

German Schools in North America, Region 1: Regionally Coordinated School Curriculum: English (Grade 9)

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 9 and that are prerequisites for Grade 10, 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 9, 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: 9

Instructional Periods: Five (5) hours / week

Purpose: Prerequisites for Grade 10

Competencies	Content	Methods	Time	School-specific Focus (examples)
Students are able to understand . . .		Listening		
main ideas and details in native-language 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 love, the fantasy, escape, 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 communicate the author's message	approx. 1 period/ week	Recordings: Poe's "The Cask of Amontillado," films: <i>Great Expectations</i> , <i>Romeo and Juliet</i>

clearly structured texts, including those with previously unknown vocabulary and a 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 both 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. Synthesize information from different sources by combining or categorizing data and facts.	approx. 1 period/ week	Formal readings by teacher and/or students: Twain, "Life on the Mississippi"; dialect: Thurber "The Secret Life of Walter Mitty" and Tan "Rules of the Game"; historical contexts: Shakespeare, Dickens
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: Maupaassant's "The Necklace"; morality: Connell's "The Most Dangerous Game"); 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 participate in debates, give 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	Take a position: Stockton "The Lady, or the Tiger," London "War"; assuming generational roles: Tan's "Rules of the Game" & Glancy "Without Title."
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: O. Henry's "The Gift of the Magi"; Frost's "Mending Wall"; Mercutio's speech in <i>Romeo and Juliet</i> ; the narrative of Dickens's <i>Great Expectations</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 respond to 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 a poem of their choice and London's " War." 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>Grammar in Practice</i> .
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 period/ 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 increasingly complex syntax and appropriate vocabulary in varied situations	Learn increasingly complex sentence structure and increasingly sophisticated vocabulary from models texts; practice parallel structure, effective language, sentence clarity, and modification from grammar/style workbook.	Speak informally with familiar and unfamiliar people, individually and in group settings.	approx. 1 period/ week	Vocabulary: glossary in the anthology; word origins; word families, antonyms/synonyms. Syntax/style: <i>Grammar in Practice</i> , rules, suggestions, models, and exercises.
speak comprehensibly, correctly, appropriately for the addressee and the situation, and adopt the appropriate code	Select appropriate language depending on the audience and the setting (e.g., formal vs. informal).	Respect the age, gender, social position, and cultural traditions of the listener.	approx. 5 periods/ week	Diction: Avoiding generalities, absolutes, informalities in formal presentations; mastering circumlocutions and the use of the pronouns <i>you</i> and <i>I</i> .
verbalize in situations of daily life	Transfer literary themes to personal experience in-group or class discussions and presentations.	Prepare and give presentations to a variety of audiences on a range of informational topics.	approx. 5 periods/ week	Topics: Grief, maturation, generations, loss, death, defiance, self-esteem, gender roles, racial issues.
discuss, report, describe, narrate, and evaluate assigned topics coherently.	Comment on classroom readings of essays, factual articles, short stories, poems, plays and novels.	Use devices such as voice, tone, volume, pitch, rate, and repetition to create an informative, emotional or	approx. 5 periods/ week	Novel: Coming-of-age and class conflict as reflected in Dickens's <i>Great Expectations</i> .

		aesthetic response.		
organize, present, and defend opinions logically and persuasively.	Critically analyze topics based on classroom readings of essays, factual articles, short stories, poems, plays, and novels.	Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles, and in advertisements.	approx. 2 periods/ week	Short Story: Debate the validity of the theme in O. Henry's "The Gift of the Magi"
Assessment: Contributions to in-class discussion; peer feedback; oral presentations in debate, report, and spontaneous formats.				

Students are able to . . .

Reading

grasp main ideas and the details of linear and non-linear texts	Teachers engage students in active comprehension, asking questions, encouraging students to create their own questions, summarizing texts, exploring 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.	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.	approx. 2 periods/ week	Traditional genres: Prose (short stories, novels, essays, articles); poetry (poems, Shakespeare's drama <i>Romeo and Juliet</i> ; epic Homer's <i>The Odyssey</i>); Rhetorical devices: "Glossary of Literary Terms" in the Anthology.
identify and analyze a text's structure and the purposeful use of rhetorical devices (e.g. tone, theme, figurative language)		Text-to-text connections; independent reading; Independent analyses and interpretations of poetic works.	approx. 1 period/ week	
understand complex authentic texts and diverse levels of style with support and apply previously learned decoding skills	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: Allen "To Satch" and de la Mare's "Silver." Decode: Shakespeare's "The Seven Ages of Man"
distinguish between denotative and connotative meanings of words				
use reading strategies to decode texts with unknown vocabulary	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., Poe's "El Dorado"; Tennyson's "The Charge of the Light Brigade" Shakespeare's <i>Romeo and Juliet</i>).
read aloud fluently, with the correct pronunciation of words, sounds, and intonation				
adapt reading speed and presentation to text				
Assessment: Analytical compositions, contributions to in-class discussions, written responses, multiple-choice 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: <i>Great Expectations</i> and <i>Romeo and Juliet</i> ; Twain's "Life on the Mississippi"; Poe's "Eldorado."
report, describe, narrate, and examine familiar topics 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: Cycles in nature, end of the world, morality, humor, sport 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 Stockton's "The Lady, or the Tiger" or Moss's "Before the End of Summer"
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>Grammar in Practice</i>
use appropriate vocabulary and syntax; write comprehensibly and mostly correctly; appropriately for the audience and the situation.	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>Grammar in Practice</i>
independently create a clear composition on a given topic.	Model and practice brainstorming, planning, drafting, reviewing, revising, editing. Write expository texts using analysis, comparison-contrast, definition, description, discussion, evaluation, explanation, illustration, and/or interpretation.	Practice brainstorming, planning, drafting, reviewing, revising, editing; peer review and feedback; analysis of language and expression in literary works. 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.
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 Shakespeare's <i>Romeo and Juliet</i> and Dickens's <i>Great Expectations</i>
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	Locate and evaluate research sources (especially online research). Integrate research information with personal writing Practice using quotation marks and citing authors and titles of source materials.
understand the meanings of words by studying word origins, context clues, denotation and connotation.	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 word histories, including those from Latin and Greek; developing words trees and synonym/antonym lists.

analyze texts for 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.
study data, arguments, and information	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: critical analyses, historical works, 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 posters, images, etc.	approx. 3 periods/ semester	Compare different film versions of <i>Great Expectations</i> and <i>Romeo and Juliet</i> .
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 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	Social class, urban life: <i>Great Expectations</i> , Malamud" "a Summer's Reading." War/Setting: London's "War;" North Carolina swamp: Hurst's "The Scarlet Ibis."
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>Romeo and Juliet</i> (Italian setting & Elizabethan England; issues of social class, love and morals); Dickens <i>Great Expectations</i> ; education :Malamud" "a Summer's Reading"; race: L. Hughes's "Dream Deferred"; sports "Kumin's "400-meter

				Freestyle.”
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 spoken and written English based on English-language texts, recordings, and films.	Read aloud, watch films, and compare regional diction and pronunciation.	approx. 2-3 periods/ semester	Works and context: Elizabethan idioms, diction, and syntax (Shakespeare); New England cadence and idioms (Frost); Southern and urban idioms: Moss’s “Before the End of Summer”; Malamud’s “A Summer’s Reading”
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 9, 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 9, 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 9, *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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