



School Curriculum

for Grade Level 1

for the Subject of **English**

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.

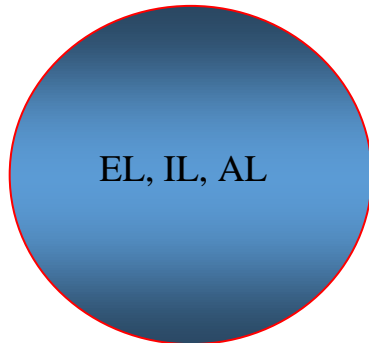
2. General remarks for Grade Level 1

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: two hours per week in Grade 1

3. Additions specific to the school and students

- Students are not separated in Grade 1. Differentiation takes place within the classroom.



Entry/Intermediate Level (EL), Intermediate/Advanced Level (IL), Advanced Level (AL)

4. Introduction to the First Grade Curriculum

English language instruction in first grade does not interfere with German language teaching. Acquisition of German phonetics (system of sounds) takes precedence at this level. English reading and writing are not taught explicitly. If they occur spontaneously, they are encouraged.

Newcomers, intermediate, and advanced learners are integrated. Experience and research show that ability grouping does not further progress in bilingual education at this level.

Communicative competence is the foremost goal of English instruction in first grade. English language acquisition allows the individual student to integrate into a bilingual school community and to function in the English speaking environment at large. Introduction to culture specific material and American children's literature assists the integration process of foreign students.

English instruction in first grade promotes clear and concise oral expression and pronunciation. It is a fun and relaxed experience in language acquisition, literary appreciation, and the American way of life.

5. What will happen at the end of grade 1?

Toward the end of grade 1, an English test will be given to all students. Parents cannot prepare their children for this assessment. In addition to the language test, there will be an evaluation that is done by the English teacher in cooperation with the class teacher.

These two steps and the performance of the student throughout the first school year will help us reach the best placement decision for successful English learning in grade 2.

We strongly believe that it is essential to **let children develop at their own pace**. This axiom is essential for all learning, but it is especially significant for **bilingual, trilingual, and quadrilingual** students. (For a definition of the three different English course levels please view the English Curriculum of grade 2.)

6. Schulcurriculum

A) Aural and Visual Comprehension

<i>Competencies</i>	<i>Content Resources</i>
<p>Depending on the students’ integration level in English, they are able...</p> <ul style="list-style-type: none"> • to listen attentively to non-fiction and fiction (introduction to literature) • to pay attention to each other’s comments • to move and to talk simultaneously (Total Physical Response) • to learn about American holidays, geography, and customs • to increase active and passive vocabulary in all areas of life 	<p>First Grade uses the following magazines and resources:</p> <p><u>Scholastic News</u> A large newspaper for school children in the U.S. The Scholastic News Corporation, 2015</p> <p><u>National Geographic for Kids</u> A popular magazine for children in the U.S. The National Geographic Society, 2015</p> <p><u>Highlights Children’s Magazine</u> Various trade books, hands-on materials, CDs, DVDs Books - English Library DSW Elementary School</p>

B) Speaking

<i>Competencies</i>	<i>Content Resources</i>
<p>Depending on the students’ integration level in English, they are able...</p> <ul style="list-style-type: none"> • to speak in complete sentences • to answer in complete sentences • to pronounce difficult American English sounds correctly • to know the days of the week • to comment on and to interpret stories and texts • to move and to talk simultaneously (Total Physical Response) • to repeat TPR poems, songs, rhymes • to do presentations comfortably in front of the class (Show and Tell) • to increase active and passive vocabulary in all areas of life 	<p>First Grade uses the following magazines and resources:</p> <p><u>Scholastic News</u> A large newspaper for school children in the U.S. The Scholastic News Corporation, 2015</p> <p><u>National Geographic for Kids</u> A popular magazine for children in the U.S. The National Geographic Society, 2015</p> <p><u>Highlights Children’s Magazine</u> Various trade books, hands-on materials, CDs, DVDs Books - English Library DSW Elementary School</p>