



PINEWOOD – THE AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI, GREECE

NAME OF COURSE: GREEK IB 1 & 2, HL & SL

GRADE LEVEL: 11 & 12

SCHOOL YEAR: 2011-2012

COURSE DESCRIPTION

In the Greek Language IB Diploma, students extend and refine their language skills. At the end of the course the students are expected to understand and use the target language accurately. Integral to the Language A2 course is the development and fine tuning of the four primary language skills, namely listening, speaking, reading and writing. Students are introduced to a wide range of texts and will learn to recognize and analyze aspects of style and register which will be incorporated into their own writing.

Furthermore, the study of texts allows for the exploration of Greek culture and literature. Via a framework of four cultural and literary options for the HL Language A2 and three cultural and literary options for the SL Language A2 Greek course, students explore language texts and culture. At least one option must be literary and one must be cultural.

LEARNING OBJECTIVES

High Level IB1 & IB2 Greek Language Course

At the end of the language A2 course students are expected to:

- communicate clearly, fluently and effectively in a wide range of situations
- understand and use accurately the oral and written forms of the language, in a range of styles and situations
- understand and use an extensive range of vocabulary and idiom
- select a register and style that are consistently appropriate to the situation
- express ideas with clarity and fluency
- structure arguments in a focused, coherent and persuasive way, and support them with relevant examples
- assimilate and make use of complex written and spoken texts
- engage in detailed, critical examination of a wide range of texts in different forms, styles and registers
- appreciate the subtleties of technique and style employed by writers and speakers of the language
- show sensitivity to the culture related to the language studied

Standard Level IB1 & IB2 Greek Language Course

At the end of the language A2 course students are expected to:

- communicate clearly, fluently and effectively in a wide range of situations
- understand and use accurately the oral and written forms of the language, in a range of styles and situations

select a register and style that are generally appropriate to the situation
express ideas with clarity and fluency
structure arguments in a focused, coherent and persuasive way, and support them with relevant examples
understand and make use of moderately complex written and spoken texts
engage in detailed, critical examination of a wide range of texts in different forms, styles and registers
appreciate some subtleties of technique and style employed by writers and speakers of the language
show sensitivity to the culture related to the language studied.

SCOPE AND SEQUENCE *

During the first year students are introduced to a broad range of literary and non literary texts which they are encouraged to analyze the different aspects including period, register, tone etc, in order to develop a critical awareness.
In the second year students are encouraged to persuade their own particular interests in a more autonomous way.

QUARTER I

Literature: 'Katadikos' by K. Theotokis

Subject: love, unrequited love, crime and punishment, life in rural areas, prejudice towards foreigners and refugees. Style, period, comparisons are analyzed and discussed. Oral and written production.

'Plousioi kai ftohoi' by Gr. Xenopoulos

Subject: love, unrequited love, political activism and social punishment, life in urban areas, prejudice and marginalisation. Style, period, comparisons are analyzed and discussed. Oral and written production.

Media and Culture: the press, types of newspapers, writing styles, language and register in the press, press and propaganda.

Comparative literature: extracts from Greek literary texts (prose and poetry, articles and speeches). Analysis and discussion on register and style, language and target.

Oral : participation in discussions, presentation of a theme, comparing two texts.

Testing: two tests in the first quarter

QUARTER II

Literature: 12 poems by K.Kavafis

Subject: love, love icon, the poet and his work. Narrative, historic and aesthetic poetry. Poetic style, convention biographical details, diaspora, diaspora and language.

'Matomena Homata' by D. Sotiriou

Subject: diaspora, war, refugees, prejudice, human relations, intercultural co-existence
Media and Culture: press and censorship, the internet (use, dangers and future of it).

Comparative literature: prose and poetry (1920-2000)

Oral: see above

Tests: two tests in the second quarter

Mock Exams

QUARTER III

Literature: 'Eroica' by K. Politis-

Subject: love and friendship, heroism. Romantic and nostalgic remembrance of youth.
Style, period, comparisons are discussed and analyzed.

'Fonissa' by A. Papadiamantis

Subject: woman and society, woman in rural areas, traditions, social boundaries and limitations,
crime and punishment, psychology.

Media and Culture: news and public opinion, sensationalism and tabloid newspapers,
editors and management.

Comparative literature, oral and testing: see above

QUARTER IV

Literature: revision of the three/six literary works covered during the one/two year(s) course.
Content, style and comparisons.

Media and Culture: advertisements, film, media and government

Comparative literature, oral, tests: see above

**Note that the order in scope and sequence is subject to change during the school year.*

HOMEWORK POLICY

Written homework is given three times weekly.

Reading new literary passages can be given every day (limited number of pages)

ASSESSMENT

Assessment of Pinewood Quarter Grade

Tests:	50%
Homework:	40%
<u>Class participation:</u>	<u>10%</u>
Total:	100%

Assessment of Pinewood Semester Grade

Quarter 1	40%
Quarter 2	40%
<u>Semester Exam: 20%</u>	
Total:	100%

Assessment of Pinewood Final Grade

Semester 1:	50%
<u>Semester 2:</u>	<u>50%</u>
Total:	100%

When assessing homework and tests, the IB HL & SL criteria A,B,C are followed. For each type of work, whether comparative literature, essay or oral presentation, the mark is given

Internal assessment is based on worksheets, research, portfolio, composition, vocabulary

External assessment information

Both HL and SL Greek IB Language A2 courses are externally and internally assessed. For the external assessment written components comprise 70% of the total mark. The other written tasks comprise 20% of the total.

Internal assessment information

The internally assessed oral components carry 30% of the total mark.

Paper 1 : Comparative commentary:	25%
Paper 2 : Essay	25%
Written tasks:	20%
Individual oral:	15%
Interactive oral activity	15%
Total	100%

RESOURCES

"Κατάδικος", Κ Θεοτόκης, εκδ. ΝΕΦΕΛΗ, Αθήνα 1990

"Eroica", Κ. Πολίτης, εκδ. ΕΣΤΙΑ Νέα Ελληνική Βιβλιοθήκη, 1999

"Τα ποιήματα" Κ. Καβάφη, Α&Β τόμος, εκδ. Ίκαρος Εκδοτική Εταιρία, 1991

"Πλούσιοι και φτωχοί", Γρ. Ξενόπουλος, εκδ. Αδελφοί Βλάσση, 1984

"Φόνισσα", Αλ. Παπαδιαμάντη, εκδ. Γράμματα, 1980

"Ματωμένα χρώματα", Διδώ Σωτηρίου, εκδ. Κέδρος, 1983

Ιστορία της Νεοελληνικής Λογοτεχνίας, Κ.Θ. Δημαράς, εκδ. ΙΚΑΡΟΣ, 1968

Ιστορία της Νεοελληνικής Λογοτεχνίας, Λίνος Πολίτης, Μ.Ι.Ε.Τ., Αθήνα, 1980

ΝΕ Λογοτεχνία Γ' Ενιαίου Λυκείου ΟΕΔΒ

Κείμενα ΝΕ Λογοτεχνίας Β' Ενιαίου Λυκείου ΟΕΔΒ

Έκθεση-Έκφραση για το Ενιαίο Λύκειο / Θεματικοί κύκλοι, ΟΕΔΒ

Έκθεση-Έκφραση για το Λύκειο, τεύχος Γ' ΟΕΔΒ

Έκθεση-Έκφραση για το Ενιαίο Λύκειο, τεύχος Β', ΟΕΔΒ

Γλωσσικές ασκήσεις για το Λύκειο, ΟΕΔΒ

Ελληνικό λεξικό, Τεγόπουλος - Φυτράκης, 1991

Newspapers

Magazines

Videos and CDs

ACADEMIC HONESTY

Academic honesty is fundamental to the integrity and operation of our school. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), stealing in quizzes and tests, copying work from other students or allowing their own work to be copied, or using notes during a test, are considered serious offences. The consequences of academic dishonesty will be a zero grade on the specific test/assignment, and additional disciplinary action. The said student will be ineligible for or removed from the National Honor Society.

Methodologies

The principal methodology is one which is student-centered. By student-centered we mean that students, both, as individuals and working in groups are encouraged to express their ideas, develop their positions on a subject/theme and exercise their critical and analytical faculties. Within this approach, the following are used:

debates, both teacher-lead and student-lead
discussions, both prepared and impromptu
presentations
role play activities
peer correction
paragraph writing
summarizing
essay writing
vocabulary exercises
intensive and extensive reading