persuade and influence groups.	Approx. 1 period/ 3 weeks	Summarize the events in a short story (e.g., Hemingway's "A Day's Wait"). Describe a character (e.g., the
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	correct context;use of persuasive language and connotations to convey viewpoint			boy in “Stolen Day”).
<p>... initiate conversations and maintain them for entertainment, directions, planning and use of services; express themselves in interviews and thereby</p> <ul style="list-style-type: none"> • make social contacts using everyday polite forms • pose simple and complex questions and respond to them, 	<p>Organize oral presentation by using effective verbal and nonverbal techniques when speaking</p> <p>Learn complex sentences and phrases from the model texts in the book;</p>	Ask and answer questions to acquire information.	Approx. 5 periods/ week	<p>Speaking workshop in the textbook: <i>Grammar in Practice</i></p> <p>Role-playing: Act out character's in Dicken's <i>A Christmas Carol</i></p>
<ul style="list-style-type: none"> • speak about aspects of the culture, history and geography, • express wishes, preferences and ideas and agree or disagree with them, • communicate their own feelings and respond to emotional expressions of other, • prompt, formulate, and respond to the suggestions of others, • apologize and respond to apologies, • ask for an opinion and express one, • formulate conclusions and ratings • offer and solicit help and support • ask for repetition and / or rephrasing. 	<p>Situational conversations; Dialogues</p> <p>Dramatize texts; Use of specific phrases to express wishes, emotins, feelings ;</p> <p>Draw conclusions to a class discussions provide peer feedback</p>	<p>Act out the dramatized text; Speak informally with familiar and unfamiliar people</p> <p>Create an imaginary dialogue based on a given topic, or related to a literary text.</p>	Approx. 3 periods /week	<p>Americn segregation in Clifton Davis's “A Mason-Dixon Memory.”</p> <p>Challenges : Maijue Xiong “An Unfortgettable Journey”</p> <p>Grammar references in the textbook.</p>
<p>... report about aspects of their own lives; discuss or give information about one's self, one's family and one's friends; one's experiences, current and past habits as well as one's daily routines and activities in school and at leisure; designate, describe or tell about one's likes or dislikes.</p>	<p>Preparing an oral personal narrative including background information, realistic dialogue;specific actions, sensory details.</p> <p>Use transitions to help listeners folow the story; sum up the the story sharing with listeners why the experience was memorable, fun scary, or eye-opening</p>	Deliver the personal narrative in front of an audience using verbal techniques like volume, rate, pitch, tone, and nonverbal techniques like facial expressions, gestures, posture, appearance.	Approx. 5 periods/ week	<p>Using models from the textbook</p> <p>Reading and speaking about their own poetry.</p>

. . . tell their own stories and report on fictional events.	Connect literary themes to personal experience in group or class discussions and presentations.	Present or discuss personal experiences that connects to literary texts	Approx. 5 periods/ week	Explain setting, character, point of view, symbols in group reports using paintings and photographs.
. . . deliver prepared presentations on familiar topics.	Deliver an informative presentation tailored to listeners' needs, appropriate for the audience and purpose, covers the most important ideas on the topic; uses verbal and nonverbal techniques	Give the presentation on a range of informational topics	Approx 5 periods/ week	Model texts in the book. Topics: racism, friendship, love, death, loss, generation gap.
. . . summarize and/or paraphrase general and detailed information from literary and non-literary texts that students have heard and/or read.	Listen to readings of fictional and non fictional texts	Summarize, or paraphrase the heard text	Approx 1 period/ week	Summarize: Gary Soto's "Seventh Grade," Rudyard Kipling's "Rikki-tikki-tavi."
. . . orally read a text fluently and creatively, after the necessary preparation; meaningfully recite rehearsed literary texts, such as poems, rhymes, and songs; meaningfully recite rehearsed literary texts, such as poems, rhymes, and songs; act out texts	Oral reading practice paying attention to the emotional contexts, and structure	In-class reading of various texts, prose and poetry; dramatic scenes; analysis of tone and mood; rhythm and rhyme;	Approx 1 period /week	Short, short story: Mona Miller's "The Dinner Party" Selected sections from Borden Deal's "Antaeus." Poetry readings: E.A. Poe's "Annabell Lee"; and other poets: Dickinson, Hughes, Frost, Cummings, Sandburg.
. . . express familiar English instructions so that another can complete a task and act accordingly.	Students learn to give instructions and directions.	Asking focused, non-yes-or-no questions in group and class discussions.	Approx 1 period /week	Group and partner work of short stories, plays, and poems.
<u>Diagnosis / Testing:</u> Contributions to in-class discussions, peer feedback, oral presentations, reports				

Reading

Students are able to . . .

. . . infer the essential content or detailed information from simple and complex texts of varying lengths, dealing primarily with familiar themes, expressed in familiar and unfamiliar	Teachers set a purpose for reading the text, engage students in active comprehension by asking	. Guided reading using a range of strategies: summarizing, skimming and scanning; making inferences; making connections; comparing	Approx 2 periods/ week	Close fictional readings of prose (e.g., Geroge G., Toudouze's "Three Skeleton Key"), drama (e.g., Rod Serling's <i>Monsters are</i>
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but primarily accessible vocabulary and, in part, complex linguistic structures.	questions, summarizing, skimming the text to search for connection between parts and ideas, paraphrasing important ideas or information, analyzing the deeper structure of texts, and exploring vocabulary	texts; finding the theme by looking at : the title, characters, plot, resolution; making generalization and predictions. - Independent reading ; independent analysis and text interpretation.		<i>Due on Maple Street</i>), and poems (e.g., Emily Dickinson's "I Like to See It Lap the Miles").
. . . recognize different text types and state their function.	Teachers help students identify and analyze different text types: narrative, descriptive, argumentative, expository	Students identify text type, audience, and purpose. - story map, graphic organizers; recognition of rhetorical devices	Approx. 2 periods / week	Autobiographies (Maijue Xiong), short stories (Gary Soto), history texts (Nelson Mandela), myths (King Midas), legends (King Arthur)
. . . read and understand didactic, adapted, edited, and original texts as well as linear and partially non-linear, literary and non-literary texts in electronic and non-electronic forms, for orientation, information, and entertainment.	Using, for examples, stories, histories, novel excerpts, poems, descriptions, biographies, reports, text messages, e-mails, blogs, dialogues, drawings, posters, brochures, signs, forms, displays, tables, and instructions	--read and analyze structure and characteristics of each type of texts; Vocabulary study	Approx. 3 periods / week	Primary texts from known authors (e.g. Charles Dickens); secondary Online informational texts (e.g., Wikipedia article about Dickens's); popular age-appropriate novels.
. . . understand familiar instructions for completing a task and to act accordingly.	Written textbook assignments literary analysis.	Students maybe asked to describe, graphically represent, or write cogent paragraphs.	Approx. 3 periods / week	Graphically depict the Scrooge's character traits as presented in "A Christmas Carol"
Diagnosis / Testing: Contribution to class discussions; group projects; peer feedback; written response to read material. Analytical composition and presentations.				

Writing

Students are able to . . .

. . . copy simple and more complex, electronic and non-electronic texts on familiar topics by using simple and complex language adhering to accepted standards (i.e., students should write informatively about experiences, events, objects, places, living things, processes,	Select, organize, and develop ideas appropriate to topic, audience and purpose; develop and awareness of voice and tone;	Written summaries; journal entries; short answers; compositions on chosen topics; narrative and descriptive essays; persuasive and expository essays; literary analysis of a text;	Approx. 10 periods / semester	Model writings. Writing workshop using the textbook guidelines. Grammar and reference books. Writing and rewriting (editing) compositions on computers using
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picture; and they should summarize, retell, compare, describe, appeal, argue, defend, edit, create in coherent texts and write poetry.	describe in prose or poetic forms to clarify, extend, or elaborate on ideas by using vivid language such as imagery and figurative language; Write to persuade using effective rhetorical strategies; learn the importance of language choice-diction; revise texts for clarity, completeness, and effectiveness			grammar, spell checkers, peer and teacher support.
. . . create notes, mind maps and charts using key terms; fill in tables, questionnaires and forms	Use appropriate note taking, and organizational strategies	Pre-writing exercises: brainstorming, planning, drafting, revising; organizing ideas	Approx 4 to 5 periods/ week	Create a mind-map showing the different themes of Poe's poem "Annabelle Lee"
<u>Diagnosis / Testing:</u> 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 . . .

. . . use and develop situations and assignments to increase auditory skills; use vocal and visual structures, as well as auditory indicators to aid auditory understanding; recognize key words and infer meanings; independently create and use mnemonic devices. (Listening)	Engage in conversations, initiate topics; use linguistic markers, significant pauses, and non-verbal gestures	In-class discussions; presentations, seminars	Approx. 1period/ week	Conversations begin with a key question, often connected to the text-fiction or non-fiction to be discussed in class
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<p>... imitate and apply basic English intonation patterns; automatically include and use linguistic, socio-cultural and thematic knowledge and general knowledge; independently make use conventional speech patterns; use age-appropriate electronic and non- electronic tools, such as word lists, bilingual dictionaries, and media-presentation techniques; initiate conversation with the help of linguistic and non-linguistic means by using appropriate forms address, situation, and closure; use information taken from sources for student's own statements; use appropriate voice and present information clearly; apply techniques of the repetition, rote, and memorization; learn and recite rhymes, poems, songs and present them creatively and imaginatively; play a role in a dramatic form; use strategies to promote communication such as demands. (Speaking)</p>	<p>Listen to readings by native and non-native speakers</p> <p>Identify the purpose, audience, and setting of an oral presentation. Select and plan for use of appropriate visual aids; Identify and use of organizational structures such as narrative, cause and effect, chronological order;</p>	<p>Oral reading of texts; creating dialogues on a specific topic; Class discussions ;</p> <p>Prepare poetry presentation; prepare speeches and debate; prepare PowerPoint presentations</p>	<p>Approx. 1 period /week</p>	<p>Audio recordings; Fiction and nonfiction texts;</p> <p>Poetry reading: students may read their own poems</p> <p>Role-playing: act out a scene form a play, or their written dialogue on a given situation.</p>
<p>... collect, organize, and use linguistic resources independently to complete specific tasks; plan, structure, and write texts to targeted audiences independently with and without the use of linguistic and non-linguistic models; include and use linguistic, socio-cultural, thematic knowledge, and world knowledge independently; use non-linguistic elements appropriately suited to the situation (e.g., emoticons, font type, manuscript form); cite sources according to accepted form (e.g. MLA) and present quotations accordingly; monitor and revise texts independently; use age-appropriate electronic and non-electronic tools independently, such as word lists, bilingual dictionaries. (Writing)</p>	<p>Assess the effectiveness of choice of details, organizational pattern, syntax, use of figurative language and rhetorical devices; identify, evaluate, and use sources of information on a selected topic; synthesize information from two or more sources</p>	<p>Create and complete graphs, mind-maps, lists, Venn diagrams, and timelines.</p> <p>Write different types of essays ;edit compositions.</p>	<p>Approx. 1 period/ week</p>	<p>In school, write essays, edit drafts on computers or with peers under the teacher's guidance</p>
<p>Diagnosis / Testing: Homework, oral presentations, compositions, class discussions, peer feedback, portfolio, revisions.</p>				

Socio-cultural Knowledge

Students are able to apply their knowledge by....

. . . comprehending and analyzing didactic and authentic English texts.	Read, discuss, and analyze authentic (i.e., original) English texts from English-speaking countries (e.g., USA, Great Britain) in socio-historical contexts.	Read and learn to recognize the works of famous English-speaking authors, singers, actors, and poets.	Approx 4 period/ week	Humor: Paulson's "Girls"; Coming of Age: C. Davis "A Mason-Dixon Memory"; Facing consequences: Anderson's "Stolen Day"; In the Family: Longfellow's "The Village Blacksmith"; the Human Spirit: Mandela's "A Long Walk to Freedom"; Love and Friendship: Noyes's "The Highwayman"; Making Choices: O' Henry's "After Twenty Years"; Natural World: Deal's Antaeus"; Sports and Games: World Almanac, "Borders of Baseball"
. . . studying the lifestyles of English-speaking nations.	Focus on family, housing, food, school, leisure, sports, customs, and traditions.	Interview assignments: Students ask young people and adults in their neighborhoods about favorite foods, leisure activities, sport passions, and festival days.	Approx 1 period/w week	Video interview: What does it mean to be American?
. . . studying the conventions of language and social behavior in English-speaking lands.	Observe and practice intercultural competence to ensure successful, cross-cultural (e.g., linguistic and non-linguistic rituals).	Listening to American and British dialects in recordings and movies. Develop diction charts that compare regional words. Study songs and rhyme in folk songs. Participate in American holiday traditions (e.g., Halloween, Thanks giving, St Valentine's Day).	Approx 4 period/ week	Learn a poem by Langston Hughes by memory and recite it. Tell a joke using the proper pausing and punch line.
. . . gaining insights into geography and economics of English-speaking lands.	Focus on landscapes, regions, tourist centers, cities, weather, climate, and environment.	Regional American literature reflecting the cultural entities of the United States (e.g., the South, the Midwest, the Far West, the Rocky Mountains, New England, and the Eastern Seaboard). Nonfiction reading for life: Public service announcements,	Approx 1 period/ week	Planning a trip using a BART system map for a trip in the San Francisco Bay area (<i>Elements of Literature</i> , First Course).

		magazine articles Internet articles, reading maps.		
. . . experiencing and understanding the art, culture, politics, science and sports in the past and present in English-speaking lands.	Study of current events, selected personalities and events, multicultural society, and globalization; develop environmental sensitivity and awareness of contemporary events and trends.	Excursions (field trips) to museums, theaters, sports venues, governmental institutions, historical and natural parks/sites. Guest speakers in classrooms. Reading texts that give historical perspectives. Cross-curriculum presentations: History, social studies, science, and health. Journal entries, films, reading of fiction and non-fiction texts; research; group projects.	Approx 3 period/ week	Visits to the Nation's Capital, specifically the Museum of American History, American Art Museum, the Capitol, the White House, the Supreme Court, and National/Historic Park sites. Guest talks by US Park Service Rangers. Nineteenth-century American schools; deadly cobras in India; marriage in Victorian England; the Harlem Renaissance; apartheid
Diagnosis / Testing: Homework, oral presentations, compositions, class discussions, peer feedback, portfolio, revisions.				

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 7, 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 7, 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 Grade 7, *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.

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