



General Remarks Grades 1 to 4

The Curriculum of the German State of Thuringia and the subject- and learning-specific competencies outlined within, form the basis of the pedagogical work for the Social Studies at the German International School Washington D.C. for grades 1 to 4. However, due to the unique context of being a German school abroad, it is necessary to modify and adapt Thuringia's Curriculum to the local circumstances.

In Grades 1 to 4, Social Studies aim to help students acquire culturally significant knowledge, establish a solid foundation for independent decision-making and scientific understanding, promote basic scientific

- Preventive health measures,
 - Behavior during illness.
- Accept and tolerate physical differences and disabilities.
- Recognize and accept similarities and differences in the behavior of boys and girls.
- Reflect on their own hygiene and diet.

3. Animals

Subject Competencies

The student is able to:

- Identify and name selected domestic animals.
- Describe selected domestic animals with regard to:
 - Appearance,
 - Way of life.
- Describe measures for the responsible care and keeping of domestic animals.
- Describe selected birds with regard to:
 - Appearance,
 - Reproduction,
 - Seasonal behavior.
- Identify migratory and resident birds.
- Describe and justify measures for bird conservation.
- Name and describe selected animals found in trees and shrubs in terms of:
 - Appearance
 - Way of life.

Methodological Competencies

The student is able to:

- Select and use key information from media sources, based on predefined questions.

- Identify deciduous and coniferous trees as well as shrubs within school and residential environment regarding:
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2nd Focus Area: Nature and Technology

1. Weather

Subject Competencies

The student is able:

- Name weather elements:
 - Precipitation (rain and snow),
 - Cloud cover (clear and overcast),
 - Temperature.
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GRADES 3/4

1. Focus Area: Living Beings and Habitats

1. Humans

Subject Competencies

The student is able to:

- describe development of human life in terms of:
 - origin of human life
 - physical stages of development,
- describe behavior rules in emergency scenarios,
- compare social communities (e.g., marriage, family, nation),
- name and derive measures for a healthy lifestyle.

Methodological Competencies

The student is able to:

- perceive and describe functions of human body parts through sensory experiments,
- classify food as health-promoting.

Personal and Social Competencies

The student is able to:

- adopt rules for responsible self-care and care of others regarding a healthy lifestyle,
- accept and tolerate the lives of people with mental and physical disabilities,
- respect genders,
- be considerate towards pregnant women,
- avoid dangers for oneself and others,
- handle praise, criticism, and self-criticism constructively,
- reflect on his/her own achievements and those of others,
- describe and assess nutrition on other continents.

2. Animals

Subject Competencies

The student is able to:

- recognize and name selected domestic animals,

- compare domestic animals in terms of:
 - growth and development,
 - reproduction,
 - nutrition,
 - usefulness for humans,
- classify domestic animals based on biological criteria (relational features),
- describe measures for responsible keeping and care of domestic animals,
- describe various forms of animal husbandry:
 - effects on animals,
 - in own and other cultures, past and present.
- Recognize "chicken" an example.
- Recognize "potato" as example.

Methodological Competencies

The student is able to:

- select and use important information from media sources independently,
- present results, including short presentations in front of the class.

Personal and Social Competencies

The student is able to:

- reflect on different types of animal husbandry,
- reflect on treatment of animals.

3. Trees and Shrubs

Subject Competencies

The student is able to:

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Methodological Competencies

The student is able to:

- collect, observe, and classify various leaves and fruits,
- describe various leaves and fruits,
- compare plants,
- create collections of leaves and fruits,
- observe plants in different seasons.

Personal and Social Competencies

The student is able to:

- display responsible behavior within framework of nature conservation,
- handle plants responsibly.

4. Habitats

Subject Competencies

The student is able to:

- describe significance of selected habitats and animal species (whale and bat),
- describe relationships between living beings and their habitats,
- describe selected adaptations to these habitats,
- name examples of water bodies,
- distinguish between flowing and standing waters,
- explain the historical and current significance and utility of water bodies for plants, animals, and humans,
- describe relationships between living beings in the habitat of water,
- justify measures for nature protection.

Methodological Competencies

The student is able to:

- carry out and document explorations of habitats,
- use media sources to gather information,
- create collections of plants.

Personal and Social Competencies

The student is able to:

- fulfill exploration assignments,
- follow behavior rules to protect habitats,
- assess behavior during explorations,

- dwindling water supplies,
- dams as water reservoirs,
- difficult access to clean drinking water in large parts of the world.

3. Sound

Subject Competencies

The student is able to:

- recognize and perceive sound in connection with experiments on sound propagation in various materials,
- distinguish vibration in different materials (wood, metal, in violin and guitar strings, drums),
- name parts of the human ear,
- describe the hearing process,
- compare acoustics in different spaces (e.g., school, basement, theater, church),
- name and describe measures for noise protection.

Methodological Competencies

The student is able to:

- conduct experiment,
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4. Focus Area: Space and Time

1. Individuals in Space and Time

Subject Competencies

The student is able to:

- orient himself in space and work with plans and maps, i.e.:
 - understand the map as a scaled-down and simplified, two-dimensional, and thematically ordered representation of reality
 - explain the significance and content of the map legend,
 - describe how to use a compass,
 - determine the cardinal and intermediate directions,
- orient herself on the map in relation to:
 - school and residential locations,
 - Washington, D.C.,
 - Germany and Europe,
 - Europe and the world,
 - explain relationships regarding:
 - sun and seasons,
 - moon and months,
 - movement of the Earth,
 - day and night,
 - stars and planets,
- name researchers (Galileo Galilei, Nicolaus Copernicus) and their historical achievements,
- measure time in relation to:
 - different life stages of humans,
 - seasons as a result of the Earth's movement around the sun,
 - seconds, minutes, hours, days, weeks, months, and years as culturally conditioned units of time.

Methodological Competencies

The student is able to:

- determine cardinal directions in nature,
- draw a compass rose,
- use a compass and orient maps,
- work with various plans and maps (scale, map legend),
- determine altitudes and distances on maps,
- draw maps,
- orient themselves with a map in nature,

- read and create tables and diagrams,
- depict astronomical concepts with simple models.

Personal and Social Competencies

4. Focus Area: Individuals and Society

1. Individuals and Media

Subject Competencies

The student is able to:

- describe and compare media critically regarding:
 - design,
 - impact,
 - use,
- describe possibilities of diverse media offering for learning and leisure activities,
- assess different intentions of media in terms of:
 - information,
 - entertainment,
 - manipulation.

Methodological Competencies

The student is able to:

- investigate and present extent and intent of historical and current mass media,
- produce various media presentations with assistance (e.g., posters, comics, class newspapers, photo exhibitions, interviews, radio plays, videos), using media devices under guidance,
- choose and use media for communication, information, and entertainment.

Personal and Social Competencies

The student is able to:

- reflect on own media consumption regarding:
 - benefits and dangers,
 - time management,
- understand media messages.