

# School Curriculum Years 8 - Orientierung an Bildungsplan BW

## Year 8

### Introduction

The English curriculum at the German School London consists of text-based instruction courses, covering fiction (novel, short story), drama, poetry and non-fiction. Each course is a building block which acquaints students with various genres and provides them with analytical skills. The students learn to recognize key literary devices and then to analyze their function in diverse texts. The students must express the knowledge gained through participation, in-class writing, projects, presentations and exams. Other areas covered are spelling—especially during the early years—and grammar throughout the academic career. Additionally, students practice and refine their writing skills through a variety of in-class exercises (e.g. creative pieces, journal entries, and interpretive responses), homework assignments, and an increasing demand for essay responses during exams. Owing to the varying levels of English at the German School, the students' skill level ranges from above-grade-level to English language learners. Therefore, lessons are taught at differentiated levels. Förderunterricht is provided to help newcomers to adapt to the standards at the DSL.

### Realschüler

The successful integration of Realschüler requires differentiation and added assistance.

We offer Förderunterricht: one hour per week.

When appropriate, Realschüler are given modified tasks, e.g. step by step instructions, additional guiding questions, shorter and tightly focused tests.

The pupil's Fehlerquotient is assessed according to more lenient criteria.

*Die integrierte Beschulung der Realschüler in allen Jahrgangsstufen erfordert gesonderte Überlegungen der Differenzierung. Die Regelungen und der Förderbedarf für Realschüler orientieren sich dabei an den verbindlichen Bestimmungen der KMK:*

*„Sek. I – Abschlussverfahren der Deutschen Schulen im Ausland (Realschulabschluss)“:*

*In Ergänzung zu den oben genannten Schwerpunkten sind demnach für die Realschüler folgende Aspekte von besonderer Bedeutung:*

*a) Produktive Verfahren der Textgestaltung,*

*b) Nutzung nicht-linearer Textformen,*

*c) praxisbezogene Beherrschung von Schreibformen*

Time	Competence	Content	Methodology	School-specific units
<p><b>5 written exams a year to include</b></p> <ul style="list-style-type: none"><li>• 4 exams testing grammar, spelling, vocabulary, comprehension, transfer skills, reading and comprehension, regional/cultural studies</li><li>• 1 exam is on a novel testing vocabulary, comprehension, basic interpretation, literary terminology Free writing: summary writing, reports, articles, letters, essays etc.—must feature in at least 4 exams (400+ words)</li><li>• Introduction to genre: poetry, media texts, drama</li><li>• Application of analytical terminology</li><li>• Written exams are supplemented by marked tests, as necessary</li><li>• In general: e.g. project work/presentations, creative writing (e.g. poetry, short stories), theatre performances/ productions by students, film</li></ul>				

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adaptations of class texts, homework assignments, comments, reports, oral participation, summaries, presentations, debates

<p>8.1: 2 units</p> <p>8.2: 3 units</p>	<p><b>Textual Analysis:</b></p> <ul style="list-style-type: none"> <li>• Summarize text</li> <li>• Identify genres of texts</li> <li>• Analyze characters</li> <li>• Connect literature with history and culture</li> <li>• Interpret themes (e.g. honesty, courage, disappointment)</li> <li>• Analyze literary elements (e.g. characterization, conflict, foreshadowing)</li> <li>• figurative language</li> <li>• Broaden understanding of literary terms, (e.g. onomatopoeia, metaphor, simile)</li> <li>• Identify target audience and purpose of text</li> <li>• Respond critically to literature.</li> <li>• Continue to develop an appreciation for literature through a study of a wide variety of selections</li> <li>• Learn to recognize persuasive strategies used in print and mass media.</li> <li>• Describe themes or infer key ideas, interpret cause-effect relationships, and draw conclusions from a variety of texts.</li> </ul> <p><b>Language:</b> <b>Grammar, spelling &amp; punctuation</b></p> <ul style="list-style-type: none"> <li>• Use correct grammar, sentence structure, capitalization, and punctuation</li> <li>• Use dictionaries for vocabulary development</li> <li>• Develop vocabulary based on reading</li> <li>• Demonstrate creative use of synonyms and vivid</li> </ul>	<ul style="list-style-type: none"> <li>• Students continue to read a wide variety of fiction, non-fiction, and poetry while becoming more independent and analytical.</li> <li>• An introduction to genre studies, e.g. the novel, short stories, poetry, drama and non-fiction.</li> </ul> <p>Novels: e.g. <i>Lord of the Flies</i> <i>Holes</i> <i>Tom Sawyer</i> <i>Northern Lights</i> <i>The Giver</i> <i>The Chocolate War</i> <i>Animal Farm</i> <i>The Hobbit</i> <i>Coram Boy</i> <i>Johnny Tremain</i></p> <p>Drama: <i>A Christmas Carol</i> Introduction to Shakespeare <i>Midsummer Night's Dream</i> <i>The Tempest</i></p> <p>Textbook: <i>English Grammar in Use: A self-study reference and practice book for intermediate students,</i> Cambridge UP</p>	<p>The English department adheres to and successfully fulfills requirements set by <i>Anforderungsbereiche</i> I, II and III, based on "Operatoren für das Fach Englisch (Stand: Oktober 2012)" (see attachment).</p>	<ul style="list-style-type: none"> <li>• visit to local and London theatres</li> <li>• Förderkurs once a week to accommodate new students</li> <li>• Topic-related visits to museums</li> <li>• Visits to local British schools and family exchanges with British families</li> <li>• Translation competition: German to English</li> <li>• Essay competitions</li> </ul>
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	<p>words</p> <ul style="list-style-type: none"><li>• Understand different levels of language</li></ul> <p><b>Communicating: Listening and Speaking and Writing</b></p> <ul style="list-style-type: none"><li>• Continue to develop oral communication skills</li><li>• Formulate logical and persuasive arguments</li><li>• Demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Plan, structure, draft, revise, and edit writing, with emphasis on exposition and persuasion.</li><li>• Write using cohesive paragraphs and composition structure</li><li>• Expansion of vocabulary, with attention to connotations, derivatives and figurative language.</li><li>• Practice creative writing incorporating elements of literature</li><li>• Demonstrate knowledge of literary devices and interpret texts using correct literary terms</li></ul> <p><b>Research &amp; Study Skills:</b></p> <ul style="list-style-type: none"><li>• Use dictionaries, encyclopedias, and reference books</li><li>• Locate primary and secondary works</li><li>• Use computer as learning tool</li><li>• Use textbook resources</li><li>• Conduct focused research using primary and secondary works</li><li>• Practice note-taking</li></ul>	<p>Vocabulary exercises based on text studies</p>	<p>Students view and discuss films that relate to their English course.</p> <p>The medium of film is used to illuminate the plot through screen adaptations. This is particularly helpful to non-native speakers, as film imparts knowledge visually, while providing exposure to the spoken language.</p> <p>Students learn to use computer software and online sources as part of their English instruction.</p>	
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