



Elementary School Curriculum German

General Remarks Grades 1 to 4

The curriculum of the German State of Thuringia and its specific competencies form the foundation for the pedagogical work in the subject of German at the Elementary School of the German International School Washington D.C. for Grades 1 to 4. However, due to the unique circumstances of being a German school abroad, it is necessary to modify and adapt Thuringia's curriculum to the local context.

The subject of German assumes the task of providing students with a fundamental linguistic education in Grades 1 through 4, which builds upon and develops linguistic-communicative skills. This approach aims to foster a lifelong, positive attitude towards Reading and Writing. Addressing individual developmental differences in mastering the standard German language is particularly challenging in the American environment. This is also true for numerous bi- or multilingual children attending the Elementary School. We meet these challenges through individualized and differentiated instruction in the classroom, as well as through additional language classes, based on the Elementary School's language support system.

Grades 1/2

1. Focus Area: Listening/Listening and Visual Comprehension

Subject Competencies

The student is able to:

- Perceive acoustically and rhythmically and can
 - Differentiate and localize sounds and tones,
 - Differentiate and localize phonemes and syllables,
- Recognize the position of sounds in words,
- Comprehend age-appropriate texts by listening,
- Understand simple questions and requests,
- Understand descriptions or stories when someone is explaining or narrating,
- Listen to and understand short contributions and simple expressions – even when presented through media, such as conversations, short stories, rhymes, songs, fairy tales, descriptions, and game instructions,
- Perceive not only their own language but also other languages.

Methodological Competencies

The student is able to:

- Capture sounds in words that are read out loud, e.g.,
 - Hear sounds and match them with the corresponding letter,
 - Distinguish similar-sounding phonemes,
- Repeats syllables rhythmically and acoustically,
- Collect words with the same initial sounds,
- Change the meaning of words by exchanging sounds,
- Recognize key words,
- Use task directions for active listening,
- Use visual and acoustic memory aids.

Personal and Social Competencies

The student is able to:

- Be prepared for listening and viewing, as well as for listening tasks and listening-and-viewing texts,
- Listen attentively,
- Ask questions when unclear,
- Interpret facial expressions, gestures, and vocal tone.

1. Speaking

Subject Competencies

Conversational Speaking

The student is able to:

- Speak to the standard spoken language,
- Ask and answer simple questions,
- Formulate conversation rules appropriately for the situation,
- Express requests and gratitude,
- Improvise during play.

Monological Speaking

The student is able to:

- Speak to the standard spoken language,
- Present a simple factual matter,

- Talk about an experience,
- Narrate stories based on given topics,
- Explain games, recipes, or crafting instructions,
- Recite verses, rhymes, and poems from memory.

Methodological Competencies

The student is able to:

- Participate in conversations,
- Ask questions about what was heard,
- Express thoughts related to the topic,
- Act out simple situations in a scene,
- Use visual and acoustic aids for narration.

Personal and Social Competencies

The student is able to:

- Contribute to conversations,
- Take on roles such as game leader or actor,
- Express emotions,
- Share opinions,
- Discuss issues and conflicts,
- Use facial expressions and gestures.

2. Reading Comprehension

Subject Competencies

The student is able to:

- Recognize signs and writing in their environment,
- Read words, sentences, and age-appropriate texts with understanding,
- Interpret age-appropriate texts, i.e.,
 - Find information in a text,
 - Support statements with text passages,
 - Capture the main message of a text,
- Read and understand instructional texts with guidance, e.g., craft instructions, notes, postcards, short letters, fill-in-the-blank texts,
- Recognize fairy tales, poems, and informational texts by characteristics,
- Read children's books and understand the main plot,
- Understand simple continuous texts, e.g., descriptions, narratives,
- Understand simple non-continuous texts, e.g., tables, daily plans, weekly plans, calendars,
- Read prepared, practiced texts aloud,

- Read and understand rhymes and poems,
- Experiment with language under guidance, e.g., typograms, ideograms, pictograms, and word games, and draw simple conclusions.

Methodological Competencies

The student is able to:

- Apply methods for initial orientation in a text with guidance, e.g.,
 - Highlighting,
 - Numbering,
- Interpret age-appropriate texts with guidance, i.e.,
 - Work with key words,
 - Make assumptions,
 - Illustrate texts,
 - Act out texts,
- Apply reading strategies under guidance:
 - Selective reading (finding and selecting specific information),
 - Overview reading (getting the main idea),
- Read simple instructions independently and follow them,
- Navigate a library.
- Utilize media resources of the school library,
- Have regular library sessions,
- Present a children's book based on specific criteria,
- Work with predetermined reading plans,
- Keep reading diaries independently,
- Use various media, e.g., books, non-fiction literature, reference works, children's magazines, newspapers, posters, photos, television, computers, and videos.

Personal and Social Competencies

The student is able to:

- Select a children's book independently,
- Communicate with others about texts,
- Share thoughts and feelings about texts,
- Express vivid ideas based on what was read,
- Depict text content in role play with other students while adhering to developed rules and agreements,
- Assess their own competence development, e.g., using a portfolio.

3. Writing

Subject Competencies

The student is able to:

- Write fluently, clearly, and legibly in print,
- Write words, sentences, and texts,
- Creatively design words and texts with handwriting,
- Differentiate between phonemes and letters,
- Differentiate between self- and partner sounds,
- Recognize umlauts and diphthongs, write phonetically accurate words,
- Write and apply words and word groups correctly,
- Apply initial spelling patterns, e.g.,
 - Observe word boundaries,
 - Capitalize the first letter of a sentence,
 - Use uppercase and lowercase letters correctly,
 - Apply punctuation marks correctly: period, exclamation mark, question mark,
- Utilize class vocabulary, spelling vocabulary, and personal word vocabulary,
- Categorize words into "speak words," "think words," and "remember words,"
- Write practical forms and texts, e.g., requests, thanks you notes,
- Write clearly,
- Write for intended audience,
- Write texts based on given prompts, e.g., using trigger words and impulses,
- Name simple language devices for structuring texts,
- Revise texts with guidance,
- Write their own texts,
- Utilize and create open writing situations.

Methodological Competencies

The student is able to:

- Look up words in dictionaries and computer programs as spelling aids, under guidance
- Comment on the spelling of words,
- Collect words based on topics,
- Plan and write short texts,
- Accept writing tips,
- Apply writing techniques under guidance:
 - Copying,
 - Writing from memory,
 - Checking,
 - Correcting,
- Take notes and write down keywords,
- Compose, create, and present own text as well as those following instructions,
- Apply spelling strategies, e.g.,
 - Alphabetic strategy,

- Orthographic strategy,
 - Morphematic strategy,
- Use the alphabet as an organizational principle,
- Create storybooks.

Personal and Social Competencies

The student is able to:

- Apply and practice forms under guidance,
- Develop writing ideas with others in open writing situations,
- Select different writing tools, materials, lineations, and letterforms to creatively design texts,
- Reflect on writing,
- Assess own competency development, e.g., using a portfolio.

4. Focus Area: Reflect on Language, Language Use, and Language Learning

Subject Competencies

The student is able to:

- Distinguish words by their parts of speech:
 - Noun
 - Article
 - Adjective
 - Verb
 - Personal pronoun

The term "noun" is replaced with "Nomen" (noun) in the terminology.

The part of speech "personal pronouns" is omitted for grades 1/2. These will be introduced in grades 3/4.

Parts of speech are marked using Montessori symbols and colors.

Recognize grammatical features of these parts of speech,

- Identify word building blocks:
 - Word root
 - Suffix,
- Form word families under guidance,
- Recognize sentences as units of meaning and differentiate between types of sentences:

- Statement
- Question
- Command, exclamation,
- Understand the following technical terms:
 - Letter
 - Alphabet
 - Sound, Umlaut (umlaut), diphthong
 - Syllable
 - Noun, verb, adjective
 - Singular, plural
 - Definite and indefinite articles
 - Types of sentences: Statement, question, exclamation,
 - Recognize differences between spoken and written language.

The term "diphthong" is not used. It is marked as a sound consisting of two letters

Methodological Competencies

The student is able to:

- Differentiate between words, sentences, and texts and work on them under guidance, i.e.:
 - Infer word meanings from sentences and texts,
 - Recognize changes in meaning of words by replacing, adding, omitting, or rearranging sounds, letters, or word parts,
 - Collect and categorize words based on specified aspects,
- Apply knowledge of parts of speech,
- Experiment with language in a playful way,
- Use dictionaries and reference sources.

Personal and Social Competencies

The student is able to:

- Reflect on language under guidance and apply it in given language-use situations,
- Accept suggestions and prompts for practice,
- Perceive linguistic and non-linguistic means, e.g., facial expressions and gestures, under guidance,
- Discover and reflect on linguistic features,
- Show openness towards foreign languages.

Grades 3 / 4

1. Listening / Listening-Visual Comprehension

Subject Competencies

The student is able to:

- Perceive acoustically, rhythmically, and melodically:
 - Analyze sounds and tones,
 - Recognize linguistic intonation patterns and onomatopoeia in texts,
- Listen to texts with understanding:
 - Audio and audiovisual texts, such as radio plays, videos,
 - Read-aloud literary and non-literary texts,
- Understand key points of speeches,
- Actively listen and watch to gather targeted information from different types of texts, e.g. rhymes, poems, songs, fairy tales, stories, fantasy, interviews, descriptions, reports, instructions, films, film clips,
- Recognize other languages.

Methodological Competencies

The student is able to:

- Analyze sounds and use them for correct spelling,
- Collect and categorize words based on given criteria,
- Connect conversations and utterances,
- Use listening or listening-visual expectations,
- Utilize the sound characteristics and onomatopoeia of texts,
- Identify key words and deduce meaning,
- Use tasks for active listening,
- Use visual and auditory memory aids.

Personal and Social Competencies

The student is able to:

- Focus on listening-visual situations, listening or listening-visual texts and listening tasks,
- Show willingness to tackle listening and viewing tasks,

- Listen attentively and consciously,
- Ask targeted questions,
- Express understanding and misunderstanding,
- Respect foreign languages.

The bilingualism of our students is explicitly addressed. At the same time, the German International School Washington D.C. places great importance on using the German language as the language of instruction in all subjects except English.

2. Speaking

Subject Competencies

1. Conversational Speaking

The student is able to:

- Speak and articulate according to the spoken standard language,
- Ask and answer complex questions,
- Understand complex statements and formulate coherent answers,
- Participate in conversations appropriately to situation, partner, and topic,
- Formulate class-based conversation rules,
- Use different forms of language,
- Create improvisation and role-play scenarios.

2. Monological Speaking

The student is able to:

- Speak and articulate according to the spoken standard language,
- Speak functionally in front of others, i.e.
 - Tell stories, inform,
 - Argue,
 - Appeal,
 - Justify,
 - Explain,
- Narrate on a given topic,
- Tell freely,
- Retell text content in their own words while maintaining the order of information,
- Summarize,
- Recount observations,
- Describe objects, processes, and activities,
- Present various text types creatively,
- Recite poems from memory.

Methodological Competencies

The student is able to:

- Start and hold conversations,
- Ask targeted questions,
- Plan contributions and conversations appropriately to the situation,
- Apply class-based conversation rules,
- Present learning results,
- Maintain correct sequences and completeness in presentations,
- Implement and shape situations in different play forms,
- Use visual and auditory aids in storytelling.

Personal and Social Competencies

The student is able to:

- Contribute to conversations and adjust to conversation partners,
- Take on different speaker roles, e.g. author, moderator, newscaster,
- Express thoughts and feelings,
- Express, justify, and defend own opinion,
- Discuss and clarify concerns and conflicts with others,
- Observe relationship between spoken language and body language,
- Adjust to audience when presenting,
- Take different perspectives in role-play and immerse in roles,
- Consider the effects of speech style,
- Expand vocabulary in given situations,
- Reflect on language learning experiences,
- Assess competency progress.

3. Reading Comprehension

Subject Competencies

The student is able to:

- Read and understand age-appropriate literary and non-literary texts,
- Analyze texts, i.e.
 - Find specific information,
 - Support statements with text excerpts,
 - Capture and explain main ideas,

- Condense and reproduce key points of a text,
- Understand and act on factual and instructional texts, e.g. procedures, recipes, craft instructions,
- Differentiate between various literary text types based on their features, e.g. stories, fairy tales, poems, fables, legends, jokes,
- Read and understand children's books:
 - Get information about the author,
 - Gather and share information about characters and actions,
- Understand continuous texts, e.g. descriptions, narratives, reports, minutes,
- Understand non-continuous texts, e.g. tables, maps, graphics, plans, differentiate between continuous and non-continuous texts,
- Read aloud texts appropriately after preparation,
- Read and understand rhymes and poems,
- Experiment with language, e.g.
 - Typograms,
 - Ideograms,
 - Pictograms and word games,
- Read, use, and write,
- Draw and justify complex conclusions.

Methodological Competencies

The student is able to:

- Apply techniques for orientation in texts, e.g.
 - Divide into sections,
 - Create subheadings,
 - Take notes,
 - Apply reading and comprehension aids,
- Apply various methods of text analysis, i.e.
 - Work with keywords,
 - Make predictions about next sections,
 - Structure, reconstruct, reshape, interpret from the end, add, compare according to specific aspects, illustrate, graphically represent, perform in scenes,
- Apply different reading strategies based on the reading task:
 - Selective reading (targeted finding and choosing information),
 - Exploratory reading (getting an overview),
 - Scanning reading (grasp the text as a whole, including details),
- Read instructions and complex work assignments and act accordingly,
- Keep and present reading results in an organized manner,
- Use libraries and other places of learning.

The GISW frequents its own school library.

- Present children's books and justify selection,
- Follow predefined reading plans,

- Maintain reading journals independently
- Use various media, e.g. books, non-fiction literature, reference works, children's magazines, newspapers, posters, photos, television, computers, videos.

Personal and Social Competencies

The student is able to:

- Select and recommend children's books and magazines from a variety of media offerings, providing justification,
- Discuss personal reading and media experiences in reading conferences,
- Represent their own thoughts and feelings about texts in verbal/non-verbal forms,
- Take a stance on texts and discuss them with others,
- Read independently and attentively within a given time frame,
- Compare what they have read with their own experiences,
- Develop and implement independent solutions for complex tasks,
- Participate in readings and performances,
- Choose various media for presenting selected texts,
- Assess their competence development, e.g. using a portfolio.

4. Writing

Subject Competencies

The student is able to:

- Write in a legible individual handwriting:
 - Clear,
 - Fluid,
 - At an appropriate writing speed,
- Organize texts clearly, creatively design words and texts with handwriting,
- Write words correctly that are important for spelling practice,
- Write and check small texts correctly:
 - Copying,
 - Reviewing,
 - Correcting,
- Apply spelling rules:
 - Uppercase and lowercase letters,
 - Separation and combination of words,
 - Words with orthographic peculiarities,
- Place punctuation marks correctly,
- Use quotation marks correctly,
- Utilize class vocabulary, writing vocabulary, and their own vocabulary,

- Categorize words into words for repetition, reflective words, and words to memorize,
- Write different types of texts, e.g. invitations, letters, notes, requests, thanks,
- Write clearly,
- Write in a structured manner,
- Write appropriately for the recipient and function, e.g.
 - Experience and invention,
 - Thoughts and feelings,
 - Agreements,
- Write according to specific criteria, i.e.
 - Associatively,
 - Normatively,
 - Communicatively,
- Use linguistic tools for text construction:
 - Create a title,
 - Observe sequence,
 - Use direct speech,
- Check texts against writing tasks,
- Edit texts independently,
- Organize learning outcomes and present them,
- Write their own texts,
- Use and create open writing situations.

Methodological Competencies

The student is able to:

- Independently look up words and use dictionaries and computer programs for spelling assistance,
- Comment on and use the correct spelling of words,
- Create a thematic word collection,
- Plan, write, and revise texts,
- Implement writing tips,
- Apply work techniques:
 - Copying,
 - Reviewing,
 - Correcting,
- Record factual information and write texts using a computer, writing them in an organized manner,
- Write, create, and present their own and assigned texts,
- Apply spelling strategies, e.g.
 - Alphabetical strategy,
 - Orthographic strategy,
 - Morphological strategy,
- Use the alphabet as an organizing principle,
- Create storybooks.

Personal- and Social Competencies

The student is able to:

- Independently apply exercises,
- Observe, reflect on, and shape their own writing process,
- Give and accept suggestions during text editing with others,
- Check the impact of texts,
- Build spelling sensitivity,
- Develop a writing idea with others in open writing tasks,
- Select and use different writing tools, materials, lines, and characters to creatively design texts,
- Reflect on writing,
- Assess their competence development, e.g. using a portfolio.

5. Reflect on Language, Language Use, and Language Learning

Subject Competencies

The student can:

- Distinguish words by parts of speech:
 - Noun
 - Article
 - Adjective
 - Verb
 - Pronoun
 - Preposition
- Apply the structural features of parts of speech and establish connections to sentence construction:
 - Noun (case)
 - Adjective (comparison)
- Identify word components and use them to form new words:
 - Root
 - Ending
 - Prefix and suffix
- Create word families
- Apply methods of word formation:
 - Derivation
 - Composition
- Compile word fields
- Differentiate sentence types confidently and use correct sentence-ending punctuation
- Identify sentence elements (subject, predicate, object) as components of a sentence and determine them through questions

- Use common foreign words
- Apply basic linguistic structures and technical terms:
 - Word: letter, alphabet, sound, umlaut, diphthong, syllable, word family, word root, word component, word field, part of speech
 - Noun: singular, plural, gender
 - Case: nominative, genitive, dative, accusative
 - Verb: infinitive, conjugated verb form
 - Verb tenses: present, past, perfect, future
 - Article: definite, indefinite
 - Adjective: base form, degrees of comparison
 - Pronoun
 - Sentence: punctuation marks (., ?!, : ,,,)
 - Sentence types: statement, question, exclamation, command
 - Direct speech
- Examine and reflect on linguistic communication in terms of:
 - Relationships between intent, linguistic features, and effects
 - Roles of speaker, writer, listener, and reader
- Recognize and reflect on the differences between spoken and written language

Methodological Competencies

The student can:

- Work with words, sentences, and texts, i.e.:
 - Structure words
 - Apply methods of word formation
 - Identify superordinate terms for word groups
 - Decode ambiguous words in context
 - Collect and organize words
 - Derive and justify the spelling of words, e.g., through word extension
 - Reflect on and apply knowledge of parts of speech
- Use linguistic operations:
 - Rearrange
 - Replace
 - Add
 - Omit
- Recognize and name similarities and differences in languages and language forms:
 - Dialect and standard language
 - German and the native language of children with a migration background
 - German and foreign languages
- Use their linguistic knowledge for learning a foreign language and vice versa
- Compare words and phrases in foreign languages
- Engage playfully and experimentally with language
- Use dictionaries and reference works

Personal and Social Competencies

The student can:

- Think consciously about language and apply it in given language-use situations
 - Consolidate their language knowledge through independent practice
 - Perceive linguistic and non-linguistic means (e.g., facial expressions and gestures) attentively
 - Reflect on their language learning
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- Discover and think about linguistic features
 - Demonstrate openness toward foreign languages