

Aims und Concepts for German Language and Literature –

Unit Title - MYP 1	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Assessed Criteria	ATL Skills	Content
Lyrical poetry workshop: Poetry and ballads	Perspective	Theme, Style	Personal and cultural expression	When composing lyrical texts, poets consider the theme, perspective and style of their pieces.	C+D	Thinking: Creative thinking skills and Transfer skills;	Characteristics of poems and ballads; Creating profiles of poets; Creating poetry folders; Writing and presenting creative poems and ballads yourself;
Non-fiction texts about war and peace: Reports and biographical texts.	Connections	Theme, Context, Intertextuality	Orientation in space and time	When we compare and Analyse literary texts on the theme of war and peace, we can recognise their similarities and differences, regardless of when and where they were written.	A+B+D	Research: Information Literacy skills and Media literacy skills	Read and analyse texts on war and peace; Literature on war and peace (book presentation); write a review of class reading; write texts on peace;
Fictional texts: Fairy tales and Sagas	Creativity	Audience imperatives, Style	Personal and cultural expression	Fairy tales and sagas are creative, fictional stories which differ from other text types in terms of their style and expression.	A+B+C	Social skills: Collaboration Self management: Affective skills	Historical about fairy tales and legends; structure and language of fairy tales and legends; recognizing differences between fairy tales and legends; Writing fairy tales and legends yourself; retelling fairy tales and legends;
Media reporting: Language and the effectiveness of the media	Communication	Audience imperatives, Purpose	Identities and relationships	Media reports are oriented towards a target audience and the purpose of their message. The effect of language can be influenced by various factors.	A+B	Communication ; Thinking: Critical thinking skills	Types of text: report, reportage, letter, letter to the editor; features and structure of a report; writing a letter to the editor;

Fictional Stories: Fables and <i>Schwänke</i> (farcical stories)	Form	Style, Point of view	Personal and cultural expression	Fables and <i>Schwänke</i> (farcical stories) from different countries and cultures are creative, fictional text types which are expressed through their form, style and the perspective of the main characters.	C+D	Self management: Organisation skills and Reflections skills;	Structure and characteristics of fables and swans; historical information about fables and swans; writing creative proverbs, fables and swans yourself;
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Unit Title. - MYP 2	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Assessed Criteria	ATL Skills	Content
Non-fiction texts on the theme of conflict and conflict resolution	Relationship	Context, Self expression, Setting	Identities and relationships	In texts on the theme of conflict and conflict resolution, changing relationships, as well as the personal attitude and The phraseology of the people in question plays a significant role.	B+C+D	Thinking: Critical thinking skills Self managem ent: Affective skills	Non-fictional texts on the subject of conflicts and conflict management; texts on the subject of courage and tests of courage, violence, mobbing, mediation, peer mediation; writing conflict stories and presenting them in role plays;
Media competence and travel / comparing factual reports and advertisements	Form	Style, Purpose	Orientatio n in space and time	Factual reports differ from advertisements in their form, style and purpose. In travel reports the place, surroundings and time take centre stage.	A+C+D	Research: Information Literacy skills and Media literacy skills	Compare and analyse factual reports and advertising texts; identify means of advertising; report about travel experiences; start a travel journal; create advertising posters on the subject of travel;

Analysing poetry and ballads and presenting them creatively	Creativity	Audience imperatives, Style	Personal and cultural expression	Poetry and ballads are stylistic, lyrical texts which can be creatively and effectively presented to an audience.	A+B	Thinking: Creative thinking skills and Transfer skills;	Being able to distinguish between poems and ballads; composing and creatively presenting lyrical texts; profiles and short biographies of poets; creating poetry folders; organising poetry slams;
Plays and playscripts	Communication	Audience imperatives, Character, Genres	Personal and cultural expression	A play is literature that is performed on stage. Their performance can be referred to as artistic communication between actors and their audience.	A+B+D	Communication; Social skills: Collaboration	Literary genres: To be able to distinguish between drama, poetry and epic; to read and present selected epic stage texts; to get to know historical overview and classical stage plays; to read and analyse stage plays on the subject of tolerance, migration, integration and inclusion;

Detective and crime stories	Connections	Character, Purpose, Point of view	Identities and relationships	Detective and crime stories deal not only with the motive of the crime, but also the presentation of various interrelationships between the characters.	B+C+D	Self management: Organisation skills and Reflections skills;	Reading, analysing and writing detective and crime stories; creating profiles of youth book authors of crime stories; writing crime stories according to a picture impulse; reading class books on the unit topic and retelling;
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Unit Title. – MYP 3	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Assessed Criteria	ATL Skills	Content
Creative lyrical texts: thing poems, song texts, sonnets, odes, poetry slam	Creativity	Self expression, Style	Personal and cultural expression	Through the personal and cultural expression of the poet, lyrical texts can be composed creatively and stylistically.	A+B	Thinking: Creative thinking skills and Transfer skills	Being able to differentiate between different types of poems (e. g. , thing poems, song lyrics, sonnets, ode); reading and writing lyrical texts; expanding a lyrical portfolio; analysing, writing and creatively presenting thing poems;
People who unite the world / Biographical literature	Global interaction	Context, Purpose, Setting	Scientific and technical innovation	Biographical texts about people who are committed to bringing peace and equality in the world or who have made a significant contribution to society, reports about their global significance for humanity.	B+D+C	Social skills: Collaboration Self management: Affective skills	Read biographies of people who have changed the world and present them to the class as short biographies or profiles (inventors, Nobel Prize winners, human rights activists; description of people; personal characteristics);
Reading, writing and analysing short stories	Perspective	Theme, Point of view	Identities and relationships	The themes of short stories are often everyday situations in which we learn little about the characters themselves. The personal narrator's perspective is interesting as it focusses on one special event.	A+C+D	Self management: Organisation skills and Reflections skills;	Reading, analysing and writing short stories; style of short stories; theme and point of view of short stories; characteristics and structure of a short story; creatively presenting a short story in a role play;

Verbal and non verbal communication / Rhetorical elements of language	Communication	Self expression, Style	Identities and relationships	Communication is affected by different factors like word choice, style and the expression of the sender, as well as the relationship between the sender and receiver.	A+C+D	Communication ; Thinking: Critical thinking skills	Types of texts: speeches, argumentation, letter to the editor, appeal; examining speeches and speeches linguistically: recognizing content-related goals, key words, phrases, intention and manipulation; prepare and present a speech;
Hobbies, free time and work: research, report and describe	Change	Settings Point of view,	Orientation in space and time	When we compare texts about the leisure activities of people in the past and today, we recognise that the purpose and aims of recreation have changed. People have changed their attitudes to this theme.	B+C+D	Research: Information Literacy skills and Media literacy skills	Types of texts: Report and reportage; Comparison of factual texts and literature examples on hobby, leisure and career; Class discussions on hobby and leisure behaviour in today's world; Questions on the unit topic: How has leisure behaviour changed? What's changed

Unit Title. – MYP 4	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Assessed Criteria	ATL Skills	Content
Language and creativity / Produce and present creative texts	Creativity	Self expression, Style	Personal and cultural expression	Through personal and cultural expression, language can be used both stylistically and creatively.	A+B+D	Thinking: Creative thinking skills and Transfer skills	Creatively express and design texts; Poems, ballads, song lyrics graphically represent and present; creative writing;
Mine, your, our values / Informing, debating und discussing	Identity	Theme, Setting, Point of view	Fairness and development	The development of a person's identity is a lifelong process which is formed and influenced by personal and societal values. Factual and literary texts deal with this theme in differing ways.	C+D	Communication ; Thinking: Critical thinking skills	Discuss values and value change; collect arguments and formulate them in writing; compare criteria of text types composition and essay; write an essay on the unit topic; conduct and evaluate interviews on values and value change; research and discuss values among young people;
Abridged epic poetry / novellas, parables, anecdotes, proverbs, satire	Form	Context, Style, Intertextuality	Personal and cultural expression	When we compare epic text types with one Another, we can see the differences in their form, style and expression.	A+B+C	Self management: Organisation skills and Reflections skills;	Text types: Read, analyse and write the novella, parable, anecdote, satire and proverbs; compare the structure of these texts; retell and analyse selected examples of these texts;
Fictional und non fictional texts on the theme of environment and environmental protection	Global interaction	Purpose, Setting	Globalisation and sustainability	Texts about the environment and its protection are often written with the purpose of guiding readers and promoting environmental awareness in our society	C+D	Social skills: Collaboration Self management: Affective skills	Research on environment and environmental protection; collecting arguments on environmental protection; commenting texts; selection of text types: Portfolio, excerpt, letter to the editor

Lifestyle / Trends in life choices in the past and present	Change	Setting, Point of view	Identities and relationships	People's lifestyle choices are individual, however over the course of time they have developed in various trends and directions. Texts which describe these developments deal on the one hand with the purpose of lifestyle choices and, on the other hand, with the changes of attitudes in this area.	A+B	Research: Information Literacy skills and Media literacy skills	Text types: Inner monologue, essay and composition; research on the unit topic: How have lifestyle and lifestyle changed in our society? Interviews to the topic lead and evaluate; a lecture to the unit topic arrange and present;
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Unit Title. – MYP 5	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Assessed Criteria	ATL Skills	Content
Comparing and analysing selected literature from various epochs	Connections	Character, Point of view, Genre	Personal and cultural expression	When we compare and analyse selected literature from different genres, we recognise the similarities and differences in their personal and cultural expression.	A+B	Research: Information Literacy skills and Media literacy skills	Know and distinguish literary genres and epochs; text analysis of selected literature examples from different epochs; Read and compare text examples; recognise connections and differences; Design presentations on selected literature examples;
Human rights and societal development / Rhetoric and communication	Change	Context, Setting, Audience imperatives	Fairness and development	The development of human rights in our society has continually changed over time. Certain outstanding individuals who fought for Peace and equality were also outstanding public speakers.	C+D	Communication ; Social skills: Collaboration	Types of texts: text analysis, portfolio, essay; research on the development of human rights; comparing and analysing texts and speeches on the subject of human rights;
e-Assessment	Reviewed in class	Reviewed in class	Released each November by the IB	Preparing for the eAssessment requires practice of the 4 criterion in past exam questions and open discussions.	ABCD	Self management: Organisation skills and Reflection skills;	All 4 criteria are assessed in a 2 hour on-screen exam each May. Past IB specimen exams are reviewed and analysed by the student.
Experiences , opinions and prejudices	Perspective	Setting, Point of view	Identities and relationships	Information and the attitudes of other people, groups and the media influence the formation of an individual's	A+B	Thinking: Critical thinking skills	Types of text: Letter to the editor, argumentation and discussion; formulating and justifying one's own opinion on different topics and

				opinion. Oral and written argumentative pieces on this theme allow us to recognise different perspectives.		Self management: Affective skills	points of view; oral use of language: Prepare speeches, presentations and discussions on selected topics;
Water – conservation or recreational fun?	Logic	Context, Structure,	Globalisation and sustainability	Water is the source of all life on Earth. However, Conservation and recreational pleasure do not have to be in opposition to one another. Factual texts and debates on this theme should be logical and clearly structured and use good contextual examples.	C+D	Thinking: Creative thinking skills and Transfer skills	Types of text: Excerpt and portfolio on the subject of water, nature conservation and leisure fun; research on hobbies and leisure activities among young people; comparing leisure behaviour from the past with today; Collect creative ideas on the subject of nature conservation;