Framework Curriculum 1-10 compact

An overview of the subjects and content taught in Berlin

The Berlin Framework Curriculum 1-10 was developed by the Landesinstitut für Schule und Medien Berlin-Brandenburg (LISUM – State Institute for School and Media Berlin-Brandenburg). The contents of the Framework Curriculum have been summarised for this brochure by the Senatsverwaltung für Bildung, Jugend und Familie (Senate Department for Education, Youth and Family).
You can find the official German version of the Framework Curriculum 1-10 at:
http://bildungsserver.berlin-brandenburg.de/unterricht/rahmenlehrplaene/neuer-rahmenlehrplan-fuer-die-jahrgangsstufen-1-10/amtliche-fassung/

Table of contents

Preface

Dear teachers
Dear parents,
Dear students,
at the beginning of the school year 2017/18, the new common framework curriculum for grades 1-10 for the federal states of Berlin and Brandenburg has been put into force. With this framework curriculum, for the very first time, we have successfully established a comprehensive and integrated education / learning concept covering all grades, also including a special focus on "learning with special educational needs".

The framework curriculum outlines what students have to learn – within the respective subjects as well as across disciplines – at all school levels, in the various school types and educational programs in Berlin (and Brandenburg), so that they are well prepared for future societal challenges.

On the one hand, the new learning concept is designed to support students to identify their personal strengths and to align them with their life and career goals.

On the other hand, it focuses on how our young people can actively participate in shaping their respective living environment, which – not least through digital change – is gradually expanding and becoming more and more global.

Through its holistic concept from the beginning of school until the end of grade 10, the framework curriculum has gained a new, enhanced quality: The teaching contents of the different grades can now be better coordinated and aligned with each other, and it is transparently presented which requirements students have to meet to achieve their desired school degree.

Just like the framework curriculum, the brochure "Framework Curriculum 1-10 compact" covers grades 1 - 10, providing information about the requirements of the respective school subjects, language learning and media literacy as well as information about various topics relevant to society which are to be integrated across disciplines into everyday school life.

Furthermore, the brochure comprises for every school subject its general objectives, brief descriptions of the competencies to be acquired, as well as information on topics and contents of the lessons. For foreign language learning, "Framework Curriculum 1-10 compact" also explains the curriculum-based relation to the "Common European Framework of Reference for Languages" (CEFR) with its six competence levels A1 (beginner level) to C2 (mastery / proficiency level).

An online version of the framework curriculum with further practical advice for teaching and learning (e. g. learning and teaching material) is available at
http://bildungsserver.berlin-brandenburg.de/rlp-online/startseite//startseite

I hope that this brochure can support your educational work and cooperation with each other.
Thank you all for your effort and commitment in favor of enabling the best possible learning and teaching at Berlin's schools.
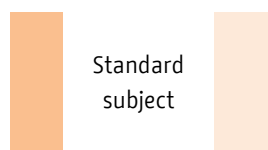
Best regards,

Sandra Scheeres
Senator for Education, Youth and Family for the state of Berlin

When do the subjects start being offered?

Standard subject	Compulsory elective subject, not offered at all schools	v — Start variable, but always from grade 7 in one of the subjects
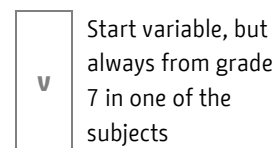
Standard subjects

Grade level	1	2	3	4	5	6	7	8	9	10
German	■	■	■	■	■	■	■	■	■	■
Mathematics	■	■	■	■	■	■	■	■	■	■
1st foreign language (English/French) [1]			■	■	■	■	■	■	■	■
2nd foreign language [2] [3]							■	■	■	■
*Sachunterricht**	■	■	■	■						
Social Science 5/6					■	■				
Geography							■	■	■	■
History							■	■	■	■
Political Education							■	■	■	■
Ethics							■	■	■	■
Natural Science 5/6					■	■				
Biology							v	v	■	■
Physics							v	v	■	■
Chemistry							v	v	■	■
Information and Communications Technology (ICT)							v	v		
Wirtschaft-Arbeit-Technik (WAT - Economy-Work-Technology) at ISS							■	■	■	■
Art	■	■	■	■	■	■	■	■	■	■
Music	■	■	■	■	■	■	■	■	■	■
Sports	■	■	■	■	■	■	■	■	■	■

*Subject taught at primary school familiarising pupils with scientific and technical phenomena and with social, economic and historical aspects of their own area

[1] Other languages are offered as early as grade 1 at the *Europaschulen* (State Europe School Berlin) and in school pilot projects.
[2] Learning a second foreign language is mandatory at *Gymnasien* (university-track high schools).
[3] At some *grundständige Gymnasien* (*Gymnasien* that start in grade 5), the second foreign language already begins in grade 5 or 6.

Compulsory elective subjects

All standard subjects can also be offered in the individual schools as compulsory electives. They then have a separate focus and their own curriculum. Other possible compulsory electives are:

	1	2	3	4	5	6	7	8	9	10
2nd-4th foreign language					■	■	■	■	■	■
Theatre							■	■	■	■
Social Science/Economics							■	■	■	■
Philosophy							■	■	■	■
Psychology							■	■	■	■
Information and Communications Technology (ICT)									■	■

Why does the new Framework Curriculum 1-10 include a basic curriculum for language education?

Flexible and confident language skills are of crucial importance for developing individual identity and participating in society and culture. Language development therefore is part of education as a whole and is a task shared by everyone at school. This represents an extra hurdle for children who learn German as a second language and for children who are never or rarely exposed to the language level required in an academic setting. Multilingualism, however, also enhances and fosters the development of language skills.

To be able to successfully learn in specialist subjects, students need to be proficient in the academic language used in the classroom. This includes precision in word choice (e.g. the use of technical language), correct grammar use and complete sentence structure that also meets the requirements for written texts. This distinguishes it from language used in an everyday setting.

Proficiency in the language level used in the classroom is developed in all subjects by ...

... speaking and writing cohesive and coherent texts	⟹	**Production**
... being able to understand oral and written texts	⟹	**Reception**
... active and lively participation in discussions and classroom conversations	⟹	**Interaction**
... perceiving different linguistic formulations	⟹	**Language awareness**
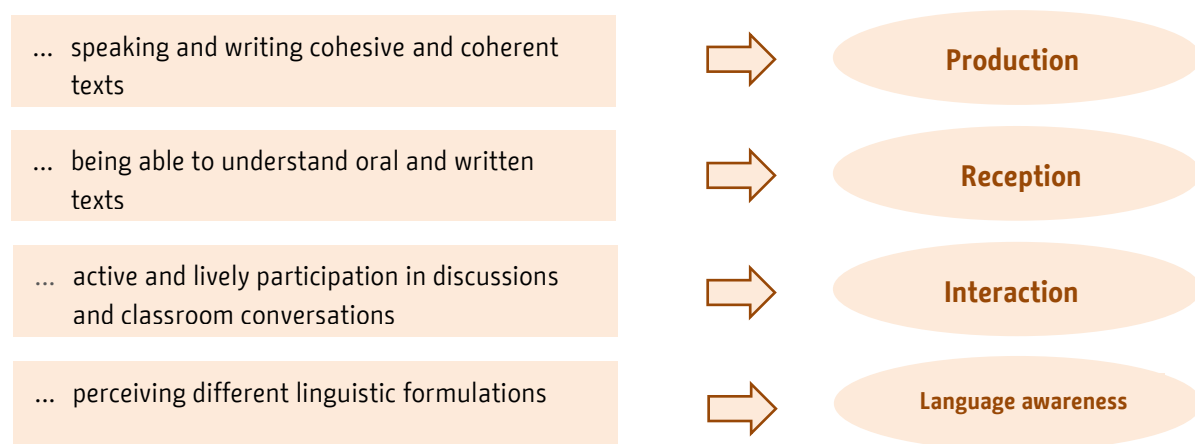
In all subjects, not only German, the aim is for students to acquire or enhance and reinforce skills in the following areas[1]:

|	
Reception: listening comprehension	- Understand and use audio texts, also through media - Apply listening comprehension strategies
Reception: reading comprehension	- Understand and use texts - Apply reading techniques and strategies
Production: speaking	- Give a summary of content and information - Explain thoughts about a particular topic - Give a presentation
Production: writing	- Write texts - Apply writing strategies
Interaction	- Respond in conversations
Language awareness	- Distinguish between words and phrases used in everyday speech, language used in the classroom and technical language - Use word-formation patterns, e.g. prefixes, suffixes, - Use multilingualism

---

[1] Similarly, the skills visual comprehension (= listening comprehension) and signing (= speaking) are included if a student communicates using German sign language.

What does media literacy teach students?

Children and young people live in a world shaped to a large extent by media, and media will increasingly affect all areas of life. This development constantly creates new challenges for the information society and the education system. Media is used to disseminate information, content and messages through voice, text, sounds, images and films. The different types of media support communication and understanding and expand the individual possibilities of human expression. At the same time, media also conveys values, standards, guidelines and world views.

As our society transforms into a media society, media literacy becomes an important part of general education. The goal of media literacy is to give children and young people the skills they need to confidently meet the increasing demands of this media-driven society. Media literacy is incorporated into all subjects in order to impart these skills.

Media literacy leverages the students' day-to-day experiences. It creates many opportunities for students to develop a range of individual and collective skills. It is an indispensable part of professional orientation, an essential prerequisite for training and scholastic aptitude and the basis for lifelong learning in a democratic society. Media literacy is an important component of education that should be addressed in close cooperation with parents and includes the protection of minors from harmful media.
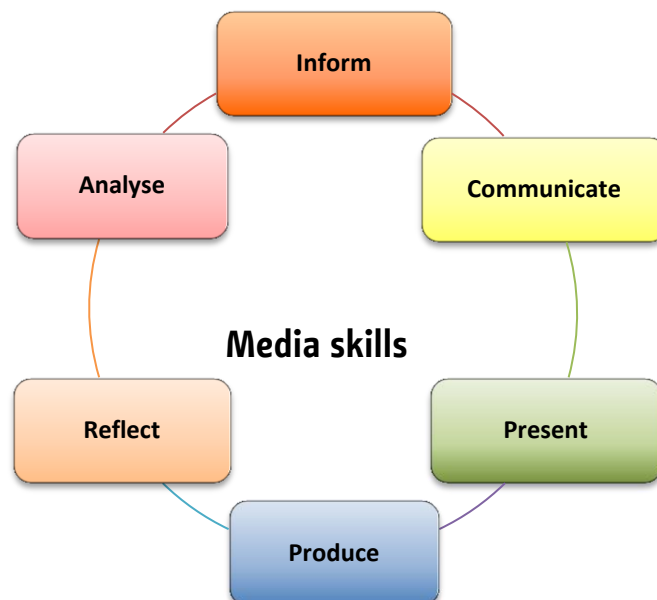
Media can help students acquire and develop technical skills and enrich teaching from a methodological standpoint. *Learning with media* means that learners acquire information independently, interactively and cooperatively. They are therefore able to tap into new knowledge areas that extend beyond their own experiences.

In all subjects, there are many possibilities for learning about the world of media, media types and media content and for analysing and scrutinising them with a critical eye. *Learning about media* therefore supports the development of the interdisciplinary skills needed to analyse, evaluate and reflect on texts, everyday personal experiences and social challenges. The exposure to media (content) as the subject of learning also encourages students' ability to recognise opportunities and risks in their own media activities and to play an active and socially responsible role in shaping media.

What is included in the general topics of the Framework Curriculum?

School is a reflection of our society. It is successful if it is able to incorporate the different prerequisites, backgrounds, attitudes and values of its students to form the fundamental basis for a democratic school culture. This is the only way it can empower children and young people to take charge of their lives.

Acquiring competencies in the individual subjects is extremely important for general education and living independently. But the challenges students face in society can only be tackled if they have already looked beyond the confines of academic learning in school. Children and young people should learn about the enormity of the tasks faced by our society and the international community early on. They have to learn which aspects need to be factored in to the planning and development of solution strategies. In the process, they also learn how they can contribute to the preservation and further development of a sustainable society.

The general topics stimulate students to think about how to plan and shape their own futures within the context of challenges facing society as a whole. The aim, on the one hand, is for students to explore career prospects and, on the other, to successfully shape their individual lives with a focus on personal health, security and self-determination which makes it possible to participate in cultural and intercultural life.

How are the general topics integrated into everyday school life?

The special feature of the general and overarching topics is that they can be incorporated into a wide range of subjects as well as into other activities throughout the day which are designed to enhance classroom instruction. Because students are exposed to the topics from different angles, they learn to understand and assess partial aspects better. This enables them to competently develop suggestions for solving challenges, both alone and in groups.

These general topics are not just integrated into the classroom, they are also offered in interdisciplinary forms of teaching, e.g. in projects. They can be carried out in cooperation with external partners as well as with interested and active parents. Overarching topics can also be used to initiate and deepen school development processes, for example as part of school partnerships, student companies or extracurricular activities. Possible correlations between the general topics and the individual subjects are described in the Framework Curriculum 1-10. Schools define how the general topics are integrated into the academic framework in the school programme and the internal school curriculum.

The following general topics are embedded in the Framework Curriculum 1-10

General topic	Students learn ...
Career and study orientation	to choose their course of study and career independently.
Diversity acceptance	to recognise and appreciate the social, gender, age-related, physical, mental, ethnic, linguistic, religious and cultural diversity of our and other societies.
Democracy studies	to participate responsibly in social and political opinion-forming processes and overcome social challenges peacefully with others.
European education in school	to contribute to a successful life in Europe and the world.
Health promotion	to develop awareness of a healthy lifestyle.
Violence prevention	to use personal and social skills and non-violent communication.
Gender equality and gender mainstreaming	to explore standards and values of gender equality and develop strategies to prevent disadvantages.
Intercultural studies	to conduct themselves successfully and respectfully in their own environment and in a global context on the basis of their knowledge of other cultures and to use their intercultural skills to benefit their personal and professional futures.
Cultural studies	to actively participate in the cultural life of our society. They also practice dealing with other cultures.
Mobility and transport studies	to be cautious in traffic while aware of safety aspects and dangers. They learn about the effects of traffic and of their actions on health, the environment and climate. They successfully participate in protecting our environment and designing sustainable mobility and transport solutions.
Sustainable development/ learning in global contexts	how to create good living conditions for everyone around the world and how they can support these efforts through social, political, environmental and economic activities.
Sex education/ education for sexual self-determination	about the human body and its sexual and reproductive functions and how to apply this knowledge to eliminate biases against others in their environment.
Consumer education	to become independent and responsible consumers.

What is the significance of the level model?

Unlike the previous framework curricula where the competencies to be acquired were described in the individual subjects using standards for specific grade levels, the Framework Curriculum 1-10 uses a level model. The level model is more transparent about the point at which students need to demonstrate specific learning progress in a subject in order to attain a certain school leaving qualification at the end of grade 10 or to transition to the qualification phase of the *gymnasiale Oberstufe* (upper level of the *Gymnasium* covering grades 11-13, i.e. where students go on to take their *Abitur*).

1	2	3	4	5	6	7	8	9	10	Niveau des Abschlusses bzw. Übergangs
A	B			C			D		E	Berufsorientierender Abschluss (BOA)
A	B		C			D	E	F		Berufsbildungsreife (BBR)
A	B		C		D		E	F	G	Erweiterte Berufsbildungsreife (eBBR) grundlegendes Niveau
A	B	C			D	E		F	G	Mittlerer Schulabschluss (MSA) erweitertes Niveau
	B	C			D	E	F	G	H	Übergang in die Qualifikationsphase der gymnasialen Oberstufe

The level model shows the required learning progress in five overlapping bands. Each band shows the competencies to be acquired in the respective subject for a certain grade level or school type or in a specific programme at eight levels (A – H) that the students will progress through within grades 1 to 10 – depending on which programme they are in.

1	2	3	4	5	6
A	B			C	
A	B		C		
A	B		C		D
A	B	C		D	
	B	C		D	

Primary school is not yet divided into different programmes; all students receive the same basic education. The second band from the bottom therefore serves as orientation for this school level and for a description of the requirements for performance assessment.

The lowest band below this indicates which requirements children have to satisfy to receive a recommendation for *Gymnasium*[2]. This is the case in grade 4 if they have already reached level D in these subjects; in grade 6, this is level E.

Students with **special educational needs in learning** are taught and evaluated in grades 3 to 10 according to the Framework Curriculum at the following levels:

- grade 3: level B
- grades 4 to 6: level C
- grades 7 and 8: level D
- grade 9: level D, in parts E
- grade 10: level E, in parts D

3	4	5	6	7	8	9	10	Niveau des Abschlusses bzw. Übergangs
		C			D		E	Berufsorientierender Abschluss (BOA)

Furthermore, there are **subjects that are not taught from grade 1**, for example, foreign languages as well as natural and social sciences (see page 5 of this brochure). In these subjects, students can build on competencies that have already been acquired in other subjects; they therefore begin classes at a higher level.

In the modern foreign languages, for example, teaching of the first foreign language (English or French) starts in grade 3. Students who want to complete an *Abitur* (secondary school leaving qualification obtained at the upper *Gymnasium* level) also have to learn a second foreign language. This takes place in grade 5 at

---

[2] type of school covering both lower and upper secondary level (grades 5-13 or 5/7-12) and providing an in-depth general education aimed at the general higher education entrance qualification

some *grundständige Gymnasien* (*Gymnasien* that start in grade 5) and usually in grade 7, sometimes in grade 9. Depending on whether it is the first, second or an additional foreign language, students can increasingly rely on learning experiences and world knowledge; they almost always learn the second foreign language faster than the first because certain structures of languages are easier for them to grasp. The teaching of the second and if applicable third foreign language therefore starts at a higher level.

The same applies to subjects such as **history, geography, political education, ethics, and natural science** because the foundation for learning these subjects was already laid in primary school in *Sachunterricht* (subject taught at primary school familiarising pupils with scientific and technical phenomena and with social, economic and historical aspects of their own area):

Students' competence acquisition both in the individual subjects as well as over the course of their schooling

is very individual and determined by a variety of factors. The level model takes this into account. It shows that within one grade students can be learning for the same subject at different levels and that the transition from one level to the next is fluid. Students are therefore offered different possibilities for learning in the classroom. The content is structured to accommodate different levels and to challenge and support all learners to the best possible extent. Performance is assessed, however, on the basis of the level prescribed for primary school or for the programme in secondary level I in the respective grade.

The different types of schools and programmes also enable students to find an academic path consistent with their opportunities for learning. An overview is provided in the figure below.

Ancient Greek

Ancient Greek is the language of classical authors like Plato, Homer and Sophocles. To be able to read and interpret their works in the original, students first learn the basics and special attributes of the Greek language, deepen their general language comprehension and practice translating into German from the very beginning. They are also exposed to topics and texts which:

- spark interest in historical, mythological and philosophical content
- contain problems that challenge them to form personal opinions and participate in discussions
- promote understanding of Greek culture as a foundation of European culture

What competencies do students acquire in the subject?

Ancient Greek is not learned with the aim of active communication, but only to reflect on language structures and access texts: The intensive exposure to Greek grammar – which is constantly compared to the native language and modern foreign languages – provides an in-depth understanding of language in general (**language awareness**).

This foundation helps with the acquisition of other foreign languages later on. Students' expressive ability in German is also improved through accurate translations and the careful search for appropriate wording. At the same time, students' reading comprehension and ability to interpret are improved (**language and text skills**).

Exposure to different literary genres (e.g. epics, philosophical dialogue, tragic drama, historiography) provides insight into their unique characteristics and forms of expression (**literary competencies**).

The Ancient Greeks with their formative ideas are the common foundation of present-day European culture and civilisation. In the subject Ancient Greek, students therefore learn about the intellectual foundations of Europe in philosophy, politics, society, literature, art and mythology. Students don't just look at different traditions and their common roots, they are also encouraged to question their own culture and environment from the perspective of basic ancient principles – for example, what is the best form of government, how to be happy or what is the nature of people (**cultural competencies**).

Different forms of working and learning are also practised in the teaching of Ancient Greek. A special role is played by the ability to develop personal learning strategies for the acquisition of vocabulary and word forms, to assess one's own progress and plan one's own learning on this basis (**language learning competence**).

The diversity of topics and methods offered in Ancient Greek lessons gives students broad orientational knowledge and they discover many correlations to other subjects, in particular, German, History, Latin, Religion and Ethics.

Unlike for modern foreign languages, the Common European Framework of Reference for Languages (CEFR) is not suitable for describing the language proficiency level achieved in Ancient Greek. The goal of language acquisition is to fulfil the entry standards for the *gymnasiale Oberstufe*. They are reached at the end of grade 10 at *Gymnasium* schools.

What competencies, topics and content are taught?

Competencies and their application (examples)	Possible topics and content
Language: Writing, reading and identifying	Topic 1: *The language, texts and literature of Ancient Greece*
Writing words and short sentences in lower-case and upper-case letters with diacritic marks and accents (proper names, vocabulary lists)	- Greek as the universal language of the ancient world
Reading words, sentences and smaller texts (schoolbook texts, easier original texts, proverbs and sayings)aloud	- Ancient Greek words and foreign words in modern languages
Identifying and classifying vocabulary, forms and linguistic constructions (decryption of schoolbook and original sentences, explanation of foreign words and borrowed words in German and other modern languages, comparison of grammar structures of different languages)	- Text types (epics, dramas, etc.) - Important works of Greek literature (e.g. The Iliad and Odyssey)
Language: Translation	Topic 2: *The history and politics of Ancient Greece*
Translating sentences and texts into German, discussing different versions, accounting for linguistic subtleties such as modes or particles (schoolbook texts, easier original texts, proverbs and sayings; evaluation of printed translations)	- Greek landscapes, cities and islands - The Greek *polis* and political participation - Constitutional forms and the evolution of democracy
Text: Understanding and interpretation	- The Mycenaean Era and the Trojan War - The Persian Wars - People like Socrates or Pericles
Using proper names, terms and structures for initial understanding of content; explaining terms, sentences and texts after translation, classifying and comparing in content-based contexts; structuring longer texts, paraphrasing and summarising (schoolbook texts and easier original texts)	Topic 3: *The religion and philosophy of Ancient Greece* - Religious festivals, oracles - Ethical discourse, e.g. about good and evil - The idea of happiness
Literature and culture	Topic 4: *Ancient myths*
Analysis of type, stylistic structure and perspective of a text; comparison with today's views (schoolbook texts and easier original texts)	- Olympic gods - Famous Greek myths
Recognising and understanding Greek motifs in other literary or artistic works (texts of different genres in German or European literature, works and stylistic elements from art and architecture)	Topic 5: *Visual art in Ancient Greece* - Types of vases, vase painting - Stone sculpture (statues, reliefs)
Developing a personal standpoint on questions related to coexistence and philosophy (discussion of ancient ideas and ways of thinking, e.g. happiness, nature and culture, democracy)	- Temples, theatres, structural ensembles (e.g. the Agora or Acropolis in Athens)
Language acquisition strategies	Topic 6: *Documents on reception and processes*
Using and evaluating different tools such as tables of verb forms, grammar book and dictionary; applying learning and translation strategies both alone and in a team (terminology work, self-assessment, learning diary)	- The continued impact of political concepts (e.g. democracy, freedom of speech, legal and justice system) - The continued impact of design principles and components in visual art and architecture (e.g. Classicism in Berlin and Brandenburg) - The continued impact of linguistic and literary forms and content

Biology

The natural sciences shape our society and form an essential part of our cultural identity. Biology is important because it helps us to understand living organisms. Biological findings have great societal significance for medicine and in the fields of nutrition, genetic engineering, biotechnology and the environment. The subject Biology promotes competencies that students need to pursue scientific or technical professions, but also for active participation in public discourse. Knowledge about human biology and perspectives on the theory of evolution also affect the way we see ourselves and the world we live in. The fascination with and knowledge about nature inspires students to respect living things and act sustainably.

What competencies do students acquire in the subject?

Competencies gained in the four areas of technical knowledge, knowledge acquisition, communication and evaluation enable students to understand and explain the natural and cultural world.

Technical knowledge

Biology-specific content is described and structured using the basic concepts "system", "structure and function" and "development".

The system concept: Living systems such as cells or ecosystems are considered as a whole here. These systems are not static, but undergo development and have certain structural and functional relationships.

The structure and function concept: Relationships between systems and system levels are analysed and functionally explained based on this concept. Relationships between structure and function can often be described in the form of general biological principles, e.g. the lock-and-key principle.

The development concept: This concept looks at change in living systems. A distinction is made between individual development and evolutionary development.

These basic concepts are designed to help learners cope with the complexity of biological content and integrate the knowledge acquired.

Knowledge acquisition

The natural sciences use observation, comparison, experimentation and modelling as the basis for scientific methodological processes. Students observe and describe phenomena, formulate questions, put forward hypotheses and plan their approach. They acquire information with the help of the relevant investigation and research methods.

Communication

The ability to communicate objectively and appropriate to the target audience using suitable media is an essential part of basic scientific training.

Evaluation

Through the selection of appropriate content, students can recognise correlations between the individual scientific disciplines in everyday life, the environment and science. They explore socially relevant topics from different perspectives and learn that problem solving depends on value judgements. They assess arguments to determine to what extent they are based on fact and ideology and make decisions objectively, autonomously and responsibly.

What topics and content are taught?

Double grade level 7/8	
Topic	**Content**
1. The cell - the smallest functional unit of the living organism	- Structure of the plant and animal cell - Functions of cell components - Cell – tissue – organ – organism - Characteristics of living organisms
2. Habitats and their inhabitants - many interdependencies	- Characteristics of living organisms, structure of an ecosystem - Interdependencies in the ecosystem - Importance of ecosystems for humans

3. Human metabolism
   • Nutrition and digestion
   • Transport and excretion
	- Composition of food
	- Importance of nutrients and additives for humans
	- Detection reactions of nutrients
	- Structure and function of the digestive organs
	- Structure and function of the vascular system and heart
	- Composition of the blood and function of the blood components, blood groups
	- Structure and function of the respiratory organs

4. Sexuality, reproduction and development
   • Basics of human sexuality
   • Human development
	- Structure and function of the reproductive organs
	- Hormones and the effects of hormones, puberty
	- Love and partnership
	- Birth control
	- Development of the embryo and foetus
	- Pregnancy and birth

Double grade level 9/10	
Topic	**Content**
5. Health – disease	- Bacteria and viruses as pathogens; Infectious diseases - Components of the immune system - Passive and active immunisation

6. Structure and function of the nervous system
   • Human senses
   • Nervous system
	- Sensory organs and types of stimuli
	- Structure and function of a sensory organ
	- Malfunction of a sensory organ
	- Structure and function of a nerve cell
	- Structure and function of the nervous system
	- Addiction and addiction prevention
	- Characteristics of living organisms

7. Genetics
   • Cellular basis of inheritance
   • Inheritance in humans
	- Chromosomes as carriers of genetic material
	- Cell division processes
	- Gregor Mendel and the rules of inheritance
	- Methods of human genetics
	- Inheritance of blood groups and gender
	- Mutations, genetically-related diseases

8. Evolution	- Lamarck's and Darwin's theory of evolution - Evidence for evolution - Human evolution

Chemistry

Chemistry is the scientific discipline that deals with the study and description of compounds and their chemical reactions. It combines day-to-day life, science and industry.

Chemical knowledge is essential both today and in the future to cope with our everyday lives and assess the technologies of the future. The chemical industry develops new products on a daily basis for household use and recreational purposes as well as medications, new substances and construction materials. Chemical knowledge is helpful when purchasing and handling these materials. It is necessary to have knowledge of chemistry and other natural sciences to participate in the discussion about two of the most important issues of the future: energy sources and mobility. Chemistry class familiarises students with the content and methods of chemistry by way of example. This enables them to learn basic scientific methods and gain technical knowledge that they can apply to finding science-based solutions to central everyday problems.

What competencies do students acquire in the subject?

Competencies gained in the four areas of technical knowledge, knowledge acquisition, communication and evaluation enable students to understand and explain the natural and cultural world. Content- and activity-related competencies can only be acquired together.

Technical knowledge

Students acquire competencies to deal with technical questions and content. They develop the content on the basis of interrelated basic concepts that make it possible to systematically build knowledge from a technical and everyday perspective at the same time. The basic concepts related to material-particle relationships, structure-property relationships, chemical reactions and energy aspects of substance conversion describe and structure scientific content for the students.

Knowledge acquisition

The natural sciences use observation, comparison, experimentation and modelling as the basis for scientific methodological processes. Students observe and describe phenomena, formulate questions and present hypotheses. They plan their approach and develop factual information using investigative and research methods.

Communication

The ability to communicate on the basis of facts and appropriate to the target audience using suitable media is an essential part of basic scientific education. This requires the right combination of everyday language and technical jargon.

Evaluation

Through the selection of appropriate content, students can recognise correlations between the individual scientific disciplines in everyday life, the environment and science. They explore socially relevant topics from different perspectives and learn that problem solving depends on value judgements. They assess arguments to determine to what extent they are based on fact and ideology and make decisions objectively, autonomously and responsibly.

What topics and content are taught?

Double grade level 7/8
1. Fascination with chemistry – fire, smoke and mirrors
2. The periodic table of elements – overview and tools
3. Gases – between vital to life and dangerous
4. Water – a compound
5. Salts – objects attract
6. Metals – the earth's treasures
Movable topics - double grade level 7/8 or 9/10
7. Clear relationships – quantitative analyses
8. Acids and bases – truly corrosive
Double grade level 9/10
9. Hydrocarbons – from camping gas to premium grade petrol
10. Alcohols – from wood alcohol to glycerine
11. Organic acids – salad dressing, decalcifiers & co.
12. Esters – variety of products made from alcohols and acids

Chinese

The growing economic and political importance of China has sparked more and more interest in the country among young people. Learning Chinese (Mandarin) makes it possible for students to gain access to Chinese culture. The familiarity with the Chinese language, society and culture acquired at school can be put to use in students' later professional lives in the context of the cultural, economic and political ties to China which have evolved over time. Students who take Chinese as a foreign language have the opportunity to learn a non-European language and gain in-depth experience of an Asian culture. Chinese differs significantly from European languages both in how the written and spoken language developed as well as in socio-cultural aspects. Exposure to the different system of written and spoken Chinese promotes students' understanding of other structures of thought and perception. For students, this is both extremely challenging and enriching from an intercultural standpoint.

What competencies do students acquire in the subject?

Students learn to use the Chinese language from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). They are also gradually able to recognise specific attributes of foreign-language texts and media and use them in the production of their own texts (**text and media competencies**). They also become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). Methods and strategies are also taught to support and promote learning in Chinese class. These include, for example, reading strategies or learning how to use a dictionary (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. Chinese class therefore not only teaches language skills, it also covers the everyday culture and living conditions in China in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

Levels A to H[3] of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2. Since there is no comparable reference framework for non-European languages, the requirements for Chinese are based on the CEFR. Levels E and F which students strive to reach in Chinese by the end of grade 10 are equivalent to CEFR levels A1/A2 and A2.

Level A2 is required by the start of the qualification phase at the latest in order to continue the foreign language in the *gymnasiale Oberstufe*.

---

[3]   Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.

Communicative functional competence[4]
Requirements at level F at the end of grade 10 (based on level A2 of the CEFR)

Listening and listening-visual comprehension	Students can …

- understand the main point (global) and specific information (selective) in authentic audio/audio-visual texts with commonly used words and expressions; provided speech is slow and clearly articulated in standard dialect and topics are pertinent to everyday life and situations
- form hypotheses and apply simple listening techniques and strategies

Speaking	Students can …

- talk about content, opinions and wishes in familiar everyday situations using simple language and hold a conversation
- spontaneously talk about familiar everyday topics coherently using simple language
- give a simple, short presentation about everyday topics and give opinions and reasons as well as respond to simple questions

Reading comprehension	Students can …

- understand the main points (global) and specific information (selective) in simple authentic texts about familiar everyday topics
- apply reading techniques and strategies to elicit meaning independently

Writing	Students can …

- write coherent texts on everyday topics using familiar speech appropriate to the basic text type and with a simple structure
- prepare and manage their writing process with supervision and revise their texts

Language mediation	Students can …

- transfer information easily taken from authentic texts about familiar everyday situations and topics to the other language appropriate to the target audience and situation
- apply basic techniques of lexical paraphrasing and syntactic simplification

Ability to use linguistic resources	Students can …

- successfully handle exchanges on familiar topics in everyday situations and gain confidence using a growing linguistic repertoire

What topics are taught?

Topic 1: Individual and society	**Topic 2:** Society and public life	**Topic 3:** Culture and historical background	**Topic 4:** Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment	- Social coexistence - School, education, work	- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

---

4   The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

German

Language is the key to understanding how people see the world and themselves. It facilitates interpersonal understanding and serves as a means of communication and a vehicle for acquiring knowledge in all subjects at school. Language itself becomes the subject of learning in German lessons, regardless of whether German is the student's first or second language. To learn successfully and become contributing members of society, students must systematically develop the ability to express themselves using language appropriate in an academic setting (standard language).

Primary school students in grades 1-6 are gradually exposed to the special features of academic language as they acquire reading and writing skills. In grades 7 to 10, these linguistic skills are further developed to enable students to communicate in different situations objectively, appropriate to the target audience and consistent with standards. The selection of topics and texts covered in class takes into account the students' individual interests, experiences and needs. The requirements are broken down into eight levels which are identified by the letters A-H. These levels describe the educational requirements for the students, i.e. grade 1 starts with level A and students have ideally reached level H at the end of grade 10.

What competencies do students acquire in the subject?

The model below is based on the standards of the *Ständige Konferenz der Kultusminister der Länder* (Standing Conference of the Ministers of Education and Cultural Affairs) for German instruction. According to the model, students develop competencies and acquire, reinforce and expand knowledge incrementally; the dotted lines indicate that all areas are interlinked and are all equally important in German class.

Developing language knowledge and language awareness - Using language and analysing language use - Behaving with awareness of language	**Speaking and listening** - Talking to others - Talking with others - Listening for comprehension **Writing** - Using writing skills - Writing correctly - Using writing strategies **Reading** - Using reading skills - Using reading strategies - Ensuring text comprehension	**Dealing with texts and media** - Understanding literary texts - Factual and functional texts - Understanding texts in another media form

One special feature of part C German is the knowledge requirement at different levels. This includes both technical terms as well as technical subjects that are allocated to the different levels and, in addition to requirements (standards), topics and content specified, provide orientation about what students are expected to learn at a minimum from the beginning of German lessons to the end of secondary level I.

What content is taught?

You can find the mandatory content to be covered for each double grade level in the overview. The topics that serve as a basis for learning this content can be freely selected and are defined by the teachers in consultation with the students and with each other.

Dealing with texts and media (reading, writing and in conversation)	
Double grade level 1/2:	
Literary texts: Children's book, fairy tale, poem (song), short narrative texts, dramatic scene	**Writing forms:** List, letter, story, cinquain (a short poem consisting of 11 words with a fixed sequence on five lines), note (short description, memo), concerns
Factual and functional texts: Non-fiction book, instructions, children's encyclopedia, magazine, table, personal letter, list	**Conversation forms/speeches:** Concerns, short presentation
Texts in another media form: Picture book, story book, comic book, film, radio play, audio book	**Structure and effect of language:** Sound, letter, syllable, word, sentence, text - basic vocabulary (1/2)
Double grade level 3/4:	
Literary texts: Poem, fable, legend, narrative	**Writing forms:** Informational text, profile, description, expression of opinion, diary entry, reading booklet, acrostics, haiku, rondel
Factual and functional texts: Description, map, schedule, timetable, chart	**Conversation forms/speeches:** Expression of opinion, presentation
Texts in another media form: Website, children's, radio or TV show, short message	**Structure and effect of language:** Enhanced basic vocabulary (3/4)
Double grade level 5/6:	
Literary texts: Ballad, books for children and young adults	**Writing forms:** Writing plan, formal letter, text outline, narrative, report, reading diary, parallel poem
Factual and functional texts: Interview, newspaper, graphic	**Conversation forms/speeches:** Discussion, interview, presentation
Texts in another media form: Informational show, TV series, wiki, online encyclopedia, e-mail	**Structure and effect of language:** Word type, sentence type, word formation
Double grade level 7/8:	
Literary texts: Short history, myth, anecdote, youth novel, dramatic texts	**Writing forms:** Protocol, opinion, content summary, characterisation, transcript, handout, portfolio
Factual and functional texts: Report, comment, letter to the editor	**Conversation forms/speeches:** Fish bowl, role discussion, conflict resolution meeting, media-supported presentation
Texts in another media form: Chat, podcast, newsletter, advertising, short film	**Structure and effect of language:** Word meaning, sentence structure
Double grade level 9/10:	
Literary texts: Drama, short story, parable, novel, lyrical texts	**Writing forms:** Analysis and interpretation, commentary, discussion, application, CV
Factual and functional texts: Descriptive, evaluative, prompting, regulative texts	**Conversation forms/speeches:** Debate, panel discussion, job interview, complaint, speech
Texts in another media form: Graphic novel, blog, film adaptation of literature	**Structure and effect of language:** Text structure, ambiguity, linguistic register, language varieties

German sign language

Learning German sign language (GSL) gives students the opportunity to learn a visual language. Students learn that human languages take various forms and expand the different ways they can communicate through language. Sign language also encourages structures of thought and perception which are both challenging and enriching for students.

What competencies do students acquire in the subject?

Students can acquire or enhance their proficiency in German sign language in GSL class. The objective is for students to learn the language and culture of the German sign language community. This is the prerequisite for understanding and communicating in the sign language community. The class is designed to ensure students' ability to participate in sign language communication situations in and out of school as well as after they have finished school. In addition, GSL can also be used as the language of instruction in other subjects as part of a bilingual education.

By acquiring knowledge about the linguistic-cultural and social distinctions of the sign language community and comparing these with the reality of their own lives, students learn to master linguistic-cultural encounters and experience them as personally enriching.

They also increasingly develop the ability to act as an intermediary between written or spoken German and GSL. Sign language instruction offers various possibilities for students' aesthetic education through the reception and production of narrative and poetic texts in GSL.

Learners have the opportunity to reflect on language in GLS class and identify similarities, unique characteristics and differences between German sign language and written or spoken German as well as other sign languages. Targeted support is therefore provided at the meta-linguistic level.

Sign language instruction aims to train basic sign language skills on the basis of functional communicative, methodological and cultural skills.

Communicative competence includes

- Functional communicative competence (dialogue- and media-based visual comprehension and dialogue- and media-based signing)
- Language knowledge (language awareness, linguistic diversity)
- Language mediation (language mediation, dealing with interpreters)
- Language learning

Cultural competence includes

- Knowledge of the history and community of the deaf and sign language community
- Knowledge about communication within the sign language community and contact with the greater, surrounding society which relies on spoken language as well as coping with everyday life for the deaf
- Dealing respectfully and non-judgementally with cultural difference
- Developing the ability to see situations from a different perspective and effective handling of bilingual-bicultural interactions

Methodological competence includes

- Strategies, learning and working techniques
- Dealing with texts and media
- Presentation techniques

As GSL is generally acquired or learned in a **multilingual context**, teaching content depends on the individual GSL learning requirements as a native speaker or first language, second or foreign language.

The Common European Framework of Reference for Languages as standard

Levels A to H3 of part C GSL of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2.

At the end of grade 10, students reach levels F to H (equivalent to levels A2 to B1+ of the CEFR) in the competencies visual comprehension, signing, language knowledge, language mediation and language learning.

Level B1+ is required by the start of the qualification phase at the latest in order to continue GSL in the *gymnasiale Oberstufe*.

Functional communicative competence[5]	
Requirements Level D **(grade 7)** Based on level A1 of the CEFR	**Requirements level G** **(grade 10)** Based on level B1 of the CEFR
Dialogue-based visual comprehension Students can …	
- understand statements about personal things that reference everyday familiar topics in visual texts - generally understand storylines	- understand important information in different types of authentic visual texts when signed in clearly articulated standard language or technical language related to the class
Media-based visual comprehension	
- identify information with support in simple, short, media-based visual texts with familiar language and straightforward storylines/content - take information from a simple DGS notation system which is limited in information content	- understand important information about familiar topics in straightforward, authentic, media-based visual texts of selected text types - read short sentences in a simple notation system
Dialogue-based signing	
- express themselves in different conversational situations with short contributions - adapt to some extent to the goal of the conversation and the people involved in the conversation	- participate spontaneously in conversations with increasingly complex content - express structured thoughts about a number of familiar topics appropriate to the participants, goal and situation
Media-based signing	
- plan and structure short texts on everyday topics with support and record them on media	- create clearly structured media-based texts about familiar topics - write down familiar signs in a simple notation system

What topics and content are taught?

The Framework Curriculum defines the two overarching **topics of community and history** as well as **communication and coping with everyday life**. There are mandatory themes within these overarching topics with assigned content in German sign language for the double grades from 1/2 to 9/10. There are also options for advanced learning. Many links can be established between these themes and other subjects and overarching topics. Content for the double grades is assigned to the following **topics** although, depending on the age of the students, not all topics are covered in all double grades:

Community and history	Communication and coping with everyday life
• Identity and environment • The deaf and sign language community • Seeking signs • Artistic forms of sign language expression	• Communication strategies • Technical tools and media • Government aid and support

---

[5] The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

English

English is the native language, the official language and the language of communication for hundreds of millions of people in many countries of the world. Learning English gives students the opportunity to explore the cultural, social, political and economic conditions in different English-speaking countries, particularly the UK, Ireland, the USA, Canada and Australia. They expand their knowledge of Anglophone countries and sharpen their intercultural skills. In addition, English is particularly useful for students because it has become the world's *lingua franca*, the language of international communication between people with different native languages. The ubiquitous use of digital communication media requires knowledge of English. English is an important prerequisite for participation in many areas of business, research, politics and culture, in social life as well as in the working world and leisure activities. English is particularly suited for communication among young people from different cultures and with different languages of origin due to its flexible and relatively easy-to-use structures and because English terms are already part of the everyday language, even of younger children, in many areas of technology and digital media.

What competencies do students acquire in the subject?

Students learn to use English from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). They are also gradually able to recognise specific attributes of foreign-language texts and media and use them in the production of their own texts (**text and media competencies**). They become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). They learn methods and strategies to support and promote learning in English class. These include, for example, reading strategies, how to use a dictionary or strategies for independent learning (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. English classes therefore not only teach language skills, but also look at the everyday culture and living conditions in English-speaking countries in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

Levels A to H[6] of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2.

At the end of grade 10, students reach levels F to H (equivalent to levels A2 to B1+ of the CEFR) in the skills listening and listening visual comprehension, speaking, reading comprehension, writing, language mediation and interaction.

Level B1+ is required by the start of the qualification phase at the latest in order to continue the foreign language in the *gymnasiale Oberstufe*.

---

[6]   Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.

Communicative functional competence[7]	
Requirements Level D **(grade 7)** Based on level A1 of the CEFR	**Requirements level G** **(grade 10)** Based on level B1 of the CEFR
Listening comprehension and listening/visual comprehension	Students can ...
- pick out the topic and specific information from audio and audio-visual texts on everyday topics when spoken slowly and clearly articulated.	- pick out important information from authentic audio and audio-visual texts when spoken clearly about everyday topics.
Speaking Students can ...	
- hold conversations on very familiar everyday topics, ask questions and respond to questions as well as present information about familiar everyday topics.	- hold conversations about everyday topics, their own interests and familiar subject areas and exchange arguments and opinions. - present information about everyday topics and familiar subject areas and explain correlations. - express their own interests and experiences, feelings and plans.
Reading comprehension	Students can ...
- pick out the topic and specific information from short, simple texts on familiar everyday topics.	- pick out important information from longer authentic texts about everyday topics and topics of interest.
Writing Students can ...	
- write short texts on everyday topics using simple language.	- write descriptive and narrative texts and texts with simple lines of argument on everyday topics and personal interests and familiar subject areas.
Language mediation Students can ...	
- accurately transfer the meaning of simple information about familiar everyday situations to the other language orally and in writing.	- accurately transfer the meaning of information from authentic texts about everyday situations and topics to the other language. - apply communicative strategies for conveying content and intentions increasingly independently.
Ability to use linguistic resources Students can ...	
- successfully produce rehearsed, understandable language related to everyday situations and topics.	- accurately apply their lexical repertoire and communicate successfully when faced with unpredictable content.

What topics are taught?

Topic 1: Individual and society	**Topic 2:** Society and public life	**Topic 3:** Culture and historical background	**Topic 4:** Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment	- Social coexistence - School, education, work	- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

---

[7]   The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

Ethics

The subject Ethics teaches students to deal respectfully and critically with others and their beliefs and lifestyles and encourages students to assume social responsibility. The core competence that learners acquire in Ethics class is thus the capacity for ethical reflection, which serves as an essential prerequisite for making sound moral judgements in everyday life. Ethical reflection means being willing and able to explore basic ethical problems constructively while taking into account each individual situation.

What competence areas help students develop the ability for ethical reflection?

The competence area **perception and interpretation** is defined as being able to consider, describe and judge issues from an ethical perspective on the basis of sensory experiences and experiences shaped by a sense of purpose. This includes the ability to take a step back from one's own emotions, needs and interests and describe what is perceived from a distance and identify prescribed patterns and prejudices. It also entails the ability to understand different interests and motives in everyday situations and in areas of society, e.g. technology, economics, science, politics and religion. The combination of these abilities enables students to ask ethical questions about complex situations. The ability to perceive gives rise to an unbiased point of view which is needed to see things from others' perspectives and make ethical judgements.

The competence area **adopting other perspectives** means being able to at least generally understand how other people think, feel, express desires, etc. in a concrete situation; in other words, to be able to see the world through the eyes of the other person. The prerequisite for developing this competence is engaging with the attributes that constitute the other person, e.g. biography, culture, religion, society and power relationships. The more you know about other people, the easier it is to see things from their perspective. But it must be kept in mind that this other perspective can never be fully adopted, it is only if ever approximate. Seeing things from a different perspective requires the ability to recognise oneself in others.

In the competence area **communication through dialogue**, students develop the ability to cultivate a conversation culture in dialogue form, which strives for consensus and accepts and tolerates dissent. In this context, students are confronted with different cultures, religions and world views and develop an awareness of individual and cultural differences. Feelings and value judgements are communicated to promote understanding, and perceptions and questions shaped by individual experiences are articulated. The goal of ethical dialogue is not to be right, but to clarify the problem being discussed or to recognise that further dialogue is necessary for clarification. To achieve this aim, one must be able to communicate clearly to others and be open and attentive to the views, feelings and values of others.

The competence area **reasoning and judgement** involves critically analysing one's own position and the positions of others on ethical questions, being able to argue consistently with sound reasoning, being able to assess positions from different angles and forming one's own considered opinion. This also includes the ability to grasp core statements from different kinds of texts and materials, to express them in different ways and use them as reasoning in arguments.

What topics and content are taught in the subject?

Topic areas	Topics and content
Identity and role	The self as a task, identity and role, friendship and love, work and self-realisation, happiness and a successful life
Freedom and responsibility	Freedom to act and free will, decisions and limits, responsible action
Fairness and justice	Fairness in different spheres, equitable distribution, fairness and justice, fairness and punishment
Human beings and community	Festivals and rituals, individuals and progress, individuals and morality, tolerance and conflicts
Actions and morality	Good and evil, moral criteria, conscience and morality, duties
Knowledge and belief	Meaning of life, hope and trust, knowledge and truth, death and dying, religious belief

What are the subject's didactic perspectives?

Every topic of instruction is taught from **three didactic perspectives**: the **individual**, the **societal** and the **history of ideas perspective**.

Individual perspective

Questions are first addressed from the perspective of the individual: How do I respond to the problem? What significance does the issue have for me? This establishes a link to the personal lives and everyday experiences of the students by e.g. reflecting on the meaning of one's own values and convictions.

Societal perspective

Here, the relevance of the issue for coexistence in society and social cohesion is analysed. Individual attitudes and behaviours are also considered in relation to societal, historical and cultural influences and impressions.

History of ideas perspective

Here scholarly voices from the past that are relevant to the issue are heard. These are, in particular, voices from philosophy, which serves as the reference discipline for the subject of ethics. The vast range of potential responses from the history of human thought is constructively put to use to explore the issue at hand. Students are also exposed to the ethically relevant theories from the related disciplines – psychology and religious studies, social and natural sciences.

French

French is the official and working language of international organisations like the UN, OECD and UNESCO. In Europe and throughout the world, French is the native, official and international language of communication for roughly 220 million people in more than 30 countries. The French language also has special significance for German society because of the many people living here with a French-speaking background and thanks to the vibrant partnership that has developed between Germany and France following a tumultuous history. Due to the strong economic, political and cultural ties between the two countries, French is very important for the students' present and future. The French language gives students the opportunity to learn about the culture of France and other French-speaking countries. Historical and present-day French and Francophone literature, music, films and visual arts play an important role internationally and form an integral part of everyday life in Germany along with the cultural influences of French-speaking countries. In addition, learning French gives students the foundation for learning other Romance languages.

What competencies do students acquire in the subject?

Students learn to use French from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). In French class, students are also increasingly able to recognise specific attributes of the foreign-language texts and media and to use them in the production of their own texts (**text and media competencies**). They also become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). Methods and strategies are also taught to support and promote learning in French class. These include, for example, reading strategies or learning how to use a dictionary (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. French class therefore not only teaches language skills, but also looks at the everyday culture and living conditions in French-speaking countries in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

Levels A to H of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2. At the end of grade 10, students reach levels F to H[8] (equivalent to levels A2 to B1+ of the CEFR) in the skills listening and listening visual comprehension, speaking, reading comprehension, writing, language mediation and interaction. Level B1+ is required to continue the foreign language at the *gymnasiale Oberstufe* no later than the start of the qualification phase.

---

[8]   Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.

Communicative functional competence[9]	
Requirements Level D **(grade 7)** Based on level A1 of the CEFR	**Requirements level G** **(grade 10)** Based on level B1 of the CEFR
Listening comprehension and listening-visual comprehension	Students can …
- pick out the topic and specific information from audio and audio-visual texts on everyday topics when spoken slowly and clearly articulated.	- pick out important information from authentic audio and audio-visual texts when spoken clearly about everyday topics.
Speaking　　　　　　　　　　Students can …	
- hold conversations on very familiar everyday topics, ask questions and respond to questions as well as present information about familiar everyday topics.	- hold conversations about everyday topics, their own interests and familiar subject areas and exchange arguments and opinions. - present information about everyday topics and familiar subject areas and explain correlations. - express their own interests and experiences, feelings and plans.
Reading comprehension	Students can …
- pick out the topic and specific information from short, simple texts on familiar everyday topics.	- pick out important information from longer authentic texts about everyday topics and topics of interest.
Writing　　　　　　　　　　Students can …	
- write short texts on everyday topics using simple language.	- write descriptive and narrative texts and texts with simple lines of argument on everyday topics and personal interests and familiar subject areas.
Language mediation	Students can …
- accurately transfer the meaning of simple information about familiar everyday situations to the other language orally and in writing.	- accurately transfer the meaning of information from authentic texts about everyday situations and topics to the other language - apply communicative strategies for conveying content and intentions increasingly independently.
Ability to use linguistic resources　　Students can …	
- successfully produce rehearsed, understandable language related to everyday situations and topics.	- accurately apply their lexical repertoire and communicate successfully when faced with unpredictable content.

What topics are taught?

Topic 1: Individual and society	Topic 2: Society and public life	Topic 3: Culture and historical background	Topic 4: Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment	- Social coexistence - School, education, work	- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

---

[9]　The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

Geography

The objective of Geography class is for students to grasp an ever more complex and constantly changing world from different perspectives and orient themselves in it. The topics selected for instruction in Geography are guided by the current challenges of our time, e.g. globalisation, population development, urbanisation, energy production, disparities or climate change, thus creating relevance for students' lives. To answer the leading questions, students perform analyses for a region in Geography class. They use different methods to investigate the phenomena at various levels (e.g. local and global), taking into account the respective interdependencies. The result of the analysis culminates in a regional evaluation which is used to derive potential solution strategies.

What competencies do students acquire in the subject?

The competence model for Geography class describes the following five areas in which students develop abilities progressively:

The competence area **orientation** describes the ability to orient oneself in spaces using basic topographical knowledge, maps and plans as well as technical aids and guidance systems. (*Examples*: *map grid, scale and compass directions to describe positional relationships*)

The competence area **systems knowledge** encompasses the ability to understand the regularities of natural and anthropogenic phenomena using application-oriented, spatial knowledge and be able to analyse cause and effect relationships and interdependencies between human beings and the environment. (*Examples*: *impact of lowering the groundwater level for perspectives at environmental, economic and social levels, transfer to other regions*)

In the competence area **method application**, students develop the ability to acquire, analyse and present spatially relevant information and findings and consider work steps. (*Examples*: *analyse climate diagrams, show correlations in causal chains and interactions, integrate regions into theoretical models and gain further explanations*)

In the competence area **communication**, students develop the ability to coherently verbalise subject matter using the correct technical terminology and present it appropriate to the target audience based on the technical terms introduced in class.

The competence area **judgement** means the ability to use criteria as a basis for reflecting on and weighing subject matter and problems related to space as well as information from media and geographic findings. In addition, approaches to solutions and the resulting developments are discussed and their current feasibility scrutinised.

These competence areas serve as a basis for the development of the overarching **geographic competence to act**. This means that students learn to make reasoned decisions after weighing alternatives and participate in the democratic development of society.

What topics and content are taught in the subject?

Double grade level 7/8	
Topic	**Content**
1. Living in hazardous areas	- Natural dangers and hazards: geographical distribution, causes, consequences, prediction and protection measures *Dealing with a tectonically caused phenomenon taking plate tectonics into account is compulsory.* - Hazardous areas and their consequences
2. Migration and population (instruction in the combined social sciences)	- The regional and global dimension of demographic developments - Urbanisation
3. Diversity of the Earth	- Geofactors and geozones - Making use of potential and challenges based on a selected example of alternating wet and dry or always wet tropics - Sustainable development
4. Poverty and wealth (instruction in the combined social sciences)	- Living in One World - Development differences

Double grade level 9/10	
Topic	**Content**
5. Resource management	- Resources: availability, formation, sustainable use - Resource conflicts - Resource conservation *Another resource in addition to energy-related resources is compulsory*
6. Climate change and climate change mitigation as an example of international conflicts and conflict solutions	- Causes and regional/global consequences of climate change - Sustainable measures of climate change mitigation - Conflicts of interest in climate change mitigation
7. Economic interdependencies and globalisation	- Globalisation: economic processes and structures as well as their impacts on human beings and the environment
8. Europe in the world (instruction in the combined social sciences)	- Setting boundaries/European identity - Potential and challenges - Transboundary cooperation

History

What defines a revolution? How does it happen? Why do people feel part of a society and why do they alienate others? The answers to these and other questions can give students orientation in the present. Learning about past events and situations helps students develop standards for their own actions in their everyday lives and for the way they see themselves: How do I want to be? How do I not want to be? How can I not be? They also develop ideas related to meaningful coexistence in society, also in the future. The aim of history class is to enable learners to develop a rational link between past, present and future, thereby enhancing their awareness of history.

Learners develop this awareness when they accurately classify historical events and can distinguish between real events that actually happened and events that are only assumed to have occurred or that have merely been made up. They recognise that life circumstances can change significantly, only somewhat or not at all. In their exposure to history, they develop their individual character and a personal political stance and gain knowledge of and attitudes about forms of inequality, such as the history of masculinity and femininity. Finally, they explore standards of social behaviour.

What competencies do students acquire in the subject?

In the subject of History, they learn about historical events, processes and structures. They understand and explain people's actions in the past by applying the subject-related competencies of interpretation, analysis, method application, judgement, orientation and portrayal – historical narrative. The lessons build on the competencies acquired in social science in grades 5/6. The competencies are further honed and deepened.

In the competence area **interpretation**, students analyse and compare different perspectives in the sources and assume a stance based on sound reasoning. In **analysis**, they examine and discuss portrayals of the past and recognise the value judgements and intentions associated with the interpretations. **Method application** includes deciphering historical information from materials, verifying the origin of information, research skills and the application of technical language. In the competence area **judgement and orientation**, students make rational judgements about the past and the way it has been interpreted. In the process, they distinguish between an objective judgement and their personal value judgement from today's perspective, relate these judgements to their own lives and develop the ability to orient themselves in the present and future on the basis of these judgements. Students show all of these abilities and skills in the competence **portrayal – historical narrative** by using their knowledge to arrange historical events in chronological order and identify causal relationships between historical facts. They are therefore able to describe and evaluate historical correlations as they relate to one another.

What topics and content are taught in the subject?

Topics and content

Double grade level 7/8	

Basic modules
 	
(comprises half of the planned teaching time)
	Overview of eras: Orientation in time:
	Middle Ages (approx. 1000 – approx. 1500)
	  - Christianity as the dominant religion
	  - System of estates: feudal and manorial system
	  - Living environments
	Early Modern Period (approx. 1500 – approx. 1750)
	  - Intellectual upheavals: Renaissance and Humanism
	  - The Reformation and holy wars
	  - Early Modern state/absolutism
	Age of revolutions (approx. 1750 - approx. 1900)
	  - Enlightenment and emancipation (e.g. women, Jews, workers)
	  - Political upheavals: French Revolution
	  - Technical, industrial revolution
	
	Advanced eras: Age of revolutions (approx. 1750 – approx. 1900)
	  - Political revolution: introduction to bourgeois revolution
	  - Industrial revolution: prerequisites, development and consequences

Modules in the combined social sciences	**Poverty and wealth (through the ages)**
	  - Middle Ages: poverty, wealth and Christianity
	  - Early Modern Period: the urban elite's politics of the poor between welfare and repression
	  - Industrial Age: social question – answers from economics, religion, politics
	
	Migration (through the ages)
	  - German eastward expansion and domestic colonisation
	  - Early Modern (forced) migration (e.g. Huguenots, Bohemia, Turks, Africans) to Berlin and Brandenburg
	  - Migration in the 19th century to America, abduction of Africans and expulsion of the indigenous population

Elective modules	• Jews, Christians and Muslims • History of the city using the example of Brandenburg-Prussia • Steps toward modern democracy • European expansion and colonialism • World views
Double grade level 9/10	

Basic modules
 	
(comprises half of the planned teaching time)
	Democracy and dictatorship
	  - World War I: causes and consequences for Germany, Europe and the world
	  - The Weimar Republic: dangers and opportunities of the first German democracy
	  - Ideology and regime of the NS
	  - World War II and the Holocaust/genocide/murder
	  - Resistance against Nazi rule in Germany and Europe
	  - Historical culture: remembering the past
	
	The Cold War: bipolar world and Germany after 1945
	  - The USA and USSR as superpowers during the Cold War
	  - The two German states between confrontation and détente
	  - Democracy and dictatorship: domination and human rights, dealing with opposition and diversity (e.g. ways of life), day-to-day life
	  - Peaceful revolution in 1989 and German unification as a challenge and process
	  - Historical culture: remembering the past

Modules in the combined social sciences	**Conflicts and conflict resolutions (case study)**
	  - For example, conflict in the Middle East
	
	Europa in the world (comparison)
	  - Europe in dialogue with a non-European culture
	  - China (in the Early Modern Period and around 1900) or
	  - The Ottoman Empire (in the Early Modern Period and around 1900)

Elective modules	• The year 1917 • The world after the Cold War 1989-1991 • Genocide and mass violence • Gender identities • Germany and its neighbours • Economy and trade • Enemy profiles

Social Science 5/6

Our world is changing rapidly, it is globalised and shaped by diversity. The subject of Social Science 5/6 helps students orient themselves in today's world and encourages them to learn, reflect and act.
The subject's primary aim is to give students orientation in space, time and society. To achieve this goal, they explore events, processes and structures in the past and the present, deal with the impacts of human coexistence on the living environment then and now and learn about different ways to participate in society. They assess and discuss potential solutions for confronting challenges and put these solutions to the test.

The integrative Social Science 5/6 forms a bridge between *Sachunterricht* offered in grades 1 to 4 and the subsequent subjects of Geography, History and Political Education at secondary level I which students are being prepared for. Between grades 1 and 10, they deal with recurring themes and problems with an increasing level of complexity (e.g. Europe in the past and present or diversity in society) and continuously enhance their competencies (e.g. in the area of judgement).

What competencies do students acquire in the subject?

The subject of Social Science aims to enable students to recognise, classify and judge interdependencies between geographical and socio-political conditions and historical prerequisites. In the classroom, they apply different (technical) methods to gain knowledge at the geographical, historical and political level: the students learn how geographic conditions impact societies. They acquire topographical orientation knowledge and basic knowledge of maps and atlases. They look at the question of how human activities impact the living environment and living conditions both positively and negatively and how they can work to shape the Earth's sustainable development (geographical learning).

They acquire knowledge on the basis of sources and portrayals of human activities in the past. The portrayal and treatment of history/narratives are critically assessed and scrutinised and examined to identify value for one's own life. Students recognise that history, depending on the issue and perspective, is constantly being re-examined and re-told in a controlled learning process and even participate in this process themselves (historical learning).

Students are given concrete examples to learn about the scope for political and democratic action and possibilities for participation. In this context, they discuss current political issues, decisions and controversies. In doing so, they learn to understand the positions of others and develop empathy and the ability to deal with conflict and reach compromise, i.e. important steps toward forming political awareness (political learning).

They are exposed to social phenomena in various sources of information and using (technical) methods and working techniques. Historical sources, maps, the Internet as well as places (e.g. museums) are used to acquire information. The materials and media used are assessed to determine how useful they are in the work process, information is evaluated and presented appropriately (**method application**).

Students learn to take a justified stance based on the knowledge they have acquired about the past and present. They learn to see things from different angles and reflect on different perspectives, to test their own value standards, to take a position on the judgements of others, to think through questions relevant to their own lives and weigh options for action (**judgement**).

What topics are taught in the subject?

Topics (mandatory)	Themes
Nutrition – how do people get enough to eat?	- Life and survival in the Palaeolithic and Neolithic period - Agriculture in Germany and its natural prerequisites - Surplus and shortage in the "One World" - Consumer protection
Water – only natural or man-made?	- Forming water and ice - Importance of water for people and countries in the past: Egypt as an example - Importance of water for people and countries today
Cities and urban diversity – benefit or problem?	- Early towns and large cities in the past - Urban settlements today
Europe – without borders?	- Europe as a continent - Europe in ancient times: example of the Holy Roman Empire - Europe today: European Union - Big changes and their causes
Tourism and mobility – faster, further, smarter?	- The history of travelling - Travel today: perspectives in conflict - A journey through Germany
Democracy and participation – equality for everyone?	- Coexistence and participation in the family and at school - Democracy and participation in the past and today - Land use: interests and conflicts
Topics (compulsory elective, at least one must be selected per academic year)	**Themes**
The worlds of children – sacred worlds?	- Living together in families and child-rearing in the past and to-day - Child labour, child poverty, children's rights
Fashion and consumption – taking part at any price?	- Clothes make the man - Advertising and buying habits - From the raw material to the shopping bag
Media – always an asset?	- Media diversity today - Development of the media - Using the Internet - Developing maps
Diversity in society – challenge and/or opportunity?	- Social groups - People are different - Exclusion and participation
Working to live – living to work?	- Work: right or obligation? - When life is more than work - Living and working here and elsewhere
Religions in society – with or against one other?	- Origins of religiosity and different Gods - The great monotheistic world religions and their context - Other world religions - The reciprocal relationship between religions
Personal topic (e.g. in response to current events, based on student interests, etc.).	

Hebrew

Throughout history, Hebrew has always been the everyday language of the Jews and the language of the Old Testament. In Israel, Hebrew in its modernised form is, along with Arabic, the dominant language of politics, economy, culture and everyday life. In addition, the Hebrew language still plays a decisive role worldwide in Jewish culture and religion. Hebrew students learn a Semitic language that differs significantly from the European languages in the way it sounds, how it is written and the grammar it uses. This increases students' access to other written and spoken systems which has a positive effect on language learning in general. Learning Hebrew sparks students' interest in Jewish life and gives them a differentiated and in-depth view of Jewish culture, thus fostering the intercultural competence of the students and peaceful coexistence of different cultures.

What competencies do students acquire in the subject?

Students learn to use Hebrew from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). In Hebrew class, the students are also gradually able to recognise specific attributes of foreign-language texts and media and use them in the production of their own texts (**text and media competencies**). They also become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). They also learn methods and strategies to support and promote learning in Hebrew class. These include, for example, reading strategies or learning how to use a dictionary (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. Hebrew classes therefore not only teach language skills, they also cover the everyday culture and living conditions in Israel in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

Levels A to H[10] of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2. Since there is no comparable reference framework for non-European languages, the requirements for Hebrew are based on the CEFR. Level H which students ideally reach in Hebrew at the end of grade 10 is based on CEFR level B1+.

Level B1+ is required to continue the foreign language at the *gymnasiale Oberstufe* no later than the start of the qualification phase.

---

[10]   Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.

Communicative functional competence[11]	
Requirements Level D **(grade 7)** Based on level A1 of the CEFR	**Requirements level G** **(grade 10)** Based on level B1 of the CEFR

Listening comprehension and listening-visual comprehension	Students can …
- pick out the topic and specific information from audio and audio-visual texts on everyday topics when spoken slowly and clearly articulated.	- pick out important information from authentic audio and audio-visual texts when spoken clearly about everyday topics.
Speaking Students can …	
- hold conversations on very familiar everyday topics, ask questions and respond to questions as well as present information about familiar everyday topics.	- hold conversations about everyday topics, their own interests and familiar subject areas and exchange arguments and opinions. - present information about everyday topics and familiar subject areas and explain correlations. - express their own interests and experiences, feelings and plans.
Reading comprehension	Students can …
- pick out the topic and specific information from short, simple texts on familiar everyday topics.	- pick out important information from longer authentic texts about everyday topics and topics of interest.
Writing Students can …	
- write short texts on everyday topics using simple language.	- write descriptive and narrative texts and texts with simple lines of argument on everyday topics and personal interests and familiar subject areas.
Language mediation	Students can …
- accurately transfer the meaning of simple information about familiar everyday situations to the other language orally and in writing.	- accurately transfer the meaning of information from authentic texts about everyday situations and topics to the other language - apply communicative strategies for conveying content and intentions increasingly independently.
Ability to use linguistic resources Students can …	
- successfully produce rehearsed, understandable language related to everyday situations and topics.	- accurately apply their lexical repertoire and communicate successfully when faced with unpredicatable content.

What topics are taught?

Topic 1: Individual and society	**Topic 2:** Society and public life	**Topic 3:** Culture and historical background	**Topic 4:** Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment	- Social coexistence - School, education, work	- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

---

[11]   The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

Information and Communications Technology (ICT)

IT systems which include computers and smartphones, but also large systems like the Internet and social networks, have found their way into almost all areas of life and profoundly transformed society. Computer applications can often no longer be directly identified, but they function using the same basic structures and must be critically evaluated by people to decide how best to use them. To ensure that students develop the abilities they need for evaluation and decision-making, knowledge and experience are necessary to broaden their perspective, allowing them to see and experience not just the colourful and appealing multimedia-based interfaces of applications, but also the underlying structures. This is the only way a knowledge-based assessment is possible of the role and mutually reinforcing relationship between humans and electronic devices in present and future society. ICT education at secondary level I comprises two areas:

Basic ICT course at levels D and E:
This area (ICT) has two areas of focus: acquiring the practical skills needed to use the computer as a tool and preparing students to participate in a society that is shaped to a large extent by information and communications technology. The levels are covered by the topics standard software, ICT systems and living in and with networked systems (see below).

Voluntary elective at levels F, G and H:
Here, students acquire knowledge and experience related to the structure and function of ICT systems and gain initial insights into techniques of formal modelling (visualising and structuring data and data processing steps, using data objects to represent real objects).

What competencies do students acquire in ICT and computer science class?

Reciprocal relationships between computer systems, humans and society: Students explain e.g. how IT systems permeate and change everyday life and careers. They assess and evaluate the opportunities and risks of current developments for the individual and society and draw conclusions for their own responsible conduct.

Handling information: Students describe the difference between data and its interpretation. They make targeted use of digital data and help systems to get information. In the process, they develop an awareness of how to manage their own data and the importance of privacy in a democratic society.

Understanding IT systems: Students identify the components of different IT systems in their everyday environments and describe their functionality as the interaction between hardware and software components. They know how to use IT systems properly and observe and evaluate their own handling of these systems.

IT modelling: Students use IT models for problem analysis and solution design. They can implement models with suitable tools and reflect on the results. Students can describe the structure and functionality of computers and computer networks on the basis of models and have basic knowledge of the historical development of computer science.

Problem-solving: IT systems are characterised by systematic processes with algorithms at their core. Students design algorithms from different areas of application (e.g. robotics, encryption) and implement them using programming environments. They evaluate the multifaceted dependence of almost all areas of society on software products in the context of their knowledge of the possibilities for manipulation and the imperfection of software algorithms.

Communication and cooperation: Students can make use of the different possibilities for communication, interaction and information in the area of networked computer systems for collaboration, they communicate in projects and adopt standpoints consistent with their role. They help each other apply the software in use to practical situations.

What topics and content are taught in the subject?

Use of standard software, e.g.

- Using word processing software and at least one other software application (presentation, spreadsheet or graphic design)
- Using a browser
- Creating and giving their own presentations (in a project context)
- Selecting software to solve a specific problem, operating graphical user interfaces

Design and functionality of IT systems, e.g.

- Basic knowledge of computer operation using the example of the school's computer system
- Proficiency in the operation of hardware and software, structured storage of files
- Data protection and data traces (e.g. social networks, customer loyalty cards, discount systems, cost traps)
- Analysis and comparison of IT systems
- Social impact of IT systems (forms of communication, the working environment, free time activities, addiction problems, etc.)

Living in and with networked systems, e.g.

- Getting specific information from different sources when needed
- Using search engines properly
- Data exchange in the network
- Upholding netiquette conventions in digital communication, cyber-bullying
- Legal foundation (e.g. copyright in music sharing platforms)

Algorithmic problem-solving

- Modelling of simple workflows using algorithms
- Analysing, modifying and implementing algorithms
- Basic algorithmic structures (sequence, selection, loop)
- Using programming environments (also to control external devices, e.g. in robotics)
- Data modelling: data types, variables, describing objects based on their properties and methods

Databases

- Identifying and describing real-life data collections
- Planning and implementing the design of a simple database
- Data protection: right to informational self-determination, data privacy laws and rights, data traces, data mining, consumer protection, monitoring

Elective topics

- History of computer science
- Project management
- Physical computing
- Digital images and visualisation

Italian

Italy, like Germany, is one of the six founding members of today's European Union. Learning Italian honours the commitment of the Member States to educating young people to become conscious citizens of Europe by learning about the culture and language of the partner country and making the European dimension tangible using Italy as an example. Since Italy is one of Germany's most important economic partners, knowledge of the Italian language creates additional career opportunities in the area of trade, services and industry. Language acquisition gives students the opportunity to become better acquainted with the country of Italy which makes a large contribution to the European integration process with its rich cultural heritage. For centuries, there has been a lively cultural exchange between Italy and Germany. In addition, labour migration in the second half of the 20th century helped make elements of Italian culture an integral part of students' everyday experiences today. Italian design, fashion, music and food traditions are part of everyday life and enjoy universal recognition. In addition, learning Italian gives students the foundation for learning other Romance languages.

What competencies do students acquire in the subject?

Students learn to use Italian from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). In Italian class, students are also gradually able to recognise specific attributes of foreign-language texts and media and use them in the production of their own texts (**text and media competencies**). They also become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). They also learn methods and strategies to support and promote learning in Italian class. These include, for example, reading strategies or learning how to use a dictionary (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. Italian classes therefore not only teach language skills, they also cover the everyday culture and living conditions in Italy in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

Levels A to H[12] of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2. At the end of grade 10, students reach levels G to H (equivalent to levels A2 to B1+ of the CEFR) in the competences listening and listening visual comprehension, speaking, reading comprehension, writing, language mediation and interaction. Level B1+ is required to continue the foreign language at the *gymnasiale Oberstufe* no later than the start of the qualification phase.

---

[12] Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.

Communicative functional competence[13]	
Requirements Level D **(grade 7)** Based on level A1 of the CEFR	**Requirements level G** **(grade 10)** Based on level B1 of the CEFR
Listening comprehension and listening-visual comprehension	Students can ...
- pick out the topic and specific information from audio and audio-visual texts on everyday topics when spoken slowly and clearly articulated.	- pick out important information from authentic audio and audio-visual texts when spoken clearly about everyday topics.
Speaking Students can ...	
- hold conversations on very familiar everyday topics, ask questions and respond to questions as well as present information about familiar everyday topics.	- hold conversations about everyday topics, their own interests and familiar subject areas and exchange arguments and opinions. - present information about everyday topics and familiar subject areas and explain correlations. - express their own interests and experiences, feelings and plans.
Reading comprehension	Students can ...
- pick out the topic and specific information from short, simple texts on familiar everyday topics.	- pick out important information from longer authentic texts about everyday topics and topics of interest.
Writing Students can ...	
- write short texts on everyday topics using simple language.	- write descriptive and narrative texts and texts with simple lines of argument on everyday topics and personal interests and familiar subject areas.
Language mediation	Students can ...
- accurately transfer the meaning of simple information about familiar everyday situations to the other language orally and in writing.	- accurately transfer the meaning of information from authentic texts about everyday situations and topics to the other language - apply communicative strategies for conveying content and intentions increasingly independently.
Ability to use linguistic resources Students can ...	
- successfully produce rehearsed, understandable language related to everyday situations and topics.	- accurately apply their lexical repertoire and communicate successfully when faced with unpredicatable content.

What topics are taught?

Topic 1: Individual and society	**Topic 2:** Society and public life	**Topic 3:** Culture and historical background	**Topic 4:** Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment	- Social coexistence - School, education, work	- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

---

[13] The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

Japanese

For decades, Japan has played an important role economically and technologically. Japanese products as well as Japanese culture (e.g. food and sports) have become part of our everyday lives. The familiarity with the Japanese language, society and culture acquired at school can therefore be key later on for professional activities in the context of the cultural, economic and political ties to Japan which have evolved over time. Students who take Japanese as a foreign language have the opportunity to learn a non-European language and gain in-depth experience of an Asian culture. Japanese differs significantly from European languages both in how the written and spoken language developed as well as in socio-cultural aspects. Exposure to the different system of written and spoken Japanese promotes students' understanding of other structures of thought and perception which are both challenging and enriching for students.

What competencies do students acquire in the subject?

Students learn to use Japanese from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). In Japanese class, students are also gradually able to recognise specific attributes of foreign-language texts and media and use them in the production of their own texts (**text and media competencies**). They also become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). They also learn methods and strategies to support and promote learning in Japanese class. These include, for example, reading strategies or learning how to use a dictionary (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. Japanese classes therefore not only teach language skills, they also cover the everyday culture and living conditions in Japan in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

Levels A to H[14] of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2. Since there is no comparable reference framework for non-European languages, the requirements for Japanese are based on the CEFR. Levels E and F which students ideally reach in Japanese at the end of grade 10 are based on CEFR levels A1/A2 and A2.

Level A2 is required by the start of the qualification phase at the latest in order to continue the foreign language in the *gymnasiale Oberstufe*.

---

[14] Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.

Communicative functional competence[15]
Requirements at level F at the end of grade 10 (based on level A2 of the CEFR)

Listening and listening-visual comprehension	Students can …

- understand the main point (global) and specific information (selective) in authentic audio/audio-visual texts with commonly used words and expressions provided speech is slow and clearly articulated in standard dialect and topics are pertinent to everyday life and situations
- form hypotheses and apply simple listening techniques and strategies

Speaking	Students can …

- talk about content, opinions and wishes in familiar everyday situations using simple language and hold a conversation
- spontaneously talk about familiar everyday topics coherently using simple language
- give a simple, short presentation about everyday topics and give opinions and reasons as well as respond to simple questions

Reading comprehension	Students can …

- understand the main points (global) and specific information (selective) in simple authentic texts about familiar everyday topics
- apply reading techniques and strategies to elicit meaning independently

Writing	Students can …

- write coherent texts on everyday topics using familiar speech appropriate to the basic text type and with a simple structure
- prepare and manage their writing process with supervision and revise their texts

Language mediation	Students can …

- transfer information easily taken from authentic texts about familiar everyday situations and topics to the other language appropriate to the target audience and situation
- apply basic techniques of lexical paraphrasing and syntactic simplification

Ability to use linguistic resources	Students can …

successfully handle exchanges on familiar topics in everyday situations and gain confidence using a growing linguistic repertoire

What topics are taught?

Topic 1: Individual and society	**Topic 2:** Society and public life	**Topic 3:** Culture and historical background	**Topic 4:** Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment	- Social coexistence - School, education, work	- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

---

[15] The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

Art

In Art class, students acquire the skills to express themselves aesthetically and artistically and learn about art and aesthetic phenomena. This includes the ability to engage with unfamiliar, unknown and ambiguous phenomena. Students learn to perceive, appreciate, apply and reflect on creative potential. Art instruction also aims to develop students' willingness to work hard and their capacity for enjoyment.

Art class encourages students in their individual artistic development through reflective perception and formative activities. They learn to perceive their living environment as a construct and to embrace the diversity of images in art and everyday life. In this context, students have many opportunities to learn about and question art historical contexts, also from culturally influenced perspectives different from their own. In addition, they are encouraged to actively shape their living environment and society.

What competencies do students acquire in the subject?

Imagination, the development of one's own inner imagery, is the prerequisite for aesthetic and artistic activities in Art class. Students use their experiences to explore ideas, questions and desires and give them a form of expression. They are encouraged to talk and write about their aesthetic experiences. Students learn to make reflected choices about material and artistic processes, schooling their own aesthetic ability to judge. In Art class, students acquire competencies in the **three areas: perception, design and reflection**.

Perception
Students acquire the ability to use their senses and aesthetic intuition to consciously perceive objects, phenomena and spaces. This means that they learn to observe their own process of perception and to experience this process as a deliberate and structured activity.

Design
Students develop the ability to design as they interact with works of art, materials, processes and reflect on their own experiences. They learn to give their ideas form by, for example, exploring, discovering and actively experimenting in individual and collaborative processes.

Reflection
Students develop the ability to relate their own perspectives and methods to the aesthetic object and the artistic work process. In addition, they learn to deal critically and constructively with individual ideas and to be respectful of art as well as of the creations of others. They learn how to share different aspects of aesthetic and artistic experiences and works of art. In the process, they train their capacity for artistic judgement.

Skill-oriented learning and teaching in the subject of Art requires the competence areas perception, design and reflection to be closely integrated. Only the reciprocal interaction of the three areas makes it possible for students to gain experience and build knowledge as the core of their aesthetic and creative abilities.

What topics and content are taught in the subject?

Students develop competencies through dealing with topics and content. The Framework Curriculum divides them into four content areas that are the same from grades 1 to 10. In each series of lessons, the four areas are required to be linked to one another in such a way that classroom projects cover the broad spectrum of artistic experience and give learning groups the opportunity to put into practice their own learning processes with works of art, techniques, materials and individual experiences in everyday life and in their living environment.

For each double grade level, specific options to provide orientation for lesson planning are made within the Framework Curriculum. References to other subjects as well as overarching topics can be found here.

The following overview provides a list of these specific options with individual examples from grades 1 – 10:

Compulsory content areas	Examples of specific options in the classroom
Works of art Contemporary art Art in the context of art history Architecture and space Design	- Signs and tracks - Rhythm, pattern, ornament, signs and symbols - Images and illustrations - Objects, trends, utopian worlds, buildings - Cabinets of curiosities, museums and collections - Interior, product design, writing - Construction and deconstruction - Interventions in urban space - Social sculpture - Sound art - Experimental film - Identity and lifestyles
Methods Aesthetic practices Techniques Artistic strategies **Tools**	**Illustrative design** - Leaving traces, designing point, line, surface, hatching and shading, using perspective - Isolating and combining, construing distortions, configuring type as an image, designing spaces, quoting, copying or falsifying **Sculptural design** - Folding, layering, creating equilibrium and balance, inventing mechanisms, covering and packaging, connecting, bridging - Discovering and conquering spaces - Building models **Enacting** - Imitating, inventing own games and rules - Inventing scenes, characters and landscapes, imitating demeanour and ways of speaking - Setting the scene with things, leaving traces and documenting - Developing new forms of presentation **Collections and collages** Selecting, arranging, combining illustrations and materials, designing exhibitions
Material Things and materials Images and signs Body and space Memories, ideas and desires	**Materials** - Elementary, constructed and grown materials - Personal everyday objects - Photos, books, albums - Papers and surfaces - Colours - Sounds - Light **Body and space** - Emptiness and abundance, change and limits - The mysterious and the familiar - The beloved and the unloved - Hot and cold - Museum, sports field, shopping mall, stage, ruin **Media** - Books, pictures, photos, social networks, flyers, comics, eyewitnesses to history
Individual experiences **Everyday life and living environments**	- Family and school, home - Plans, wishes, rituals - Peer group, rules and values - Personal space, personal perspective - Body image, sexual identities and body language - Music and movement - Feeling, personality and self-confidence - Commitment and responsibility - City, space and action - Travel, cyberspace and other places

Latin

The subject Latin enables students to access the past of the Greek and Roman antiquities which is the key to the eras that followed. Latin serves as the linguistic and cultural foundation of Europe. By reading Latin literature from ancient times, the Middle Ages and the modern era, students develop an awareness of the significance of these themes and texts in today's world. When students learn Latin as a language, they learn about the culture of the ancient world at the same time.

What competencies do students acquire in the subject?

Latin class focuses mainly on translating Latin into German. Unlike modern foreign languages, speaking or writing Latin is not a priority. German is also the language used in the classroom. Latin students acquire in-depth knowledge of the grammar and terminology and gain an understanding of how language actually works (**language reflection**). In this respect, Latin complements and broadens the subject of German and modern foreign languages.

In the new Framework Curriculum, Latin is closely integrated with general language education for all subjects. As a "language-sensitive" subject, Latin acts as a bridge. Latin gives students, especially when German is not the everyday language of conversation in the family, particularly effective access to the German language. Pronunciation, vocabulary and grammar are linguistic skills acquired in Latin. This foundation helps acquire other foreign languages later on (**language learning competence**). Moreover, comparing different foreign languages gives students in-depth understanding of language (multilingualism taking into account learners with different languages of origin).

Students' expressive ability in German is also improved through accurate translations and the careful search for appropriate wording. At the same time, students' reading comprehension and ability to interpret are improved (**language, text and literary competencies**).

In Latin class, students acquire the ability to grasp, structure and classify the various forms of cultural expression of the Roman age of antiquity and their continued existence in language and art in the European context and can apply this knowledge to practical problems. Latin makes access to the cultural origins of Europe possible (**cultural competence**).

Acquiring different working methods and learning strategies plays a major role in Latin class. New media like the Internet is used in addition to traditional media such as books, texts, images and films. Students experiment with different forms of working and learning, for example, conversation and group work, but also with forms of self-directed learning such as keeping a learning diary. For various tasks and topic areas, students practice developing and assessing their own learning strategies and presenting their own outcomes (**method competence**).

Unlike modern foreign languages, the Common European Framework of Reference for Languages (CEFR) is not suitable for describing the linguistic level achieved in Latin. The goal of language acquisition is to fulfil the entry standards for the *gymnasiale Oberstufe*. They are reached at the end of grade 10 at the *Gymnasium* and at the end of grade 11 at integrated secondary schools. Students who begin learning Latin from grade 5 earn the **Latin proficiency qualification** at the end of secondary level I, if they start later, they need to continue with Latin in order to earn their Latin proficiency qualification.

What linguistic proficiencies, topics and content are taught in the subject?

Competencies and their application (examples)	Possible topics and content
Language: Reading and identifying	**Topic 1:**
- Reading sentences and small texts aloud - Identifying and classifying vocabulary, forms and linguistic constructions; using tables of verb forms, grammar, dictionaries and specialised dictionaries - Knowledge of basic elements in morphology and syntax, knowledge of basic vocabulary and pronunciation rules - Deciphering and explaining foreign and borrowed words in German, comparing grammatical structures of different languages *Textbook texts, easier original texts, proverbs and sayings*	*People in the city of Rome* - People in their private lives - Teachers and students - Politicians and speakers - Artisans, traders and business people - Priests and priestesses - Gladiators, charioteers and actors
Language: Understanding and translating texts	**Topic 2:** *People outside of the city of Rome* - People in the country, on country estates and in rural towns - People in the provinces of the Roman Empire - People in the Roman Army
- Translating sentences and texts into German, discussing variations - Recognising that the meaning of a word depends on its context - Understanding – increasingly more difficult – sentences from textbooks and original texts - Applying learning and translation strategies both alone and as part of a team; collecting and presenting information - Evaluating printed translations *Textbook texts, easier original texts, proverbs and sayings*	**Topic 3:** *Gods and heroes* - Ancient Greek and Roman gods - The Trojan War and its consequences - The world of Greek myths - Roman founding myths from the early Roman period
Language: Interpreting texts	**Topic 4:**
- Explaining terms, sentences and texts, categorising content correlations, summarising and comparing - Knowing and interpreting unique linguistic features and their effect, e.g. oratory tools *Textbook texts and easier original texts*	*Language, writing and literature* - Continued influence of the Latin language - Text types and their characteristics - Latin writers and their works
Literature and culture	**Topic 5:**
- Familiarity with day-to-day life in Rome and the Greco-Roman world, knowledge of the society and constitution of Rome as well as the development of the Roman Empire - Ability to assess the relationship between Rome and the Greek models - Recognising and understanding Greek and Roman motifs in later literature or art - Developing a personal opinion about questions related to coexistence and philosophy - Discussing ancient ideas and ways of thinking (e.g. happiness, nature and culture, democracy) *Texts of different genres of German or European literature, works and stylistic elements of art and architecture*	*Roman History* - Imperium Romanum (geographical and historical overview), eras of Roman history - Conflicts between social groups, periods of civil war, conflicts between Rome and other powers - Selected ruler personalities of the Roman period - The Roman state - Christianity
Language awareness and language reflection	**Topic 6:** *Architecture, art and science* Topic 7: *The continued effects of antiquity from the Middle Ages to the present*
- Applying language learning strategies - Comparing attributes of languages	- Renaissances - Classicism - Continued effects of antiquity in modern times

Mathematics

The aim of Mathematics class is to develop skills and abilities that are divided into three main areas:

I. Students view natural, technical, social and cultural phenomena and processes from a mathematical perspective. They are able to use mathematical aspects to explore, grasp and assess these phenomena and processes.

II. Students see mathematics as a separate, ordered concept with its own language, symbols, figures, representations and formulas and can use them to describe and solve mathematical tasks.

III. Students deal creatively and increasingly independently with specific mathematical and everyday problems, allowing them to also develop useful heuristic skills that extend beyond Mathematics.

Students acquire the basic competencies for general mathematical literacy in Mathematics class in primary school. Here, the foundation is laid for higher-level learning in the programmes at secondary level and successfully facing the challenges presented by mathematics throughout their entire lives.

What competencies do students acquire in the subject?

Acquiring **mathematical competencies** draws on existing knowledge and is always linked to mathematical content.

- Mathematical **argumentation** includes investigating situations, making assumptions and being able to explain suspected correlations coherently.

- Mathematical **problem-solving** is necessary when a method cannot be applied to solve a problem, but a solution has to be found or selected. To this end, specific strategies (e.g. selection of auxiliary variables, forward and reverse operations) and various representation formats are used.

- In mathematical **modelling**, real-life situations are analysed and then described using mathematical concepts. Solutions in mathematical models are interpreted with respect to the actual underlying situation.

- **Using representations** means being able to make use of, produce and interpret verbal descriptions (written or spoken), numerical representations (e.g. tables), graphical representations (e.g. diagrams and graphs of functional correlations), sequences of symbols (esp. expressions and equations).

- **Dealing with symbolic, formal and technical elements of mathematics**: These kinds of elements (symbols, methods and tools) are used to show correlations in a structured, concise and clear fashion and to reduce the amount of work for recurring activities. This includes being able to use variables, expressions, equations, functions, graphs and tables with confidence as well as tools like calculators, formularies and software, but also to reflect on the methods used and the choice of tools.

- **Communication** through mathematics or with mathematical methods includes the ability to absorb or reproduce information with mathematical content (reading, writing, speaking and listening). Language in oral or written form is the central means of communication to structure and present ideas when working on mathematical problems.

What are the central themes of the subject of Mathematics?

The themes and content taught in Mathematics class are associated with the following central themes.

- The **central theme numbers and operations** includes representing and ordering numbers, describing relationships between numbers, applying calculation methods and developing operational concepts.

- The **central theme dimensions and measurements** includes ideas about quantities and units, determining quantity specifications and applying dimensions in practice in everyday situations.

- The **central theme space and form** includes describing properties and relationships of geometric objects, representing geometric objects and using geometric figures.

- The **central theme equations and functions** includes representing expressions and equations, solving equations and systems of equations and analysing and using assignments and functions.

- The **central theme data and probability** includes collecting, representing and analysing data, applying counting strategies and determining probabilities.

The table below shows at what level instruction takes place in grades 1-10 in each school[16].

Grade level	1/2	3	4	5	6	7	8	9	10
Primary school	A/B	C	C/D	C/D	D/E				
Students with learning disabilities		B/C	C	C	C	D	D	D/E	D/E
Integrated secondary school						D/E	E/F	F/G	G
Gymnasium						E	F	G	H

> Example:
> If your child is in grade 8 at an integrated secondary school, instruction takes place at level E and in parts at level F. The following tables show the core content at the respective levels.

What topics and content are taught in the subject?

Central theme L1   Numbers and operations

Level	Understanding numbers	Understanding operations and calculation strategies
A	Small numbers, quantities,	Addition and subtraction
B	Natural numbers up to 100	Multiplication, division, addition, subtraction of natural numbers up to 100
C	Natural numbers up to 1 million	Calculation methods, mathematical laws of natural numbers up to 1 million
D	Fractions	Basic arithmetic with fractions
E	Rational numbers	Basic arithmetic with rational numbers
F	Numbers notation including powers	
G	Real numbers	Arithmetic with real numbers / Arithmetic with powers
H		Arithmetic with powers, roots and logarithms

---

[16]   See also the level model, p. 10 ff.

Central theme L2   Dimensions and measurements

Level	Dimensions and measurements	Arithmetic with dimensions
A	Everyday measuring instruments Comparing lengths	---
B	Measuring and reading dimensions: money, time, length	Calculating sums and differences within a unit
C	Units and subunits of dimensions: money, time, length, mass	Perimeter of 2-D shapes using addition
D	Size specifications of surface area, volume, angles in different units	Surface area for rectangles Volume for cuboids
E	Converting units	Perimeter and surface area of triangles, squares, circles Sides of right-angled triangles (Pythagoras) Volume and surface area of straight prisms and circular cylinders
F	Prefixes for units from milli to kilo with decimal powers	Surface area and volume of composite bodies
G	Prefixes for units from nano to tera with decimal powers	Angle sizes and sides in triangles (sine, cosine, tangent, sine and cosine theorem) Volume and surface area of pyramids, cones and spheres
H	Radian measure and degree	Volume of oblique prisms, pyramids and cylinders

Central theme L3   Space and form

Level	Geometric objects	Geometric figures
A	Discovering plane figures and geometric objects in the environment	Changing the position of objects Movements based on instructions
B	Properties of geometric objects (sphere, cube, cubion, triangle, quadrangle, square, rectangle, circle)	
C	Quadrangles: parallelogram, trapezoid, deltoid, rhombus Symmetrical figures Cube and cuboid networks	Changes in the position and size of geometric figures for rotations, reflections and shifts
D	Theorems of angles and triangles Oblique images of cubes and cuboids	Congruence images of the plane
E	Construction of triangles (congruence theorems, Thales' theorem) Special lines in the triangle Straight prisms and circular cylinders	Enlarging and reducing the size of objects to scale
F	Composite bodies in the environment, also straight square pyramids	Geometric figures, also using geometry software
G	Composite bodies, also straight circular cones, pyramids and spheres	Selected figures of geometric bodies
H	Explaining the properties of geometric objects	---

Central theme L4   **Equations and functions**

Level	Expressions and equations	Assignments and functions
A	Small quantities	
B	Expressions and equations with an arithmetic operation	Objects and patterns
C	Expressions and simple equations with natural numbers with several arithmetic operations	Rule for forming patterns and assignments
D	Expressions and simple equations with fractions	Directly proportional assignments
E	Linear equations and proportional equations with rational numbers	Indirectly proportional assignments
F	Linear equation systems	Linear functions
G	Quadratic equations	Quadratic and trigonometric functions, exponential functions
H	Equations with powers and exponential equations	Polynomial functions and inverse functions

Central theme L5   **Data and probability**

Level	Data	Counting strategies and probabilities
A	Identifying, sorting, comparing objects	Experimenting with a dice roller
B	Collecting and presenting data related to everyday questions (tally sheets, bar graph)	Listing different configurations in combined questions
C	Different ways of presenting data quantities (table, chart, graphs, text)	Systematically working through possibilities for combined questions Conducting simple probability experiments involving randomness
D	Preparing and presenting data (minimum, maximum, range)	Relative frequency for single-phase experiments involving randomness
E	Statistical surveys: absolute and relative frequency, arithmetic mean, modal value, median	Relationship: relative frequency and probability
F	Statistical surveys using spreadsheets Different forms of representation, also box plot	Calculating probabilities in simple experiments involving randomness
G	Planning, carrying out, evaluating statistical surveys Presenting and interpreting the results	Probabilities in multi-phase experiments involving randomness with/without replacement (tree diagram, path rules, urn problem)
H	Analysing and interpreting mean values and measures of variation	Determining tallies using factorials and binomial coefficients

Music

Music is an integral part of every culture in the world. Music surrounds us almost every day, sometimes even for several hours at a time. Children have access to different kinds of music through the media. Making music, appreciating music and enjoying music are essential basic needs.

Students grow up in a world where music is often only heard in the background. The original forms of musical expressions, which include singing, playing music, performance and dance, are sometimes underdeveloped or not practised at all.

Music lessons in school are designed to enable all students to participate in the world of music actively, independently and responsibly. To achieve this goal, general music skills must be trained and refined: conscious perception and sensation, the ability to sing, play music and invent music as well as the ability to listen to, understand, reflect on and form an opinion about music.

Singing or playing music in a group is an important experience in the emotional and social development of individual personality. It strengthens self-esteem and confidence in one's own creative ability and judgement. Students perceive and experience the various areas and relationships of the world of music. They explore and discover musical methods and processes.

To complement what is learned in the classroom, music ensembles are offered such as choir, orchestra and band and musical evenings are held at the school. Music therefore makes an essential contribution to school life and creates opportunities for students to spend their free time together.

What competencies do students acquire in the subject?

School lessons are broken down into three competence areas for music. Each competence area includes five subsections:

Perception and interpretation	Design and performance	Reflection and contextualisation
- Careful and prolonged listening - Distinguishing tonal characteristics - Recognising structures - Linguistically interpreting music - Artistically interpreting music	- Singing - Playing instruments - Inventing music - Rehearsing and presenting - Moving and dancing	- Applying subject-specific knowledge - Establishing cultural links - Assessing music - Conscious use of media - Reflecting on musical identity

These competence areas are linked to one another in the classroom to ensure that action, perception and thought processes enhance each other. The interaction between musical perception, practical music experience and linguistic-cognitive analysis forms the basis for a comprehensive understanding of music.

What topics and content are taught in the subject?

The topics and contents can be divided into five thematic areas. These thematic areas are valid for all grades and recur at different levels. Each thematic area is sub-divided into three compulsory subjects with possible content assigned.

Compulsory themes		Possible content (individual examples)
Topic: Introduction to music		
Sound material and perception	-	Exercises to distinguish tones
	-	Listening to music and good health
	-	Keys, triads, cadence
Sound production and instruments	-	Voice and body as sound generators
	-	Groups of instruments, forms of ensembles
Notation	-	Graphical notation of musical progressions
	-	Notation of pitch with signs
	-	Structure of scores
Topic: Form and design		
Design principles	-	Repetition and contrast as musical principles
	-	Solo and tutti, theme and variation
	-	Composing with rhythm and melody components
Compositional techniques	-	Ostinato and droning
	-	Imitation, homophony, polyphony,
Form types	-	Simple song form with verse and chorus
	-	ABA form, variation cycle
	-	Complex song forms
Topic: Categories and genres		
Vocal movements	-	Songs for various occasions and themes
	-	Polyphonic vocal sets
	-	Folk and art songs, recitative and aria
Instrumental music	-	Programme music, symphonic poem
	-	Concerto grosso, solo concert, symphony
Music theatre	-	Children's musical, children's opera
	-	Opera and musical
Topic: Effect and function		
Expression and effect	-	Description of musical effects
	-	Relationships between text and music in songs and vocal pieces
	-	Instrumental music and extra-musical programme
Forms of listening and musical taste	-	Musical idols and role models
	-	Cultural environment and media as influencing factors
	-	Criteria for personal music selection
Functional music	-	Movements to music, pop dance and choreography
	-	Hymns
	-	Film music
Topic: Music in the cultural context		
Music over time	-	Music creators in the past and present
	-	Selected eras of music history
	-	Music for various occasions in the past and present
Music and society	-	Occasions for playing and listening to music
	-	Forms of musical events
	-	Music professions
World music	-	Songs and dances of selected countries and regions
	-	World music, ethno-pop
	-	Music and globalisation

Natural Science 5/6

The questions students ask "Why do hedgehogs sleep in winter?", "How does a bike pump work?", "How does a candle burn?" can serve as starting points for learning in the subject of Natural Science in grades 5 and 6. Natural Science is not yet broken down into separate subjects in these grades, but seen **holistically**. The experiences and ideas of students from their everyday lives and from *Sachunterricht* are used to develop initial natural scientific perspectives and working methods in the Natural Science classroom. This gives students a basis for working in Natural Science classes at higher levels later on. The childlike delight at discovering and learning can be further encouraged by asking interesting **questions** and performing surprising **experiments** in the classroom. Students in grades 5 and 6 are exposed to scientific relationships and principles through their own experiences and activities, through exact observation and description, independent questioning, investigation, experimentation and evaluation and when presenting and sharing their findings.

What competencies do students acquire in the subject?

The students train their reading comprehension while simultaneously building up a specialist vocabulary in Natural Science, they learn to find specific information related to scientific nature questions and practice learning and working in a group. The subject of Natural Science thus makes a significant contribution to helping students navigate their way through an environment shaped by technology and the natural sciences and play an active part in it.

What are the basic concepts of the subject?

The extensive specialist scientific knowledge is organised into **basic concepts** which are applied to the wide range of topics in the Natural Science classroom:

Energy and mass are not lost – concept of the conservation of mass

The quantity of mass and energy is neither created nor destroyed, but can be converted into different forms. Air can expand or be compressed without the mass of the air changing. A sugar cube dissolved in tea is not "gone", it is just no longer visible. The energy that we get from food is not consumed. It is converted to other forms of energy, e.g. when we move or if our body produces heat to maintain our body temperature.

Energy produces light, motion, heat (concept of energy)

Energy comes in different forms. Known as energy carriers, light, motion, electricity and food all contain energy for conversion as usable energy elsewhere. Energy can be saved. If the human body absorbs more energy (food) than it converts through movement, the result is weight gain.

Things/living beings mutually influence one another (concept of reciprocity)

All chemical, biological and physical processes are interdependent. When a football is kicked, it changes its direction of motion and speed. If a material is heated, it changes temperature and appearance. It can change its aggregate state.

An entity consists of interrelated and interdependent parts (system concept)

Individual parts in a system interact to produce different functions and initiate processes and changes. Examples of systems are the human body, the cells which comprise it and the ecosystem it lives in. Machines are also systems.

The basic concepts help students to systematically classify and describe scientific processes and content. They build on the students' prior experiences and make it easy for them to develop an understanding of specific questions and phenomena. Basic concepts introduce students to a structured, scientific view of the world. Newly acquired information is integrated into the existing knowledge structure. Students relate their knowledge to their evolving understanding of basic concepts, they transfer their knowledge to new problems and apply it to practical activities and problem-solving.

What topics and content are taught in the subject?

Double grade level 5/6	57
1. From observation to measurement	
2. Materials in everyday life	
3. The sun as a source of energy	
4. World of the big – world of the small	
5. Plants – animals – habitats	
6. Movement in water, on land and in the air	
7. Body and health	
8. Sex education	
9. Technology	

Modern Greek

Greece like Germany is a member of the European Union. Learning Modern honours the commitment of the Member States to educating young people to become conscious citizens of Europe by learning about the culture and language of the partner country and making the European dimension tangible using Greece as an example. Beyond pure language acquisition, students learn about a country, Greece, which contributes to the European integration process with its rich cultural heritage. For centuries, there has been a lively cultural exchange between Greece and Germany. In addition, labour migration in the second half of the 20th century helped make elements of Greek culture (e.g. music and food) an integral part of students' everyday experiences today.

What competencies do students acquire in the subject?

Students learn to use Greek from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). In Modern Greek class, students are gradually able to recognise specific attributes of foreign-language texts and media and use them in the production of their own texts (**text and media competencies**). In addition, they become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). They also learn methods and strategies to support and promote learning in Modern Greek class. These include, for example, reading strategies or learning how to use a dictionary (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. Modern Greek classes therefore not only teach language skills, they also cover the everyday culture and living conditions in Greece in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

Levels A to H[17] of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2. At the end of grade 10, students reach levels G to H (equivalent to levels B1 to B1+ of the CEFR) in the competences listening and listening visual comprehension, speaking, reading comprehension, writing, language mediation and interaction.

Level B1+ is required to continue the foreign language at the *gymnasiale Oberstufe* no later than the start of the qualification phase.

---

[17]   Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.

Communicative functional competence[18]	
Requirements Level D **(grade 7)** Based on level A1 of the CEFR	**Requirements level G** **(grade 10)** Based on level B1 of the CEFR
Listening comprehension and listening-visual comprehension	Students can …
- pick out the topic and specific information from audio and audio-visual texts on everyday topics when spoken slowly and clearly articulated.	- pick out important information from authentic audio and audio-visual texts when spoken clearly about everyday topics.
Speaking Students can …	
- hold conversations on very familiar everyday topics, ask questions and respond to questions as well as present information about familiar everyday topics.	- hold conversations about everyday topics, their own interests and familiar subject areas and exchange arguments and opinions. - present information about everyday topics and familiar subject areas and explain correlations. - express their own interests and experiences, feelings and plans.
Reading comprehension	Students can …
- pick out the topic and specific information from short, simple texts on familiar everyday topics.	- pick out important information from longer authentic texts about everyday topics and topics of interest.
Writing Students can …	
- write short texts on everyday topics using simple language.	- write descriptive and narrative texts and texts with simple lines of argument on everyday topics and personal interests and familiar subject areas.
Language mediation	Students can …
- accurately transfer the meaning of simple information about familiar everyday situations to the other language orally and in writing.	- accurately transfer the meaning of information from authentic texts about everyday situations and topics to the other language - apply communicative strategies for conveying content and intentions increasingly independently.
Ability to use linguistic resources Students can …	
- successfully produce rehearsed, understandable language related to everyday situations and topics.	- accurately apply their lexical repertoire and communicate successfully when faced with unpredictable content.

What topics are taught?

Topic 1: Individual and society		Topic 2: Society and public life		Topic 3: Culture and historical background	Topic 4: Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment		- Social coexistence - School, education, work		- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

---

[18]   The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

Philosophy

The subject of Philosophy focuses on developing the ability to philosophise. Philosophising is a competence for reflection. When students learn to philosophise, they learn to reflect on phenomena and questions or problems in a philosophical way. This means that they first look at the philosophical dimension of a problem, in other words the basic ideas, values and concepts needed to analyse and reflect on the problem. They then form opinions about these questions or problems by adopting possible solutions from the history of philosophy and its ideas, concepts and arguments and developing their own approaches. Finally, they assess the extent to which these ideas can solve the problem and try to answer the questions raised on their own. The ability to philosophise can be broken down into the following specific competence areas.

What competencies do students acquire in the subject?

Perception and interpretation

Students recognise phenomena and problems with a philosophical dimension in the world they live in and in different media representations (spoken and written text, images, films). They learn to explore and interpret these phenomena and problems from a philosophical perspective, i.e. they describe what they perceive. Specifically, they analyse which questions are raised and what basic ideas, values and concepts are important for understanding these phenomena and problems. To do this, they apply philosophical theories to gain a broader understanding and different perspectives on the problems at hand.

Analysis of cultural perspectives

Students develop an awareness of the cultural contexts of philosophical positions and other theories and concepts of reality as well as an awareness of cultural diversity and transculturalism. To do this, they analyse how different cultural and historical contexts are expressed in actions, language and terminology, in images and ideas of man and the world in texts and other media portrayals. They compare different cultural perspectives on certain aspects of the reality of human life and develop a sense of how different they are. On the basis of these insights and experiences, they learn to appreciate cultural diversity with a critical eye and develop models for transcultural coexistence.

Argumentation and judgement

By confronting philosophical problems, students learn to form arguments and judgements with the aim of arriving at their own well-founded conclusions. On the one hand, they do this by looking at philosophical theories on the respective matter, by reconstructing the terms, lines of thought and arguments and by understanding the premises and consequences involved and by subsequently evaluating these using their own thought lines of thought and argumentation. On the other hand, they form their own assessment of the matter in the context of the respective philosophical theories or independent of them and back this assessment up with well substantiated arguments.

Shaping discourse

Students shape discourse by presenting their own opinions and arguments convincingly in different ways, by responding appropriately and critically to the opinions and arguments of others and by constructively striving to reach consensus and learning how to deal with dissent.

What topics and content are taught in Philosophy?

Topic areas	Topics and content
Introduction to philosophising	Knowledge and doubt, logic of thought, philosophy and society
Human beings and decision-making	Norms and values, morality, the emergence of values and norms, justice, natural law and human rights
Human beings and culture	Death and dying, work and play, foreignness, intercultural philosophy, sex and gender
Human beings and nature	Concept of nature, nature and technology, culture-nature, natural science and responsibility
Human beings and art	Perception and reality, beauty and ugliness, the sense of art, media and reality

The topics and content of the subject of Philosophy are subdivided into: introduction to philosophising where students are introduced to the activity of philosophising as well as four additional compulsory topics with different areas of focus. Philosophy class usually begins with the introduction to philosophising with the compulsory elective classes in grade 9. Each theme discussed in the classroom is assigned to one of the topics. Until the end of grade 10, at least one theme is addressed for every topic in the lessons.

What are the perspectives of the subject of Philosophy?

Students learn to consider each topic from **two different perspectives in philosophy class**:

The *societal perspective*: Philosophising always occurs in a societal context. On the one hand, the problems that philosophers looks at are linked to the norms, values and world views of the society they live in. On the other hand, philosophical theories and judgements can have societal relevance to the extent that they are either critical of or affirm societal realities and ideas. Accordingly, the societal perspective first teaches students about the societal context of the philosophical problems they are working on. They then apply this knowledge to philosophical problems.

The *theoretical perspective*: People have reflected on philosophical problems ever since ancient times. The history of philosophy therefore offers a vast range of different theories and ideas which can enrich and advance the analysis of philosophical problems. To this effect, the theoretical perspective incorporates key concepts, ideas and terminology from the history of philosophy to reflect on problems. This enables students to assess philosophical theories and problems from different viewpoints.

Physics

Physics is an essential basis for understanding natural phenomena and explaining and assessing technical systems and developments. Physical findings are used in technology, for example, to build devices and systems to transmit information, to convert energy into the form needed and transport it to the consumer. Nature itself often serves as a model for technical solutions.

The content and methods students learn in Physics class teaches them to approach tasks and problems from a scientific perspective. Physics examines a range of natural phenomena and applies typical methods of thinking and working that are associated, for example, with activities like experimenting, observing and measuring.
Technical progress, however, also poses risks that have to be identified, evaluated and overcome because they influence political decisions. Basic education in the natural sciences is therefore indispensable to students' participation in society.

What competencies do students acquire in the subject?

Technical knowledge
Students acquire competencies to deal with technical questions and content. They work on the content on the basis of interrelated basic concepts. The **basic concepts of** "matter", "system", "energy" and "reciprocity" describe and structure scientific content for the students. They form the basis of systematic knowledge building for the students from a technical and real-world perspective at the same time.

Knowledge acquisition
Students observe and describe phenomena, formulate questions and propose hypotheses. They plan their approach and learn relevant information using investigative and research methods. They apply technical and general scientific working practices in the process: tracing back to and classifying according to what they already know, systematising, comparing, proposing hypotheses, experimenting.

Communication
The ability to communicate based on fact and appropriate to the target audience using suitable media is an essential part of basic scientific education. This requires the right combination of everyday language and technical jargon.

Evaluation
By selecting appropriate content, students can recognise links between the individual scientific disciplines in everyday life, the environment and science. Students explore topics relevant to society from different perspectives and learn that problem-solving depends on value judgements. They learn to differentiate between biological, chemical and physical facts, hypothetical and non-scientific statements in texts and images and are aware of the limits of the scientific perspective.

What topics and content are taught in the subject?

Double grade level 7/8
1. Thermal behaviour of bodies
2. Reciprocity and force
3. Mechanical energy and work
4. Thermal energy and heat
Movable topics - double grade level 7/8 or 9/10
5. Electric power and electric charge
6. Electric current, voltage, resistance and power
Double grade level 9/10
7. Uniform and accelerated movements
8. Force and acceleration
9. Magnetic fields and electromagnetic induction
10. Radioactivity and nuclear physics
11. Energy conversions in nature and engineering
12. Mechanical oscillations and waves
13. Optical devices

Political Education

What defines a democracy? How does it work? What does living in a democracy mean for me? To help shape life in a democracy, students need skills to understand and evaluate issues and problems that affect society. The subject Political Education aims to teach these skills, thereby helping students to reach their political maturity. Political maturity is achieved in the classroom by showing students different possibilities for participating in political and social processes using critical judgement. This also means that they are able to gauge the consequences of political decisions for themselves and others from different perspectives (**multi-perspectivity**) and be guided by normative values such as human and basic rights (**education in values**).

The main goal is to motivate students to defend the principles of democracy and encourage them to advocate for a democratic culture. To be politically mature in society **(political competence)**, students need the ability to independently assess facts. This includes skills like the ability to analyse problems from a political and social science perspective as a prerequisite for well-founded political judgements. The skills to be developed are then successfully put into practice when they are based on scientific knowledge and political categories and the methods necessary to explore the problem are applied.

How is competence acquisition structured in the classroom?

In Political Education class, students **analyse** political issues by looking at which stakeholders, interests and values are behind the respective problems and decisions. This knowledge encourages them to make their own political **judgements** independently. It must be kept in mind here that the acceptance of basic values and social diversity are essential in the formation of personal judgement. Students learn about the range of different possibilities for participation since the aim is to prepare students for constructive political participation in society, starting with voting and involvement in political parties, associations and initiatives all the way to participating in demonstrations (**politically mature activities**). They learn using action-based, simulative methods such as debates or role plays as well as real activities, for example surveys, interviews and expert interviews (**method application**). The strong communicative nature of these kinds of methods supports students' **language education**, e.g. through discussions, interviews, hearings or talk shows. In modern democracies, politics is conveyed mainly through the media, **media literacy** therefore plays an important role in this subject: in addition to developing the competencies needed to select, process and evaluate media, students practice being involved in public discourse through media by creating, e.g. posters, blogs, videos and slides, in class.

What topics and content are taught in the subject?

Topic	Content
Double grade level 7/8	
Poverty and wealth (instruction in the combined social sciences disciplines history, geography and political education)	- Social inequality - Participation opportunities - Social policy
Living in a globalised world	- Culture – the world as a global village - Networked world/digital society - Global risks and sustainability
Migration and population (instruction in the combined social sciences disciplines)	- Integration and participation - The causes of migration - Biographies and hybrid identities:
Living under the rule of law	- Characteristics of a democratic legal system - Legal maturity and the protection of minors - Criminal proceedings and juvenile criminal law
Double grade level 9/10	
Democracy in Germany	- Political principles: e.g. separation of powers and control - Institutions: e.g. constitutional entities - Formation of political opinion and decisions: for example, elections, parties, government/opposition - Threats to democracy, for example, intolerance, extremism and violence disenchantment with political parties
Conflicts and conflict resolution (instruction in the combined social sciences disciplines)	- Wars, conflicts, terrorism: e.g. conflict analysis using a case study: subject/interests, causes, stakeholders, solution strategies - Development policy and peace-keeping
Social market economy in Germany	- Basics of the social market economy - Conflicts between economic and social policy - Economic systems
Europe in the world (instruction in the combined social sciences disciplines)	- The EU in everyday life: Case studies: impact of the internal market - The European idea - Political decisions: e.g. participation of institutions and actors in the EU, legislative procedures and democratic legitimacy

Polish

Polish is the language of our direct neighbours to the east and of a member of the European Union. In particular in the regions close to the border, knowledge of Polish in Germany is gaining in social, cultural, economic and political importance. As a result, proficiency in the Polish language creates additional career opportunities in the area of trade, services and industry. A relatively large number of people from Poland live in the states of Berlin and Brandenburg and the Polish language is very common in day-to-day life. Knowledge of Polish enables a lively exchange with the people whose history and culture are interwoven with that of the Germans. Students of Polish are confronted with a Slavic language that has complex word structures. Because Polish and its structures are so different from German and other languages, learning Polish promotes a special kind of linguistic analytical thinking. At the same time, exposure to a little-known European cultural region requires a more clearly defined reference framework for content and language than is needed when learning traditional foreign languages. In addition, learning Polish gives students the foundation for learning other Slavic languages.

What topics and content are taught in the subject?

Students learn to use Polish from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). In Polish class, students are gradually able to recognise specific attributes of foreign-language texts and media and use them in the production of their own texts (**text and media competencies**). In addition, they become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). They also learn methods and strategies to support and promote learning in Polish class. These include, for example, reading strategies or learning how to use a dictionary (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. Polish classes therefore not only teach language skills, they also cover the everyday culture and living conditions in Poland in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

Levels A to H[19] of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2. At the end of grade 10, students reach levels G to H (equivalent to levels B1 to B1+ of the CEFR) in the competences listening and listening visual comprehension, speaking, reading comprehension, writing, language mediation and interaction. Level B1+ is required to continue the foreign language at the *gymnasiale Oberstufe* no later than the start of the qualification phase.

---

[19]   Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.

Communicative functional competence[20]	
Requirements Level D **(grade 7)** Based on level A1 of the CEFR	**Requirements level G** **(grade 10)** Based on level B1 of the CEFR
Listening comprehension and listening-visual comprehension	Students can ...
- pick out the topic and specific information from audio and audio-visual texts on everyday topics when spoken slowly and clearly articulated.	- pick out important information from authentic audio and audio-visual texts when spoken clearly about everyday topics.
Speaking Students can ...	
- hold conversations on very familiar everyday topics, ask questions and respond to questions as well as present information about familiar everyday topics.	- hold conversations about everyday topics, their own interests and familiar subject areas and exchange arguments and opinions. - present information about everyday topics and familiar subject areas and explain correlations. - express their own interests and experiences, feelings and plans.
Reading comprehension	Students can ...
- pick out the topic and specific information from short, simple texts on familiar everyday topics.	- pick out important information from longer authentic texts about everyday topics and topics of interest.
Writing Students can ...	
- write short texts on everyday topics using simple language.	- write descriptive and narrative texts and texts with simple lines of argument on everyday topics and personal interests and familiar subject areas.
Language mediation	Students can ...
- accurately transfer the meaning of simple information about familiar everyday situations to the other language orally and in writing.	- accurately transfer the meaning of information from authentic texts about everyday situations and topics to the other language - apply communicative strategies for conveying content and intentions increasingly independently.
Ability to use linguistic resources Students can ...	
- successfully produce rehearsed, understandable language related to everyday situations and topics.	- accurately apply their lexical repertoire and communicate successfully when faced with unpredictable content.

What topics are taught?

Topic 1: Individual and society		Topic 2: Society and public life	Topic 3: Culture and historical background	Topic 4: Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment		- Social coexistence - School, education, work	- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

[20]   The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

Portuguese

Portugal like Germany is a member of the European Union. Learning Portuguese honours the commitment of the Member States to educating young people to become conscious citizens of Europe by learning about the culture and language of the partner country and making the European dimension tangible using Portugal as an example. Since Portugal is one of Germany's economic partners, knowledge of Portuguese creates additional career opportunities in the area of trade, services and industry. This is all the more true because the Portuguese language extends far beyond Europe (lusophone) to Portuguese-speaking countries in Africa, Asia and South America. Portuguese is a world language that is spoken by hundreds of millions of people as a first or second language. Beyond pure language acquisition, students learn about a country, Portugal, which contributes to the European integration process with its rich cultural heritage. In addition, labour migration in the second half of the 20th century helped make elements of Portuguese culture an integral part of students' everyday experiences today. In addition to elements of Portuguese culture, as a result of immigration processes other lusophone countries such as Brazil, Angola, Mozambique, etc. are increasingly present in everyday culture. In particular, music, dance and sports from these countries are growing in popularity for young people. In addition, learning Portuguese gives students the foundation for learning other Romance languages.

What topics and content are taught in the subject?

Students learn to use Portuguese from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). In Portuguese class, students are gradually able to recognise specific attributes of foreign-language texts and media and use them in the production of their own texts (**text and media competencies**). In addition, they become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). They also learn methods and strategies to support and promote learning in Portuguese class. These include, for example, reading strategies or learning how to use a dictionary (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. Portuguese class therefore not only teaches language skills, but also looks at the everyday culture and living conditions in French-speaking countries in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

Levels A to H[21] of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2. At the end of grade 10, students reach levels G to H (equivalent to levels B1 to B1+ of the CEFR) in the competences listening and listening visual comprehension, speaking, reading comprehension, writing, language mediation and interaction. Level B1+ is required to continue the foreign language at the *gymnasiale Oberstufe* no later than the start of the qualification phase.

---

[21]   Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.

Communicative functional competence[22]	
Requirements Level D **(grade 7)** Based on level A1 of the CEFR	**Requirements level G** **(grade 10)** Based on level B1 of the CEFR
Listening comprehension and listening-visual comprehension	Students can ...
- pick out the topic and specific information from audio and audio-visual texts on everyday topics when spoken slowly and clearly articulated.	- pick out important information from authentic audio and audio-visual texts when spoken clearly about everyday topics.
Speaking Students can ...	
- hold conversations on very familiar everyday topics, ask questions and respond to questions as well as present information about familiar everyday topics.	- hold conversations about everyday topics, their own interests and familiar subject areas and exchange arguments and opinions. - present information about everyday topics and familiar subject areas and explain correlations. - express their own interests and experiences, feelings and plans.
Reading comprehension	Students can ...
- pick out the topic and specific information from short, simple texts on familiar everyday topics.	- pick out important information from longer authentic texts about everyday topics and topics of interest.
Writing Students can ...	
- write short texts on everyday topics using simple language.	- write descriptive and narrative texts and texts with simple lines of argument on everyday topics and personal interests and familiar subject areas.
Language mediation	Students can ...
- accurately transfer the meaning of simple information about familiar everyday situations to the other language orally and in writing.	- accurately transfer the meaning of information from authentic texts about everyday situations and topics to the other language - apply communicative strategies for conveying content and intentions increasingly independently.
Ability to use linguistic resources Students can ...	
- successfully produce rehearsed, understandable language related to everyday situations and topics.	- accurately apply their lexical repertoire and communicate successfully when faced with unpredictable content.

What topics are taught?

Topic 1: Individual and society		Topic 2: Society and public life	Topic 3: Culture and historical background	Topic 4: Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment		- Social coexistence - School, education, work	- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

---

[22] The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

Psychology

Knowledge of psychology is indispensable today and in the future: in companies, in medicine, everywhere where people are trained, not least of all, however, in the family and in personal relationships. Using examples to familiarise students with the content and methodology of the science of psychology, the foundations are laid for students to develop an interest in psychology and to find scientifically oriented solutions to central everyday problems. There are many different ways to observe human behaviour and experience from a psychological standpoint. Students learn this by integrating the science of psychology into overall societal and historical contexts; and by learning to appreciate psychology as a multifaceted scientific discipline with theories and scientific methods that vary in the selection and interpretation of everyday phenomena.

The subject of Psychology teaches students to perceive humans, their experiences and behaviour from different perspectives and to communicate about them. This enables them to develop the ability to deal impartially with previously unfamiliar perspectives in how they perceive human beings. This encourages tolerance and students' willingness to learn and appreciate the unfamiliar.

The objectives of the subject of Psychology arise from the way psychology views itself as a science of the experience and behaviour of human beings. The following two objectives can be derived on this basis:

1. Students become acquainted with basic scientific topics, theories and research methods and therefore learn how to think and work scientifically.

2. The specific content of Psychology aims to contribute to processes of self-reflection and reflection about others on the basis of the knowledge acquired.

The first objective is the core task of instruction. It includes different perspectives on the experiences and behaviour of human beings and theoretical topics with historical references. The second objective is usually not a concrete topic addressed in the classroom. Processes of self-reflection and reflection about others, however, are stimulated by choosing classroom topics relevant to the real world while simultaneously protecting the students' privacy.

What competencies do students acquire in the subject?

Instruction in the subject of Psychology focuses on the following four areas. Students are supported and encouraged at the cognitive-analytical level and at the practical-behavioural level. They acquire subject-specific knowledge about psychological phenomena, concepts, methods and aspects of psychological theories and assign these to selected theoretical science trends (paradigms). They understand psychological research methods and models and can use them independently. They exchange information properly and appropriate to the target audience. They recognise psychological subject matter and interpretations in different contexts and can evaluate them.

What topics and content are taught in the subject?

Introduction to the science of psychology
- Subject matter of psychology
- Fields of activity of psychologists
- How the science of psychology differs from everyday psychology (knowledge objectives, methods of acquiring knowledge)

Psychological phenomena
- Internal processes
- Personal dispositions
- Situational factors
- Development

Introduction to paradigms
- Depth psychology
- Behaviourism
- Cognitivism

Selected psychological experiments and investigations in a historical context, *e.g.*
- Describing individual subsections of the science of psychology
- Conducting paradigmatic analyses
- Understanding historical eras
- Reflecting on ethical aspects

Links, *e.g.*
- Experiments in the natural sciences
- Concepts of man in philosophy, literature, art history

Russian

Russian is the most common Slavic language. It is the language of the most populous nation in Europe, the second language and language of communication in many countries of the former Soviet Union as well as one of the official languages of the United Nations and a working language of the Council of Europe. Learning Russian gives students access to testimonies from the history, politics, culture, science, economy and society of Russian-speaking countries. In addition, direct exposure to another major European culture promotes understanding of Europe and students' understanding of the world. Russian-speaking people make up a significant percentage of the population in the states of Berlin and Brandenburg as a hub between eastern and western Europe. They include Russians, Ukrainians, Russian Germans, Tatars, Georgians, Armenians and members of other nationalities of the former Soviet Union. Russian is the language that they use to communicate with one another. Russian life is present in everyday life and thus also in school. Russian language class therefore promotes the process of communication and understanding by teaching the Russian language and culture already in school. Students of Russian encounter a Slavic language with its complex structures. Because Russian and its structural systems are so different from German, learning Russian promotes language learning in a special way. In addition, learning Russian paves the way for learning other Slavic languages.

What competencies do students acquire in the subject?

Students learn to use Russian from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). In Russian class, students are gradually able to recognise specific attributes of foreign-language texts and media and use them in the production of their own texts (**text and media competencies**). In addition, they become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). They also learn methods and strategies to support and promote learning in Russian class. These include, for example, reading strategies or learning how to use a dictionary (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. Russian classes therefore not only teach language skills, they also cover the everyday culture and living conditions in Russia in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

 Levels A to H[23] of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2. At the end of grade 10, students reach levels G to H (equivalent to levels B1 to B1+ of the CEFR) in the competences listening and listening visual comprehension, speaking, reading comprehension, writing, language mediation and interaction. Level B1+ is required to continue the foreign language at the *gymnasiale Oberstufe* no later than the start of the qualification phase.

---

[23]   *Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.*

Communicative functional competence[24]	
Requirements Level D **(grade 7)** Based on level A1 of the CEFR	**Requirements level G** **(grade 10)** Based on level B1 of the CEFR
Listening comprehension and listening-visual comprehension	Students can ...
- pick out the topic and specific information from audio and audio-visual texts on everyday topics when spoken slowly and clearly articulated.	- pick out important information from authentic audio and audio-visual texts when spoken clearly about everyday topics.
Speaking Students can ...	
- hold conversations on very familiar everyday topics, ask questions and respond to questions as well as present information about familiar everyday topics.	- hold conversations about everyday topics, their own interests and familiar subject areas and exchange arguments and opinions. - present information about everyday topics and familiar subject areas and explain correlations. - express their own interests and experiences, feelings and plans.
Reading comprehension	Students can ...
- pick out the topic and specific information from short, simple texts on familiar everyday topics.	- pick out important information from longer authentic texts about everyday topics and topics of interest.
Writing Students can ...	
- write short texts on everyday topics using simple language.	- write descriptive and narrative texts and texts with simple lines of argument on everyday topics and personal interests and familiar subject areas.
Language mediation	Students can ...
- accurately transfer the meaning of simple information about familiar everyday situations to the other language orally and in writing.	- accurately transfer the meaning of information from authentic texts about everyday situations and topics to the other language - apply communicative strategies for conveying content and intentions increasingly independently.
Ability to use linguistic resources Students can ...	
- successfully produce rehearsed, understandable language related to everyday situations and topics.	- accurately apply their lexical repertoire and communicate successfully when faced with unpredictable content.

What topics are taught?

Topic 1: Individual and society		Topic 2: Society and public life	Topic 3: Culture and historical background	Topic 4: Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment		- Social coexistence - School, education, work	- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

---

[24] The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

Sachunterricht*

Why is it dark at night? What did dinosaurs look like? How do children in other countries live? Why do birds have feathers? How does a mobile phone work? What do we actually need money for? When can we participate and have a voice? In *Sachunterricht*, students in grades 1 to 4 look for answers to these and other questions and learn about the world by exploring and researching these questions.

The starting point of learning is the concrete. This doesn't just involve acquiring knowledge, but also learning how we gain new knowledge. Students work together on questions about phenomena from **eight subject areas: earth, child, market, wheel, animal, water, living** and **time**. The linked and integrative structure of the topics reflects the complex world that students are confronted with in their daily lives and gives them orientation in relation to each individual topic. All topics are also linked to the five perspectives of *Sachunterricht*: the social scientific, natural scientific, geographical, historical and technological.

What competencies do students acquire in the subject?

The **competencies** for *Sachunterricht* can be broken down into the areas **identification**, **communication**, **judgement** and **action**. Developing these competencies helps children progressively **learn about themselves and the world around them**:

- Students **identify** on the basis of existing knowledge by asking fact-based questions and making assumptions, investigating, observing, comparing and organising facts and processes, obtaining information and structuring and presenting results.
- Students **communicate** through fact-based enquiries, fact and rule driven interaction and by presenting results using media. They also learn and can apply technical language in the process.
- They practice **judgement** by developing individual and well-founded assessments, but also learn to appreciate other viewpoints and can reflect on and evaluate media and working practices.
- The **action** competence means reaching and adhering to agreements, acting responsibly in communities, assuming responsibility for one's own learning as well as using and handling materials and natural resources.

All topics enable competencies to be acquired and further developed at various levels. *Sachunterricht* contributes to enhancing, deepening and systematising students' experience and knowledge. This means that classroom learning, on the one hand, is linked to the experiences of the students and, on the other hand, incorporates subject-related content, scientific questions, methods, concepts and objectives from a range of scientific disciplines. This also ensures the link to Social Science 5/6 and Natural Science 5/6.
Sachunterricht combines the different perspectives and general content in a meaningful way in the classroom. Last but not least, it contributes to students' language and media literacy and includes the "general themes" of the Framework Curriculum such as democracy studies, health promotion and mobility and transport studies (see part B).

* Subject taught at primary school familiarising pupils with scientific and technical phenomena and with social, economic and historical aspects of their own area

What topics and content are taught in the subject?

Themes	
Earth	**Child**
– Where is our planet situated in space and how is it structured? – What habitats can be found on Earth? (global habitats) – Where do we live? (Europe – Germany – our state: Berlin or Brandenburg) – How do we live here? (politics and administration) – How did it get this way? (distant history and more recent modern history) – What does it look like here and what grows here? (landscape and ecology)	– How do children live? (children as part of the family and as individuals) – How do our bodies work? – What is important for our coexistence? (living and shaping relationships) – What rights do children have? (children as part of society) – What do we know? – How did children live in the past? (e.g. in our parents' and grandparents' generations)
Market	**Wheel**
– Shopping, but where and how? (children as consumers) – What is part of a market? (structure and technology) – Why do we have to pay? (modes of payment and values) – Where do fruit and vegetables come from? – What do animals give us? – What is a healthy diet? What harms us? (health and prevention) – Since when have markets existed? – How do products get to the market? (processing, packaging and transport)	– What moves how? – What are the origins of the wheel and how is it used today? – What is it important to pay attention to on the road? (riding a bike) – What modes of transport and routes exist? – See and be seen, how does that work? – How does a lamp light up? – Why do I want to go somewhere else? – What have people invented?
Animal	**Water**
– What animals are there? How can they be categorised? – What animals live with us? – Everyone wants a pet? – How do humans benefit from animals? – What happened to the dinosaurs?	– What is water and what is it like? – Where does water occur? What kind of waterways are there? (local, regional, global) – No life, no day-to-day without water? – Who lives in and around the water? (water as a habitat) – What can water do? – How do people use water?
Living	**Time**
– How and where do we live? – How did people live in the past? – How do you build a house? – How do other people live here and elsewhere? – Who lives here and how do they live? What do people live on? (society, economy and politics) – What can you do here? (sports, free time, culture and volunteer activities) – What is our vision for the future? (forging a future) – How does a residential building work?	– How can you make time visible? – What always recurs? – What changes over time? (cycles) – How do we know about the past? – How did people live in the past? (e.g. in the Stone Age, in ancient Egypt, in the Middle Ages)

Social Science/Economics

The compulsory elective Social Science/Economics links to the topics and content of the subjects Political Education and Ethics from grade 7. Using the core competencies acquired there, students are prepared for the subjects Social Science and Economics at the *gymnasiale Oberstufe* level. The topics and content are selected to ensure that students become increasingly confident in the social, political and economic environment they live in. They learn about legal, economic, sociological and political approaches and gain basic knowledge in the development of theories and in scientific techniques practised in various disciplines. In particular, the competencies needed to interpret, evaluate and create models are developed and the competencies required to analyse and evaluate complex issues are nurtured. Integral parts of the compulsory elective are the focus on practical application and out-of-school learning. This teaches students to recognise social science correlations and simulate or actively participate in problem-solving at the individual or societal level.

What competencies do students acquire in the subject?

The primary purpose of social science is to help young people develop the ability to make informed and reasoned decisions as citizens of society. The following competencies are therefore taught:

Analysis
Students learn about social, economic and legal structures and processes and can apply their knowledge. By learning about issues and problems facing society using social scientific perspectives, explanatory patterns, theories and models, students develop the ability to analyse which simultaneously serves as the basis for judgement from a social scientific perspective.

Method application
The application of social scientific methods includes the subject-specific competencies and abilities to tackle sociological, economic and legal phenomena and challenges. Method competence is demonstrated by students' increasing mastery of processes to acquire and analyse information related to social science. To this end, students acquire the competencies they need to develop social scientific concepts, hypotheses and models which simultaneously serve as the basis for social scientific analysis.

Judgement
Social scientific judgement means being able to make an independent, well-founded and reflected assessment and evaluation of sociological, economic and legal processes and structures. Derived from the requirements of the Framework Curriculum for the Social Science/Economics, students learn to perceive and assess social, political and economic issues from different perspectives and make decisions taking into account social responsibility.

At secondary level I, the subject Social Science/Economics can be offered as a compulsory elective.

What topics and content are taught in the subject?

Topic areas	Content
Sociology My life – the discovery of identity today	- Individual, group and institution
Sociology The family in a state of upheaval	- Change in the family - Family – one concept, many variations - Coexistence today
Sociology Living in the world of media	- Socialisation through media - Role and responsibilities of the media - Changes in media and society
Economics Market and money – introduction to economic theory	- Market and market mechanism - Economic cycles - Money/payment
Economics Young people caught between their own opportunities and economic interests	- Children and young people as an economic factor - Sustainable consumption - Consumption and the law
Law Laws also apply to young people	- Law and order - Dispensation of justice - Young people and the law

Spanish

Spanish is spoken by nearly 400 million people on four continents and is thus one of the most widely spoken languages in the world along with Mandarin and English. The Spanish language provides access to very different European and non-European cultures. It offers insights into the regional diversity of the Iberian Peninsula and to the traditions, cultures and politically heterogeneous societies of Latin American countries where Spanish is spoken. In addition, Spanish is increasingly gaining in importance as a world trading and conference language. In addition to Arabic, Chinese, English, French and Russian, Spanish is a UN language and the official language in many other international organisations. Proficiency in Spanish is thus a key to different career prospects. Historical and present-day Spanish and Hispanic literature, music, films and visual arts play an important role internationally, and the Spanish language forms an integral part of everyday life in Germany along with the cultural influences of Spanish-speaking countries. In addition, learning Spanish gives students the foundation for learning other Romance languages.

What competencies do students acquire in the subject?

Students learn to use Spanish from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). In Spanish class, students are gradually able to recognise specific attributes of foreign-language texts and media and use them in the production of their own texts (**text and media competencies**). In addition, they become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). They also learn methods and strategies to support and promote learning in Spanish class. These include, for example, reading strategies, how to use a dictionary or strategies for independent learning (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. Spanish classes therefore not only teach language skills, they also cover the everyday culture and living conditions in Spain in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

Levels A to H[25] of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2. At the end of grade 10, students reach levels G to H (equivalent to levels B1 to B1+ of the CEFR) in the competences listening and listening visual comprehension, speaking, reading comprehension, writing, language mediation and interaction. Level B1+ is required to continue the foreign language at the *gymnasiale Oberstufe* no later than the start of the qualification phase.

---

[25]   *Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.*

Communicative functional competence[26]	
Requirements Level D **(grade 7)** Based on level A1 of the CEFR	**Requirements level G** **(grade 10)** Based on level B1 of the CEFR
Listening comprehension and listening-visual comprehension	Students can ...
- pick out the topic and specific information from audio and audio-visual texts on everyday topics when spoken slowly and clearly articulated.	- pick out important information from authentic audio and audio-visual texts when spoken clearly about everyday topics.
Speaking Students can ...	
- hold conversations on very familiar everyday topics, ask questions and respond to questions as well as present information about familiar everyday topics.	- hold conversations about everyday topics, their own interests and familiar subject areas and exchange arguments and opinions. - present information about everyday topics and familiar subject areas and explain correlations. - express their own interests and experiences, feelings and plans.
Reading comprehension	Students can ...
- pick out the topic and specific information from short, simple texts on familiar everyday topics.	- pick out important information from longer authentic texts about everyday topics and topics of interest.
Writing Students can ...	
- write short texts on everyday topics using simple language.	- write descriptive and narrative texts and texts with simple lines of argument on everyday topics and personal interests and familiar subject areas.
Language mediation	Students can ...
- accurately transfer the meaning of simple information about familiar everyday situations to the other language orally and in writing.	- accurately transfer the meaning of information from authentic texts about everyday situations and topics to the other language - apply communicative strategies for conveying content and intentions increasingly independently.
Ability to use linguistic resources Students can ...	
- successfully produce rehearsed, understandable language related to everyday situations and topics.	- accurately apply their lexical repertoire and communicate successfully when faced with unpredictable content.

What topics are taught?

Topic 1: Individual and society	**Topic 2:** Society and public life	**Topic 3:** Culture and historical background	**Topic 4:** Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment	- Social coexistence - School, education, work	- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

---

[26] The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

Physical Education

The importance of Physical Education within the academic subjects and learning areas lies in its **focus on movement**. It therefore makes an essential contribution to the students' holistic education. Physical Education promotes the physical and motor development of children and young people and, closely linked to this, their mental and social development. Since sports and movement mainly take place in social contexts, the subjects offered are a particularly productive field for social learning processes.

In Physical Education class, the aim is to stimulate movement and have fun playing games through challenging physical exercise and a sense of achievement and to encourage students' willingness and ability to participate in **physical activity regularly throughout their lives**. Physical education therefore reflects societal changes in movement and social behaviour. It fulfils a **double mandate** which includes a qualification to participate in the sport and movement culture (**education for sport**) and to promote development through sport and movement (**education through sport**).

Physical Education encourages individual **efforts and motivation** as well as stamina, empathy and cooperation, fairness, team spirit and respect and teaches students to be good winners and losers. It can help to ensure that students develop a healthy level of self-esteem and a realistic sense of themselves and their bodies.

To ensure that physical education is accentuated and educationally demanding, **educational perspectives** can be used to guide activities: performance, body experience, cooperation, health, organisation and risk. Teachers select, prioritise and link these activities based on the specifications decided at the conferences.

Physical Education paves the way for physical activity both inside and outside of school. Students can apply and enhance their skills and abilities and use and compare them in **sports competitions**. At the same time, these activities create communal experiences that promote students' **identification with the school community**.

But Physical Education can only meet these goals if students experience sport and exercise as personal enrichment. A sense of achievement is crucial for sustained interest in sporting activities.

What competencies do students acquire in the subject?

Physical education focuses on developing a general **sport and movement related ability** that includes the following four competencies:

Movement and activity:

Totality of the individual prerequisites needed to perform motor-based tasks in particular, but also psychological and social tasks through movement.

Reflection and judgement:

Totality of the individual prerequisites needed to develop an awareness of one's own and others' activities in sport and movement related situations and to question and form an opinion about these activities.

Interaction:

Totality of the individual prerequisites needed to get involved verbally and non-verbally in social situations and to interact and communicate as part of a team and in competitive sports, while upholding the concept of fair play.

Method application:

Totality of the individual prerequisites needed for students to organise their activities independently and autonomously after careful consideration, also using tools such as media, where necessary.

What topics and content are taught in the subject?

Seven areas are defined where traditional sports are on equal footing with modern forms of exercise.

Topics	Possible content
Running, jumping, throwing and hurling	Running different track lengths, terrain/outdoor games, orienteering; long and high jump, hurdles and pole vault; throwing, hurling and flinging different sports equipment/objects far and high and at targets
Games	Small games, games with goals/baskets as goals, racquet sports, games with end zones and impact games
Movement on machines	Traditional forms of gymnastics, modern/alternative forms of gymnastics (e.g. obstacle course, slacklining), forms of climbing
Fighting with rules	Fighting for objects, physical positions, physical contact and space, duel sports, basics of self-defence
Structuring and representing movement sequences	Forms of dance gymnastics (e.g. aerobics, rope skipping, rhythmic sports gymnastics), dance forms (e.g. youth culture dances, traditional dances, folk dances), movement arts (e.g. acrobatics, juggling)
Movement in water	Water sports, swimming, scuba diving, diving, lifesaving, water polo
Riding, rolling, skating	Moving on - rollers: roller board, inline skates, wave board, skateboard - wheels: unicycle, bike, wheelchair - ice and snow: ice skates, skis, snowboard - water: boat, surfboard, water skiing, wakeboarding

What fields of movement are relevant in the various grades?

Training condition and coordination skills, mobility and posture as well as forms of exertion and relaxation are an integral part of all the topics and content of physical education: All seven fields of movement are taught in grades 1 to 4 along with speed and agility. In grades 5 and 6 three fields of movement are expanded and deepened with different content. In grades 7 to 10 five fields of movement are expanded and deepened with different content.

Starting in grade 5, stamina is promoted and assessed every school year in at least one field of movement. Every school year, the Federal Youth Games are prepared and carried out in competitions, matches and combined events in one of the three possible fields of movement. In addition to promoting physical development, fitness and good health, students are also prepared for the fitness requirements at secondary level II.

How are the different prerequisites of the students taken into account?

Physical education which follows the findings and principles of reflexive coeducation encourages girls and boys fully and equally. This can happen in separate or joint sports classes. On the basis of mutual agreements appropriate to students' age and development, students are involved in selecting suitable teaching content as well as in the structure of class. This also applies and not least of all for students with disabilities.

Drama

The subject Drama focuses on developing aesthetic competencies related to the theatre in the interdependent areas of perception, design, reflection and participation. Theatre performances give students the opportunity to practice artistic as well as social skills. Children and young people explore their own attitudes, learn to collaborate with others and gain insight into their social surroundings while simultaneously being exposed to art, music and literature. They engage in a process that encourages them to have fun, be inquisitive and actively participate. The goal is always presentation in front of an audience in formats ranging from workshops to larger formats. The message and meaning of a presentation only take shape during the development process. Students encounter new experiences and other cultural ways of life and attitudes while at the same time establishing links to the world they live in and to themselves as individuals. Drama depends on the interaction of a group to decide about the starting point, content, theme, materials and form of a performance. Suggestions and solutions need to be negotiated in the group if a performance is to be successful. Artistic methods like improvisation, research and interpretation enable children and young people to participate in theatre design as an art form. The form of theatrical presentation selected, be it text-based or non-verbal forms of theatre or film design, determines how the children and young people communicate with each other and with an audience.

How are the interests and abilities of the students incorporated into the subject?

The following list is an excerpt of possible topics and content for the structured, project-oriented research, discovery, development and reflection process in Drama class. Planning and detailed specifications take into account not only the interests of the students, the school programme, the characteristics of the school, partnerships with theatres, school partnerships, competitions, etc. but also the required competencies and content.

Drama class is project-based. The different competencies and experiences of the students are used as a productive design basis in the projects. The variety of prerequisites in the subject Drama enables and demands the diversity of learning: The emotional, social and biological maturity of every student is taken into account, each group combination must be considered in its own right. The project based lessons are generally divided into the partially overlapping phases of initiative and initial research, advanced research and information, planning and production, final production and presentation as well as post-production.

Group-specific, individual and open tasks help to ensure that everyone can incorporate, structure and reflect on their individual themes. Teaching units in Drama class are organised into the components warm-up, design and performance formats, presentation, feedback/reflection, conclusion. The different artistic forms of theatre often taught in the workshop format – e.g. dramatic and post-dramatic theatre, performance, dance, theatre and new media, theatre and music, etc. – serve as an important basis for students in their design processes and offer a wide range of possibilities for integrative or explicit media and language education.

What competencies and topics are taught in the subject?

The following content is assigned to topics that correspond to the four specific competence areas below and the associated competencies.

Topics	Content
Perception	
Body	- Developing awareness, repertoire of movement, coming out of the body axis, types of gaits, speeds - Neutral position and gait, becoming bigger and smaller - Facial expressions, gestures and posture - Body tension, stage presence, freeze, focus
Voice/language	- Choral and rhythmic speaking, soundscape, intonation, voice modulation, volumes, breathing techniques - Playing with language: day-to-day, stage, imaginary language
Dramaturgy/staging	- Central theme, staging idea, structure (content, rhythmical, visual-atmospheric/scenic transitions), - Theatre forms, e.g. antique theatre, puppet theatre, dance/movement theatre - Exploratory theatre, site-specific theatre)
Media	- Using different sources of information for research - Linking media and theatrical design media (film and video installations, sounds and music, musical instruments, objects, sculptures, room installations, lighting and computer technology)
Design	
Aesthetic design categories/ Theatrical medium	- Creating images on the stage, visual design, imagery - Storyline, dramaturgical process - Composition methods: repetition, progression, reversal, contrast - Theatrical means in the current project (body, voice and text, figure, space, costume, lighting, sound and stage design)
Artistic work	- Identifying material and themes: biographical, inquisitive, narrative, exploratory - Assembly, consolidation, alienation, improvisational forms, research questions
Project-oriented work	- Projects focus on rehearsal and the organisational process (e.g. rehearsal planning, public relations, equipment, props, costumes, media use, performance planning) - Organisation and structure of work in teams - Presentation forms in front of a selected and public audience - Project close design
Reflection	
Empathy	- Ensemble exercises, confidence and awareness building exercises - Means and forms of character formation (e.g. improvisation, still images, role biography, role multiplication) - Status as a means of perception and design
Reflection	- Feedback, feedback forms, feedback rules - Forms of debriefing, connecting retrospect, goal reflection and mutual acknowledgement
Participation	
Intercultural participation	- Examples of the regional theatre and cultural landscape (e.g. state theatres, independent theatre scene, school theatre, contemporary theatre forms such as music, speech, dance theatre) - Cultural activities like exhibitions, projects of cultural institutions - Role of the audience, cultural norms of behaviour, different cultural traditions (e.g. as a general condition or subject of the group and design process)
Group, ensemble	- Rules and forms of drama and group work - Rituals: welcome, warm-up, presentations, feedback, conclusion

Turkish

Thanks to its geographical location between Europe and Asia, Turkey has played an important cultural and political role in Europe for centuries. Its growing economic strength and possible accession to the European Union in particular are currently stimulating interest in this country. Almost three million people who have a direct or indirect connection to the language and culture of Turkey live in Germany alone. The Turkish language and culture have therefore already been integrated in everyday life in Germany and in other European countries for quite some time. In addition, Turkish is spoken by parts of the population in Bulgaria, Greece and the territories of former Yugoslavia. Turkish also makes it easier to learn the related Turkic languages in the Caucasus or Central Asia. The systematic structures and pronunciation which are similar to German make it easier to learn Turkish.

Students learn to use Turkish from the very beginning. They learn to understand the language when it is spoken, they read and write texts, learn to hold conversations, ask questions and express and explain opinions orally and in writing (**functional communicative competence**). In Turkish class, students are gradually able to recognise specific attributes of foreign-language texts and media and use them in the production of their own texts (**text and media competencies**). In addition, they become more aware of how language is used in different situations which enables them to optimise their own language learning (**language awareness**). They also learn methods and strategies to support and promote learning in Turkish class. These include, for example, reading strategies or learning how to use a dictionary (**language learning competence**). To understand others, we not only need to be proficient in language, we also need to be aware of and respect cultural differences. This means that we need to know something about our own cultural background and develop a sense of how it has shaped us. Turkish classes therefore not only teach language skills, they also cover the everyday culture and living conditions in Turkey in relation to our own living environment. Students acquire the foundation for understanding and respecting other cultures to ensure that their behaviour is appropriate from both a linguistic and cultural standpoint when dealing with people from other cultures (**intercultural communicative competence**).

The Common European Framework of Reference for Languages as the standard

Levels A to H[27] of part C Modern Foreign Languages of the Framework Curriculum 1-10 are aligned with the Common European Framework of Reference for Languages (CEFR) which serves as a basis for international language certificates. It divides language proficiency into the levels A1, A2, B1, B2 and C1, C2.

At the end of grade 10, students reach levels G to H (equivalent to levels B1 to B1+ of the CEFR) in the competences listening and listening visual comprehension, speaking, reading comprehension, writing, language mediation and interaction.

Level B1+ is required to continue the foreign language at the *gymnasiale Oberstufe* no later than the start of the qualification phase.

---

[27]   Information on the level model of the Framework Curriculum can be found on pages 10 and 11 of this brochure.

Communicative functional competence[28]	
Requirements Level D **(grade 7)** Based on level A1 of the CEFR	**Requirements level G** **(grade 10)** Based on level B1 of the CEFR
Listening comprehension and listening-visual comprehension	Students can …
- pick out the topic and specific information from audio and audio-visual texts on everyday topics when spoken slowly and clearly articulated.	- pick out important information from authentic audio and audio-visual texts when spoken clearly about everyday topics.
Speaking	Students can …
- hold conversations on very familiar everyday topics, ask questions and respond to questions as well as present information about familiar everyday topics.	- hold conversations about everyday topics, their own interests and familiar subject areas and exchange arguments and opinions. - present information about everyday topics and familiar subject areas and explain correlations. - express their own interests and experiences, feelings and plans.
Reading comprehension	Students can …
- pick out the topic and specific information from short, simple texts on familiar everyday topics.	- pick out important information from longer authentic texts about everyday topics and topics of interest.
Writing	Students can …
- write short texts on everyday topics using simple language.	- write descriptive and narrative texts and texts with simple lines of argument on everyday topics and personal interests and familiar subject areas.
Language mediation	Students can …
- accurately transfer the meaning of simple information about familiar everyday situations to the other language orally and in writing.	- accurately transfer the meaning of information from authentic texts about everyday situations and topics to the other language - apply communicative strategies for conveying content and intentions increasingly independently.
Ability to use linguistic resources	Students can …
- successfully produce rehearsed, understandable language related to everyday situations and topics.	- accurately apply their lexical repertoire and communicate successfully when faced with unpredictable content.

What topics are taught?

Topic 1: Individual and society	**Topic 2:** Society and public life	**Topic 3:** Culture and historical background	**Topic 4:** Nature and environment
- Personality - Contacts, everyday life and consumption - Living and living environment	- Social coexistence - School, education, work	- Traditions and historical aspects - Cultural aspects	- Regional aspects - Environment and ecology

---

[28] The following provides condensed examples of the requirements in the area of functional communicative competence. A more detailed description of the requirements can be found in part C Modern Foreign Languages of the Framework Curriculum 1-10.

Wirtschaft-Arbeit-Technik (WAT – Economy-Work-Technology)

Wirtschaft-Arbeit-Technik (WAT – Economy-Work-Technology) is taught in grades 7-10 at integrated secondary schools. It is designed to promote students' abilities to understand, appreciate and contribute to economic and technological developments in the world they live in. Exposure to the technical, economic, social and environmental interdependencies in the working world aims to help students gain not only basic skills related to problem-solving, cooperation and creativity, but also acquire technical knowledge. The goal is for students to be able to solve problems in the professional world, the world of business and the private household.

The professional focus supports students in making the right career choice and offers different ways of learning about professions and internships. Economy-Work-Technology is thus one of the main subjects in the dual system of combining classroom learning with workplace training, in practically oriented learning, in activities designed to provide career and study orientation and for placement in suitable internships.

Economy-Work-Technology is taught in the classroom as well as in school workshops and out-of-school venues. Collaborating with extracurricular partners beyond planning and implementation of internships is vital because it supports day-to-day teaching by combining life inside and outside of the classroom.

What competencies do students acquire in the subject?

Technical knowledge
The class in Economy-Work-Technology enables students to grasp working as a multi-faceted phenomenon and as the basis of human existence. Finding work and choosing a profession are therefore considered an important part of personal planning for which responsibility must be assumed at an early stage. At the same time, the subject prepares students to manage their private households responsibly. Knowing about important functions of our economic system forms the basis for acting responsibly in our society. This basis also includes understanding technical development as well as an understanding of the principles of technical systems.

Technical methods
The professionally relevant technical methods learned in this subject include selecting, planning and creating products and services as well as evaluating the projects that have been carried out. This includes organising practical steps as well as being able to apply work and evaluation techniques.

Communication
To be able to communicate successfully in professional contexts, students must continuously practice planning theoretical and practical projects together, reflecting on work processes with a critical eye and convincingly representing their own ideas in projects. In the process, they learn to critically reflect on their own development opportunities and goals together with others in relation to the respective requirements.

Evaluation
Working-world, economic and scientific approaches and findings are used to understand and evaluate economic, technical and societal decisions.

What topics and content are taught in the subject?

Compulsory topics
Double grade level 7/8
Nutrition, health and consumption
Markets, economic cycles and general political conditions
Career and life planning – introduction and exploration
Development, planning, producing and evaluating multi-component products
Double grade level 9/10
Diet and consumption from a regional and global perspective
Entrepreneurism
Career and life planning – exploring, deciding, implementing, internship
Design of complex projects, evaluation of technical innovations
Compulsory electives
For both double grades
Developing and producing products for customers
Offering services
Clothing and fashion/textile processing
Food processing
Developing, manufacturing and evaluating electronic circuits/electrical engineering
Manual production and computer-controlled manufacturing and automation
Building and living
Mobility and energy supply
School field design