**Curriculum**

**German AY2**

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| **Course Overview** |
| German A is primarily a pre-university course in literature. It uses German literature as its basis. The second year course addresses Part 2 (Detailed Study) and Part 3 (Groups of Works) of the IB Language A requirements. In Part 2 (Detailed Study) the thematic focus is on the individual and society. Various oral assignments prepare students for the Individual Oral Commentary. Additional regular writing assignments on short, unseen pages practice the tools necessary for Paper 1, Written Commentary. The chosen genre in Part 3 is drama. The in depth study of plays and a wide range of exercises and writing assignments prepare students particularly for the written exam, Paper 2, Essay. |

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| **Department Standards** |
| **Students will:**   1. Develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines 2. Develop an appreciation for literature through the comprehension and analysis of various genres; 3. Communicate their understanding and ideas effectively in a variety of written forms; 4. Articulate organized ideas through a variety of oral activities; 5. Expand and strengthen their vocabularies to enhance their ability to understand and communicate; 6. And learn and apply the standard conventions of the German language in both speaking and writing. |

**Benchmarks**:

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| **IB German AY2** | **Course Benchmarks** |
| 1.1 Students will understand and interpret texts in terms of salient qualities of the appropriate genre.  1.2 Students will integrate and implicate relevant textual evidence to support independent interpretations of both familiar and unfamiliar works.  1.3 Students will respond to all the implications as well as the subtleties of the Paper 2 question with convincing and thoughtful ideas. The comparative essay includes an effective evaluation of the works in relation to the chosen question.  1.4 Students will identify and synthesize corresponding episodes from various texts to support strategically their comparative analysis. (Paper 2)  1.5 Students will identify, appreciate, and persuasively develop examples of literary conventions with clear relevance to the question and the Part III works used. (Paper 2)  1.6 Students will demonstrate an appreciation of the writer’s choice of language, structure, technique, and style and how it shapes meaning in the Paper 1 passage, the IOC passage, and the HL discussion.  2.1 Students will understand and interpret texts in terms of salient qualities of the appropriate genre. (Paper 1, Paper 2, IOC HL, IOC SL, HL Discussion)  2.2 Students will identify, appreciate, and persuasively develop examples of literary conventions with clear relevance to the question and the Part III works used. (Paper 2)  2.3 Students will demonstrate an appreciation of the writer’s choice of language, structure, technique, and style and how it shapes meaning in the Paper 1 passage, the IOC passage, and the HL discussion.  2.4 Higher Level students will demonstrate excellent knowledge and understanding of the content and implications of the Part II work selected for the oral discussion.  3.1 Students will integrate and implicate relevant textual evidence to support independent interpretations of both familiar and unfamiliar works. (Paper 1)  – Year 1 within a seen/studied text, Year 2 within an unseen text.  3.2 Students will respond to all the implications as well as the subtleties of the paper 2 question with convincing and thoughtful ideas. The comparative essay includes an effective evaluation of the works in relation to the chosen question. (Paper 2)  3.3 Students will organize their arguments persuasively with structure, coherence, and development for the Paper 1, Paper 2, IOC, and HL discussion. (Paper 2, IOC, HL Discussion)  4.1 Students will organize their arguments persuasively with structure, coherence, and development for the Paper 1, Paper 2, IOC, and HL discussion. (Paper 2, IOC, HL Discussion)  4.2 Students will communicate their ideas through the use of clear, concise, and precise language, with a high degree of accuracy in grammar, vocabulary, and sentence construction. (Paper2, IOC, HL Discussion)  4.3 Higher Level students will offer persuasive and independent responses to the questions posed during the HL discussion of a Part II work.  4.4 Students will effectively communicate their ideas extemporaneously in an oral assessment and in class discussions.  5.1 Students will expand and strengthen their use and understanding of sophisticated literary terms and an increasingly varied vocabulary that enhances the ability to communicate meaning effectively in multiple contexts.  6.1 Students will further develop their use and command of standard structures of English grammar in order to speak, write, and think more effectively. | |

**Performance Indicators**

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| **IB German AY2** | **Performance Indicators** |
| - Students will perfect the voice with which they express and reflect upon their critical and personal interpretations of literary works in their mother tongue—both orally and in writing  - In preparation for the IOC assessment, students will identify and analyze local literary devices (writer’s choices) in terms of how they create global meaning in a specific passage  - In the IOC assessment, students will:   * Situate an excerpt within the context of the larger work * Identify and analyze the effects of relevant literary features * Structure and support their responses effectively * Use clear, precise language and tone appropriate for a formal oral presentation   - In the HL Discussion, students will:   * Demonstrate knowledge and understanding of the work * Respond to the questions effectively and directly * Articulate themselves orally in their mother tongue with clarity and persuasion   - Students will sharpen their critical stance to justify and support debatable arguments by identifying and interpreting a judiciously chosen range of textual evidence independently  - Students will demonstrate careful attention to and sophisticated awareness of denotative and connotative meanings of words and phrases through the close reading of literary texts  - Students will perfect the rules of grammar, citation, and punctuation in their mother tongue  - Students will command a variety of sentence structures with skilful attention to their strategic, logical, and purposeful, efficient, and clear communication of ideas  - Students will demonstrate cumulative understanding of course skills and content and how to manifest these strategically in a timed examinations  - In the relevant assessments, students will situate and analyze fictional texts within their cultural and historic contexts appropriately  - Students will internalise their understanding of writing as a cumulative process  - In Paper 2, students will demonstrate their ability to construct and support viable comparative arguments in a structured, well articulated essay  - In Paper 1, students will demonstrate their ability to analyse prose and poetry (and appreciate different genre conventions) in a structured, well articulated essay | |

**Assessments**

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| **IB German AY2** | | **Assessments** |
|  | **IB Assessments:**  IB Individual Oral Commentary in December  IB Exam: Paper 1 Commentary (Interpretation einer Textstelle) in May  IB Exam Paper 2 Essay (Literarische Erörterung) in May  **TASIS Assessments:**  MOCK IB Papers  Analysis of extracts of works  Close readings  Class discussions  Short oral presentations  In class commentaries (IB Paper 1 practice)  In class essays (IB Paper 2 practice)  Group work, work in pairs, individual work  Quizzes based on content of literary works and epochs  Literary features quizzes  Fill the gap texts  Role plays  Fixed images  First Semester Exam or alternative assignment | |

**Core Topics**

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| **IB German AY2** | | **Core Topics** |
|  | **IB Part 2: Detailed study, different genre**   * J. W. Goethe: Faust (drama, Q1) * Theodor Fontane: Effi Briest (novel, Q1) * Rainer Maria Rilke: Gedichte (poetry, Q2)   **IB Part 3: Literary Genres (drama)**   * Bertolt Brecht: Leben des Galilei (Q3) * Friedrich Dürrenmatt: Die Physiker (Q3) * Peter Weiss: Die Ermittlung (Q3) * Elfriede Jelinek: Sportstück (Q4) | |

**Specific Content**

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| **IB German AY2** | **Specific Content** |
| **Quarter 1:**  **Faust I, Effi Briest**  Thematic focus: individual and society  Recognition of literary features and their effect on the reader  Epochs of German literature  Poetic metre  Term “Menschheitsdrama”  Narrative techniques and language of movies  *Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.*  **Quarter 2:**  **Rilke’s Poetry** Methods of poetry interpretation: biographical, psychological, history of religion  Form (stanza, rhythm, metre)  Content (header, theme, motifs, speaker)  Language (keywords, metaphors, simile, other literary devices) Historical context (letters, biography of the author)  Prague at the beginning of the 20th century: Jewish, German speaking family hierarchy  *Students are seeking and evaluating a range of points of view, and are willing to grow from the experience.*  *Students approach unfamiliar situations and uncertainty with courage and forethought. They are brave and articulate in defending their beliefs.*  *Students understand and express ideas and information confidently and creatively in a variety of modes of communication (Individual Oral Commentary)*  **Quarter 3:**  **Leben des Galilei, Die Physiker, Die Ermittlung**  Brecht’s epic theatre  Science – religion  Ratio – belief  Thematic focus: the role of scientists in society  Dürrenmatt’s theater of the Absurd  Terms: absurd, grotesk, paradox Responsibility  **Quarter 4:**  **Sportstück**  Human condition in imprisonment  Physical and psychological exhaustion  Competition and power in sports  Political aspects of big sport events  Athletes as role models  *Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others (Sportstück)*  *Students work effectively and willingly in collaboration with others (Final Paper 2 prep)*  *Students take responsibility for their own actions and the consequences that accompany them (End Exam preparation)* | |

**Resources**

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| **IB German AY2** | | **Resources** |
|  | J. W. Goethe: Faust  Theodor Fontane: Effi Briest  Rainer Maria Rilke: Gedichte (poems)  Bertolt Brecht: Leben des Galilei  Friedrich Dürrenmatt: Die Physiker  Peter Weiss: Die Ermittlung Elfriede Jelinek: Sportstück  Language A Syllabus (IBO)  IBO Online Curriculum Centre | |