



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,

## 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,

Talk about and  
Narrate stories on given topics,  
Explain games and crafting instructions,  
Recite verses, poems, and problems 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 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,

### 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.,

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

- 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.

### 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 ~~20~~



# 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,

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

## 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,

## 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,





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,

## 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,

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:



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

Discover and think about linguistic features  
Demonstrate openness toward foreign languages