

Subject Overviews

Language and literature

MYP0: ENGLISH LANGUAGE AND LITERATURE

Unit 1: Languages

The students become aware of what language is, what the smaller units of a language are, and of how and why people are multilingual. They learn how to analyse a sentence from the point of view of the type and different parts of speech. They learn/revise all the uses of Present Simple and Present Continuous.

Key Concept: Communication

Related Concepts: Self-expression, Audience imperatives, Structure

Global Context: Personal and Cultural expression

Statement of Inquiry: Communication is a way to express one's ideas, feelings and wishes through the craft and beauty of analysis and argument.

Main content addressed:

Language-Sentence-Word

Monolingual – Bilingual – Multilingual

Communication cycle

Parts of Speech

Dictionary-Word entry

Present Simple versus Present Continuous: form and uses

Parts of an essay

Descriptive essay

Short story and its characteristics

Book report / Review – guidelines

Objectives: A, B, D

ATL skills:

Communication – communication skills

Self-management – organization and reflection skills

Unit 2: Who? What? When? Where? and Why?

The students talk and discuss people who changed the world and in what way. They use the Past Simple tense and USED TO and learn all the three columns from the list of irregular verbs. They read folk tales in order to understand their morals, identify them and write their own morals from their own stories.

Key Concept: Perspective

Related Concepts: Context, Purpose

Global Context: Orientation in space and time

Statement of Inquiry: Having a perspective of physical, psychological and social aspect of the human nature is what life is all about.

Main content addressed:

Past Simple: form and uses

USED TO / WOULD: form and uses

A Person Who Changed the World

Folk Tales

Objectives: A, B, C, D

ATL skills:

Communication – communication skills

Research – information literacy skills

Unit 3: A creative person is a free person

The students learn about the different types of writing and literature, the focus being on short stories and poetry. They read and analyse different pieces of work and use them as a model for their own creative writing. They imitate a poet's work to become poets themselves. The students are introduced to two future tenses, their forms and compare their various uses.

Key Concept: Creativity

Related Concepts: Point of view, Style, Theme

Global Context: Personal and cultural expression

Statement of Inquiry: Being creative and one's point of view are an art used to exhibit beliefs and ideas that build our world.

Main content addressed:

Poetry

Fairy Tales

Future Simple versus Going-to-Future: form and uses

Objectives: B, C, D

ATL skills:

Thinking – creative thinking skills

Communication – communication skills

Self-management – organization skills

Unit 4: It takes all sorts of people to make a world

The students describe people's personalities and character, learn new personality adjectives and talk about people they know very well. They compare two or more people using personality adjectives and comparison of adjectives.

Key Concept: Connections

Related Concepts: Character, Self-expression

Global Context: Identities and relationships

Statement of Inquiry: Connecting people through their character is a part of human nature and human mind.

Main content addressed:

Personality adjectives

The four confusing questions with the word "LIKE"

Comparison of Adjectives

Compare contrast essay

Objectives: A, B, C, D

ATL skills:

Communication – communication skills

Self-management – reflection skills

Reading list:

- Short Story: Issac Asimov: The Fun They Had
- Phyllis Reynolds Naylor: Shiloh
- Roald Dahl: Matilda or Charlie and the Chocolate Factory or James and the Giant Peach
- Antoine de Saint-Exupéry: The Little Prince
- E. Nesbit: Five Children and It
- L. Frank Bauman: The Wizard of Oz
- Lewis Carroll: Alice in Wonderland

MYP 0 English Project: A Person Who Changed the World – Students' choice – presentations

MYP1: ENGLISH LANGUAGE AND LITERATURE

Unit 1: Immersed in writing

Through various creative writing activities and after reading extracts, biographies and diaries the students will learn different techniques of writing. They will learn how to make their writing more creative, interesting and “vivid” using techniques such as “exploding the moment” and “painting a picture with words”.

Key Concept: Creativity

Related Concepts: Style, Self-expression

Global Context: Personal and cultural expression

Statement of Inquiry: The creativity of a piece of writing relies heavily on style, and how one expresses his/her feelings, thoughts or ideas.

Main Content Addressed:

- Reading and analysing the following works of writing
 - W. Churchill – My Early Childhood
 - R. Dahl – Boy
 - Schooled – Gordon Korman
- Using the acquired knowledge in different writing (diary entries, poems, creative essays)

Objectives: C, D

ATL skills:

Communication – communication skills

Thinking - transfer skills

Unit 2: Racism and tolerance

After reading various short stories, famous speeches and a book the students will learn the importance of tolerance. They will explore the topic of racial segregation in the past but see that unfortunately it is still present today. Through various activities (creative writing, presentations...) they will try to inspire their peers to be more tolerant and act positively in making the world a better place.

Key Concept: Communication

Related Concepts: Context, Purpose

Global Context: Identities and relationships

Statement of Inquiry: One of the main purposes of effective communication through literature and media is teaching what it is to be human.

Main Content Addressed:

- Reading and analysing the following
 - Martin Luther King Jr. – “I have a dream”
 - M. D. Taylor – The Gold Cadillac
 - Sh. Flake – The Skin I’m in
- using the acquired knowledge in different writing (poems, creative essays, speeches)
- creating a brochure and presenting the diversity and rich cultural heritage of our planet

Objectives: A B, C

ATL skills:

Research – media literacy skills

Thinking – transfer skills

Unit 3: Autism

After reading a book, watching a movie and doing various research work the students will learn about autism and what life is like for people who have autism but also for the people around them. They will present what they have learned to lower grades.

Key Concept: Perspective

Related Concepts: Point of view, Self-expression

Global Context: Identities and relationships

Statement of Inquiry: Seeing the world through the perspective of someone with autism and understanding how they express their thoughts, feelings and ideas can teach us a lot.

Main Content Addressed:

- Learning about autism in general and about different kinds of autism. The students will have some prior knowledge as last year’s myp1 students presented the topic to them.
- Reading and analysing the following works of writing
 - M. Haddon – The Curious Incident of the Dog in the Night-Time
- Watching and analysing the following movie
 - Rain Man

Objectives: A, B, C

ATL skills:

Self-management – affective skills

Research – information literacy

Communication – communication skills

Unit 4: The detective genre

As a follow up to M. Haddon's "The Curious Incident of the Dog in the Night-Time" the students will be introduced to the detective genre in literature. They will present a favourite detective of theirs and try to write segments of a short detective story. They will learn the importance of atmosphere and creating suspense in this kind of writing. As a final activity they will create (write and illustrate) a short mystery story for little children.

Key Concept: Creativity

Related Concepts: Audience imperatives, Style

Global Context: Personal and cultural expression

Statement of Inquiry: When expressing ideas in creative writing and using various literary devices one has to always keep in mind who the audience is.

Main Content Addressed:

- After reading some short detective stories the students will learn the role of suspense in this kind of writing.
- Reading and analysing the following works of writing:
 - G. Greene – The Case for the Defence
 - A detective book of choice
- Oral (PowerPoint) presentation of their favourite detective
- Writing a mystery story for little children

Objectives: A, C, D

ATL skills:

Research – information literacy skills

Self-management – organization and reflection skills

MYP 2: ENGLISH LANGUAGE AND LITERATURE

Unit 1: Incredible Journeys

The students use language to narrate, describe, explain and express feelings. They produce a piece of written work on the topic of “One of a kind journey” incorporating all the narrative tenses and figures of speech.

Key Concept: Perspective

Related Concepts: Purpose, Self-expression

Global Context: Orientation in space and time

Statement of Inquiry: Mobility defines the purpose of self-expression and perspective on life as a way of orienting oneself both in space and time.

Main content addressed:

Elizabeth Ernest: Hope Leaves Jamaica

Jules Verne: Journey around the World in Eighty Days

Narrative Tenses: Past Simple, Past continuous, Past Perfect Simple; Past Perfect Continuous

USED TO/WOULD

Essay organization – paragraphs and their characteristics

Paragraph transitions and linking words

Story analysis guidelines – step by step lead to all the points to be covered and in which order, to be able to organize them in the essay organization scheme

Figures of Speech: Simile, Metaphor, Personification, Onomatopoeia, Hyperbole, Idioms – definitions and examples

OBJECTIVES: B, C, D

ATL SKILLS:

Thinking – creative thinking skills

Self-management – organization skills

Unit 2: Risky Business

The students are introduced to different figures of speech used in writing to convey meaning or heighten the effect often by comparing or identifying. Students write a creative essay making up a story about an antique object in order to make it attractive to a potential customer. Students use the stories from a book as a model and include various figures of speech in their writing.

Key Concept: Communication

Related Concepts: Character, Self-expression

Global Context: Orientation in space and time

Statement of Inquiry: Human behaviour and character help people find their personal space and place throughout their work life.

Main content addressed:

Robin Klein: The Two Chefs (short story)

Geraldine McCaughrean: A Pack of Lies

Phrasal verbs

Present Regrets (I wish/If only)

Conditional Sentences: Zero, First, Second

OBJECTIVES: A, B, C, D

ATL SKILLS:

Communication – communication skills

Thinking – creative and critical thinking skills

Unit 3: Turning Point

The students are introduced to different poetic techniques through a poem about a man at life crossroads. They write an account of an event that has in a way marked their life for the better or worse, incorporating conditional sentences where appropriate.

Key Concept: Perspective

Related Concepts: Point of view

Global Context: Identities and relationships

Statement of Inquiry: Our identity and relationships with people and the world around us affect the way we view life.

Main content addressed:

Walter de la Mare: The Listeners (poem)

Repetitions in poetry: Alliteration, Assonance, Sibilance and Onomatopoeia

Past Regrets (I wish/If only)

Conditional Sentences: Third and Mixed Type

Characteristics of diary writing

Zlata Filipović: Diary

OBJECTIVES: A, C, D

ATL SKILLS:

Thinking – critical thinking skills

Self-management – reflection skills

Unit 4: It takes all sorts...to make a world

The students identify personality adjectives after examples and having certain letters in the words given. A short story leads them to become aware of human behaviour and what drives them to behave in a certain way. They make their own list of famous and inspiring quotes and explain their choices.

Key Concept: Communication

Related Concepts: Character, Context

Global Context: Personal and cultural expression

Statement of Inquiry: Personality and character are communicated both through one's personal and cultural aspect of people's lives.

Main content addressed:

Personality adjectives

Famous quotes on different topics

Reported Speech: Reported Commands, Statements and Questions

Gordon Korman: Schooled

Robert Swindles: In the Nick of Time

OBJECTIVES: A, B, D

ATL SKILLS:

Communication – communication skills

Self-management – reflection skills

Reading list:

- Jules Verne: Journey around the World in Eighty Days
- Geraldine McCaughrean: A Pack of Lies
- Gordon Korman: Schooled
- Robert Swindles: In the Nick of Time

MYP3: ENGLISH LANGUAGE AND LITERATURE

Unit 1: Gothic elements in writing

The students will be introduced to gothic elements in traditional and modern literature. They will learn the importance of tone, mood and setting and will explore different techniques of describing atmosphere in writing.

Key Concept: Perspective

Related Concepts: Setting, Genres

Global Context: Personal and cultural expression

Statement of Inquiry: Setting and perspective are what define the aesthetics of a certain literary genre.

Main Content Addressed:

- Reading and analysing the following works of writing
 - B. Stoker – Dracula
 - E. A. Poe
 - Annabel Lee
 - The Tell Tale Heart
 - The Raven
 - J.R.R. Tolkien – The Hobbit
- Using the acquired knowledge in different writing (diary entries, poems, creative essays)

Objectives: C, D

ATL skills:

Communication– communication skills

Thinking – creative thinking skills

Unit 2: Teaching tolerance through literature and media

Interdisciplinary Unit – History

After reading various books, watching a movie and two documentaries the students will learn the importance of tolerance. They will see how literature and media can be used to inspire people to be more tolerant and act positively in making the world a better place.

Key Concept: Change

Related Concepts: Self-expression, Context

Global Context: Fairness and development

Statement of Inquiry: Self-expression through literature and media can help us understand past events and can be a powerful tool for inclusion and the acceptance of differences

Main Content Addressed:

- Learning about racism, tolerance and the events leading up to and during the Second World War. The students will have prior knowledge as, at the same time these topics are being taught in history class. They will learn how to connect topics taught in other subjects and incorporate them in their writing.
- Reading and analysing the following works of writing
 - G. Orwell - Animal Farm
 - Anne Frank – The Diary of a Young Girl
 - W. Golding – Lord of the Flies
- Watching and analysing the following movies and documentaries
 - Anne Frank Remembered
 - Promises
 - The Freedom Writers

Objectives: A, B, C, D

ATL skills:

Communication – communication skills

Thinking – critical thinking and creative thinking skills

Unit 3: Read between the lines

The students will read the book “Lord of the Flies by William Golding. Each chapter will be analysed in class. The students will learn how to read critically and will actively participate in an in-depth analysis of the book with an emphasis on symbolism in the novel.

Key Concept: Perspective

Related Concepts: Context, Theme

Global Context: Personal and cultural expression

Statement of Inquiry: Critical reading and an in-depth analysis of a book allow us to see how a book functions not only on a literal level but also on a symbolic level.

Main Content Addressed:

- Using critical reading skills and an in-depth analysis of the book “Lord of the Flies” by William Golding.

Objectives: A, B

ATL skills:

Social – collaboration skills

Self-management – organization skills

Unit 4: Figurative language

Through various activities the students will learn how to detect and use various figures of speech. They will start of by learning how to recognize various figures of speech and gradually, through numerous creative writing exercises, they will learn how to incorporate them in their writing.

Key Concept: Creativity

Related Concepts: Style, Genres

Global Context: Personal and cultural expression

Statement of Inquiry: Various genres require different techniques and styles and depend on one's creative use of language.

Main Content Addressed:

- Learn how to recognize and incorporate the following figures of speech in my writing:
 - Metaphor
 - Simile
 - Personification
 - Onomatopoeia
 - Hyperbole
 - Oxymoron
 - Idiom
 - Irony
- Reading and analysing:
 - Ch. Causley – The Ballad of Charlotte Dymond

Objectives: C, D

ATL skills:

Communication– communication skills

Thinking – creative thinking skills

MYP0: CROATIAN LANGUAGE AND LITERATURE

Unit 1: What's Your Story?

The students will be introduced to epic elements in traditional and modern literature. They will learn the importance of tone, mood and setting and will explore different techniques of describing atmosphere in writing. They will develop their ability to use reading strategies, their understanding of a range of content specific terminology, ability to analyse the character development and theme in a story. They will be introduced to visual language. They will write and illustrate a narrative in the form of a picture book.

Key Concept: Connections

Related Concepts: Structure, Character, Setting, Genres

Global Context: Personal and cultural expression

Statement of Inquiry: Through personal stories, we can connect, express and share valuable lessons with others.

Main Content Addressed:

- Mjerila vrednovanja
- Igra upoznavanja,
- Uvod u nastavni predmet Hrvatski jezik
- Nastavni sadržaji četvrtoga razreda
- Početna provjera znanja
- Hrvatski jezik – prošlost i sadašnjost
- Hrvatski jezik i dvojezičnost
- Lektira i dnevnik čitanja – uvodni sat
- Književni rodovi – (lirika, epika, drama)
- Promjenjive i nepromjenjive vrste riječi
- Darko Macan, Nove tenisice (pripovijedanje)
- Miro Gavran, Bicikl moj jedini (karakterizacija lika postupcima)
- Lektira: Ivan Kušan, Koko u Parizu (književna vrsta, pustolovni roman)
- Subjektivno i objektivno iznošenje događaja (usmeno i pisano izražavanje)
- Pripovijedanje u prvoj i trećoj osobi (pisano izražavanje)
- Mediji
- Tisak (tiskani mediji)
- Roald Dahl, Charlie i tvornica čokolade (pripovjedač u trećoj osobi)
- Ivan Cankar, Zastidio se majke (fabula, dijelovi fabule)
- Ephraim Kishon, Šuti i plivaj (proza)
- Rečenični znakovi/Pisanje i izgovor prijedloga, priloga, veznika, čestica, usklika (pisano izražavanje)
- Prva školska zadaća (pisano izražavanje)
- Filmski rodovi

OBJECTIVES: A, B, C, D

ATL SKILLS:

Communication – communication skills

Social – collaboration skills

Unit 2: Poetry

Poetry is when an emotion has found its thought and the thought has found words.

Robert Frost

Students will explore a range of poems in order to examine how writers communicate their ideas. They are introduced to different poetic techniques through a poem. Students will focus on how to effectively communicate their ideas to an identified audience and purpose. "Through my voice, other individuals and communities can also have a voice. Students will develop their ability to use reading strategies, their understanding of a range of content specific terminology. They will build the persuasive language and their information literacy considering referencing and citing sources.

Key Concept: Creativity

Related Concepts: Audience imperatives, Purpose

Global Context: Identities and relationships

Statement of Inquiry: Purpose and audience imperative shape individual creative process.

Main Content Addressed:

- Nastavni sadržaji književnosti – lirska pjesma
- Antun Mihanović, Horvatska domovina (himna, epitet)
- Slušanje i interpretativno čitanje književnih tekstova (usmeno izražavanje)
- Dobriša Cesarić, Jesen (tema, motiv, stih prema broju slogova)
- Jednoznačnost i višeznačnost riječi
- Zlata Kolarić-Kišur, Riječi (književnost, lirska pjesma)
- Narodna pjesma (suprotnost)
- Predikat i subjekt
- Imenice (rod i broj imenice, vrste imenica)
- Sklonidba imenica
- Ivan Goran Kovačić, Pada snijeg, pada snijeg
- Drago Britvić, Tvoja zemlja (domoljubna pjesma)
- Stvaralačko prepričavanje (usmeno i pisano izražavanje)

OBJECTIVES: A, B, C, D

ATL SKILLS:

Communication – communication skills

Self-management – organization skills

Thinking – critical thinking skills

Unit 3: Explore! The World Beyond

The students are introduced to different figures of speech used in writing to convey meaning or heighten the effect often by comparing or identifying. Students write a creative essay making up a story about an antique object in order to make it attractive to a potential customer. Students use the stories from a book as a model and include various figures of speech in their writing.

Through exploring rights and responsibilities concerning virtual world, students will learn how to be safe (online). They will continue to develop understanding of different literary genres and text type, their ability to interact with non – fiction text. Students will collaborate on, create and publish an animation.

Key Concept: Communication

Related Concepts: Structure, Setting, Genres

Global Context: Personal and cultural expression

Statement of Inquiry: Setting and structure facilitate communication of personal and cultural expression.

Main Content Addressed:

- Stvaralačko prepričavanje (usmeno i pisano izražavanje)
- Ezop, Gavran i lisica, Lisica i roda (preneseno značenje)
- Poslovice i zagonetke
- Subjektivno i objektivno opisivanje osobe (usmeno i pisano izražavanje)
- Animirani film: C. Wedge, C. Saldanha, Ledeno doba
- Tito Bilopavlović, Ah, ta ljubav (ljubavna lirska pjesma)
- I. Bashevis Singer, Ole i Trufa (osnovna misao)
- Zvonimir Golob, Prva ljubav
- Nada Iveljić, Televizijsko dijete (događaj, radnja)
- Slušanje, pisanje i izgovor riječi s provedenim glasovnim promjenama (pisano izražavanje)
- Dušan Vukotić, Igra
- Pridjevi, vrste pridjeva – uvodni sat
- Određeni i neodređeni oblik pridjeva
- Sklonidba pridjeva
- Stupnjevanje pridjeva

OBJECTIVES: A, B, C, D

ATL SKILLS:

Communication – communication skills

Social – collaboration skills

Thinking – critical and creative thinking skills

Unit 4: Culture & Identity

Through exploring universal topic, students will identify the influence of the past on our world today developing their ability to respond to literature in an informed and reflective manner. They will develop their research skills by completing hero/heroine task and their writing skills in writing an essay. Students will explore the impact that philosophies, ways of life, self-expression, and context might have on individual perspective development.

Key Concept: Perspective

Related Concepts: Context, Purpose

Global Context: Identities and relationships

Statement of Inquiry: Through philosophies, ways of life, self-expression, and context, individual perspective is developed.

Main Content Addressed:

- Vladimir Nazor, Halugica (pripovijedanje, opisivanje, dijalog)
- Astrid Lindgren, Pipi kreće u školu (karakterizacija lika govorom)
- Stanislav Femenić, Čarolija laticice (personifikacija)
- A.S. Puškin, Bajka o ribaru i ribici
- Lektira
- Izgovor i pisanje riječi s glasovima ije/je (umanjenice I komparativi)
- Brojevi, zamjenice, glagoli
- Basho, Ivančan, Devide, Haiku (haiku)
- Vladimir Vidrić, Pejzaž prvi
- Dragutin Tadijanović, Visoka žuta žita
- Druga školska zadaća (pisano izražavanje)
- Nastavni sadržaji petoga razreda, usustavljanje
- Veliko početno slovo u nazivima kontinenta, država, zemalja, naroda i naseljenih mjesta
- Božidar Prosenjak, Obitelj (slobodni stih)
- Konvencija o pravima djeteta
- Mladen Bjažić, Tata nema vremena (vezani stih)
- Zlatko Krilić, Mene nitko ne voli
- Pisanje velikog početnog slova (pisano izražavanje)
- Analiza postignuća na kraju petog razreda (samovrednovanje),
- Zaključivanje ocjena

OBJECTIVES: A, B, C, D

ATL SKILLS:

Communication – communication skills
Self-management – affective skills

MYP1: CROATIAN LANGUAGE AND LITERATURE

Unit 1: Power to the People

Students will explore a range of non-fiction texts, such as newspaper articles, feature articles and letters to the editor, in order to examine how writers communicate their ideas. There will be a focus on comprehension skills, sentence structure and paragraphing. Students will focus on how to effectively communicate their ideas to an identified audience and purpose. "Through my voice, other individuals and communities can also have a voice. „This unit is about social justice. Through activities of accessing, selecting and organizing information, we will discuss issues (bias, weakness) and come to solutions through Croatian A. Students will develop their ability to use reading strategies, their understanding of a range of content specific terminology, ability to analyse the character development and theme in a story. They will build the persuasive language and their Information Literacy considering referencing and citing sources. At the end of this unit, students will understand that arguments can be presented verbally, visually and in writing. Students will explore the ways in which we express ideas, beliefs and values – personal and cultural expression.

Key Concept: Perspective

Related Concepts: Audience imperatives, Purpose, Style, Point of view

Global Context: Personal and cultural expression

Statement of Inquiry: Effective communication can lead to a change in perspective.

Main Content Addressed:

- Odnos teme i motiva u književnome djelu
- Pjesničke slike
- Stilska izražajna sredstva: asonanca, aliteracija, ponavljanje
- Vrste strofa
- Znanstveno – fantastični roman
- Opis otvorenoga i zatvorenoga prostora
- Gustav Krklec: *Zagorski vinograd* (vrste strofa)
- Dobriša Cesarić: *Tiho, o tiho govori mi jesen* (asonanca i aliteracija)
- Zvonimir Balog: *Progutaj srdžbu* (odnos teme i motiva)
- Usmjereno čitanje / Krasnoslov
- Vjekoslav Majer: *Moj učitelj*
- Portret
- UNICEF, *Škola kao moja*
- Fran Mažuranić: *Plaća*
- Branka Primorac: *Doživljaj kojeg se sramim*
- Mark Twain: *Kraljević i prosjak* (roman, vrste romana, povijesni roman)
- Ante Gardaš: *Izum profesora Leopolda* (znanstvenofantastični roman)
- Oscar Wilde: *Sretni kraljević*
- Osobne zamjenice, Posvojne zamjenice, Povratna zamjenica, Povratno – posvojna zamjenica
- Prepričavanje / Sažeto prepričavanje, Prepričavanje s promjenom gledišta, Stvaralačko prepričavanje
- Filmska izražajna sredstva

OBJECTIVES: A, B, C, D

ATL SKILLS:

Communication – communication skills

Social - collaboration

Unit 2: Play with literary genres

Students will learn about verbs. They will study the literary genre – theatre play. They will learn how to dramatize a narrative and compare a literary work with a theatre play.

Key Concept: Connections

Related Concepts: Genres, Context, Intertextuality, Structure

Global Context: Orientation in space and time

Statement of Inquiry: Connections between genres teach us how to get to know the world around us better.

Main Content Addressed:

- Božidar Prosenjak: Najdraži gol
- Zvonimir Balog: Karneval
- Stjepan Tomaš: Mali ratni dnevnik
- Stjepan Jakševac: Sjećanje
- Iva Milley: Panika u Strahogradu
- August Šenoa: Seljačka buna
- Vladimir Nazor: Tomislav
- Karakterizacija likova
- Interpretativno čitanje i krasnoslov
- Rečenični i pravopisni znakovi
- Krnji perfekt
- August Šenoa, Povjestice
- Glagoli po predmetu radnje
- Glagoli po vidu
- Infinitiv
- Glagolski pridjevi i glagolske imenice
- Mark Twain, Kraljević i prosjak (roman, vrste romana, povijesni roman)
- Ante Gardaš, Izum profesora Leopolda (znanstvenofantastični roman)
- Henrick Sienkiewicz, Kroz pustinju i prašumu
- Ivana Marinić, Različitosti (drama, dijelovi dramskoga teksta, čin, prizor)
- Nastavni sadržaji književnosti
- Lektira
- Pisanje i izgovor infinitiva i glagolskoga pridjeva radnoga (pisano izražavanje)
- Prva školska zadaća s ispravkom (pisano izražavanje)
- Glagolska vremena
- Glagolski pridjev; radni i trpni, glagolska imenica sa završetkom –nje; infinitive
- Glagolski oblici, usustavljanje
- Rečenični i pravopisni znakovi: trotočka, izostavnik, crtica, zagrada
- Božica Jelušić, Dobrodošlica Božiću (rima)
- Vladimir Kovačić, Hvaljen Isus, moja stara bako (pjesničke slike)
- Nastavni sadržaji književnosti – lirska pjesma
- Lektira
- Čitanje i pisanje trotočke, izostavnika, crtice i zagrade (pisano izraž.)
- Opis otvorenog i zatvorenog prostora (pisano i usmeno izraž.)
- Povijesni roman

OBJECTIVES: A, B, C, D

ATL SKILLS:

Communication – communication skills

Thinking – critical thinking skills

Unit 3: Virtual Realities

Through exploring rights and responsibilities concerning virtual world, students will learn how to be safe (online). They will continue to develop understanding of different literary genres and text type, their ability to interact with non – fiction text. Students will collaborate on, create and publish an animation. Through Personal and cultural expression global context students will explore the ways in which we express feelings, nature, culture; the ways in which we extend and enjoy our creativity. Students will engage in a novel study of the text *The Tale of Despereaux*. They will focus on the key narrative features such as structure, character and theme. They will also analyse a range of poetic forms such as ballad, limerick and free verse that explore the concept of courage, with a focus on sounds and imagery.

Key Concept: Creativity

Related Concepts: Character, Theme, Setting, Style, Self-expression

Global Context: Personal and cultural expression

Statement of Inquiry: Writers can create characters through their stylistic choices in order to develop a particular theme.

Main Content Addressed:

- Internet
- Present
- Perfekt
- Present i perfekt, usustavljanje
- Aorist
- Imperfekt
- Aorist i imperfekt , usustavljanje
- Glagolska vremena – sadašnje i prošla, usustavljanje
- Stjepan Tomaš, Mali ratni dnevnik
- Božidar Prosenjak, Najdraži gol
- Zvonimir Balog, Karneval
- Lektira
- Pisanje, izgovor i čitanje glagolskih oblika (pisano izraž.)
- Pluskvamperfekt
- Futur prvi i futur drugi
- Drago Gervais, Moja zemlja (dijalektna književnost, čakavsko narječje)
Dragutin Domjanić, Kaj (dijalektna književnost, kajkavsko narječje)
- Vanja Radauš, Prva rič što sam je čuo (dijalektna književnost, štokavsko narječje)
- Razgovor (usmeno izražavanje)
- Internet
- Slušanje, izgovor i pisanje riječi s provedenim glasovnim promjenama (pisano izraž.)
- Melita Rundek: Psima ulaz zabranjen
- Jacques Prevert: Loš učenik
- August Šenoa: Zagrebu
- Ante Kovačić: Djetinjstvo i školovanje Ivica Kičmanovića
- Miro Gavran: Lukavi zaplet
- Ivana Marinić: Različitosti
- Mila Jelavić: Poruke djeci
- Dijalektno pjesništvo
- D. Ivanišević: Moj did
- Dragutin Domjanić: Kaj
- Imperativ
- Kondicional prvi i drugi
- Mark Twain: Kraljević i prosjak
- Razgovor

OBJECTIVES: A, B, C, D

ATL SKILLS:

Social – collaboration skills

Communication – communication skills

Unit 4: “Presents” from the Past

Students will learn about the first Croatian script - Glagolitic alphabet and research the first written documents. They will also learn about folk poems, both epic and lyric.

Key Concept: Communication

Related Concepts: Context, Purpose, Style, Point of view

Global Context: Orientation in space and time

Statement of Inquiry: As we explore history, we shape our view of the world which helps us to get better oriented in time and space, and to appreciate what we have.

Main Content Addressed:

- Imperativ
- Kondicional prvi
- Kondicional drugi
- Narodna epska pjesma Ive vara dva duždeva sina (usmena (narodna) književnost, epska narodna pjesma, epski narodni deseterac, stalni epitet)
- Narodna lirski pjesma, Košuta i djevojka (lirski narodna pjesma) Anegdote o poznatim osobama (anegdota)
- Vic
- Lektira
- Hrvatski jezik na internetu
- D. Cesarić: Slavonija
- Izražajna sredstva stripa: crtež, kvadrat, fabula prikazana kvadratima
- Zorica Klinžić: Djeca nose svjetove na dlanu
- Ive vara dva duždeva sina (narodna epska pjesma)
- Ero s onoga svijeta (narodna pripovijetka)
- Imenski predikat
- Košuta i djevojka (narodna lirski pjesma)
- Oholica (narodna anegdota)
- Pitalice, poslovice, zagonetke, bajke
- Usmena (narodna) književnost
- Stjepan Lice: Čuvanje ljubavi
- Darko Žubrinić: Bašćanska ploča
- Latinica, glagoljica i ćirilica
- Zlata Kolarić – Kišur: Djetinjstvo u zlatnoj dolini
- Anegdote o poznatim ljudima
- D. Tadijanović: Da sam ja učiteljica
- Hrvatska pisma
- Bašćanska ploča
- Prvotisak
- Početci hrvatske pismenosti
- Darko Žubrinić, Bašćanska ploča, dragi kamen hrvatske pismenosti
- Josip Bratulić, Stjepan Damjanović, Početci tiskarstva i hrvatske inkunabule
- August Šenoa, Zagrebu (ponavljanje)
- Lektira
- Stvaralačko pisanje i interpretativno kazivanje viceva i anegdota (usmeno izražavanje)
- Portret (pisano izražavanje)
- Druga školska zadaća (pisano izražavanje)

- Veliko početno slovo u imenima pokrajina i krajeva, dijelova naselja, trgova i ulica
- Vrste predikata
- Nastavni sadržaji šestoga razreda (zamjenice, glagolski oblici-uvod, glagolska vremena, glagolski načini, početci pismenosti)
- Mladen Kopjar, Kako sam postao brat
- Pisanje velikog početnog slova (pisano izražavanje)
- Analiza postignuća na kraju šestog razreda
- Zaključivanje ocjena

OBJECTIVES: A, B, C, D

ATL SKILLS:

Self-management – reflection skills

Research – information literacy skills

MYP2: CROATIAN LANGUAGE AND LITERATURE

Unit 1: Courageous Characters

Students will explore the concept of leadership. Cultures and communities can be defined by the heroes and the leaders, they choose to represent them. They will explore a range of myths and legends from the past and short stories and comics from the present to identify how heroes influence our lives today. Students will build their skills in Narrative (Creative) writing technique on topic: By the actions I take in my community - I am a hero, researching how are acts of courage revealed in literature and informational text developing their ability to use factual information to come to logical conclusions (inferencing and concluding). They will know to pair fictional story with a courageous character with related informational text from the same historical time period. Through Identities and relationships global context, students will explore identity; beliefs and values; cultures. The students will look at real life heroes and heroic qualities that transferred into storytelling as a result of the contributions of these individuals to their communities.

Key Concept: Connections

Related Concepts: Structure, Character, Setting, Genres, Intertextuality

Global Context: Identities and relationships

Statement of Inquiry: Narratives are created using conventions that work together to connect readers (when) responding in certain ways.

Main Content Addressed:

- (AUTO)BIOGRAFIJA
- Nikola Tesla, Istraživač, izumitelj, genij
- Vjekoslav Majer, Od plinske lanterne do nebodera
- Deborah Ellis: Djevojčica iz Afganistana
- Sue Townsend, Novi jadi Adriana Molea
- V. Nazor: Voda
- V. Majer: Dnevnik malog Perice
- Od biografskog filma do filmskog dnevnika (Krešo Golik, Tko pjeva zlo ne misli)
- Ponavljanje gradiva MYP1 razreda
- Inicijalni ispit
- Upitne i odnosne zamjenice
- Neodređene zamjenice
- balada, sonet)
- Narodna balada, Hasanaginica
- Dobriša Cesarić, Balada iz predgrađa
- William Shakespeare, Sonet XVIII / Francesco Petrarca, Ja mira nemam, a u rat ne hrlim
- Radni list: Antun Gustav Matoš, Jesenje večer
- Dobriša Cesarić: Pjesme
- Knjižnica, Povijest hrvatskoga književnoga jezika
- Naglasak
- Samoznačne i suznačne riječi
- Ponavljanje
- Veliko početno slovo u imenima društava, organizacija, udruga, pokreta i javnih skupova
- Mitovi i legende
- Miniprojekt: Mitovi o postanku svijeta
- Priče i slike iz klasične mitologije (Gustav Schwab, Dedal i Ikar, Orfej i Euridika, Okovani Prometej)
- Howard Pyle, Priča o kralju Arthuru i njegovim vitezovima / Hrvoje Hitrec, Anka Neretljanka, Veronika Desinić

- D. Cesarić: Pjesme
- B. Primorac: Maturalac Vesterni i mitološki filmovi
- Jednostavna rečenica
- Objekt
- Priložne oznake
- Atribut
- Natuknica i bilješka (govorimo o sebi uz pomoć bilježaka)
- Pisanje neodređenih zamjenica
- Odnosi među riječima

Objectives: A, B, C, D

ATL skills:

Communication – communication skills

Social – collaboration skills

Unit 2: Storytelling

The students will explore the art of storytelling: why people tell stories, how they communicate them, and the effect they can have on audiences. Students will analyse a range of texts and genres including: plays, short stories, picture books, graphic novels, comic books and cartoons, visual images and extracts from feature films. They will focus on the narrative and generic conventions of each text. Through different literary and texts, students will learn valuable life lessons through the experience of others. Through Croatian A, we will respond with empathy to the experiences of others. Students will understand that literature contains “messages” and “lessons”. They will begin to develop their ability to Infer Meaning from texts. Through Personal and cultural expression global context, students will explore the ways in which we express ideas, beliefs and values; the ways in which we extend and enjoy our creativity.

Key Concept: Creativity

Related Concepts: Structure, Character, Setting, Genres

Global Context: Personal and cultural expression

Statement of Inquiry: Personal and social perspective of narratives reflects local circumstances and values.

Main Content Addressed:

- Jean Baptiste Poquelin Molière, Škrtac
- Anton Pavlovič Čehov, Tri sestre
- Apozicija
- Glagolske i imeničke dopune
- Pupačić: Tri moja brata
- T. Ujević: Dažd
- Slavko Mihalić, Treba više misliti na osamljene ljude
- Nikola Šop, Isus čita novine
- Bernard Jan: Potraži me ispod duge/D. Jelačić Bužimski: Balkanska mafija
- B. Prosenjak: Divlji konj
- Radio
- Složena rečenica
- Kako nastaje složena rečenica
- Nezavisno složena rečenica
- Kovačić: Mrak na svijetlim stazama

- Ramljak: Mali Učkarić
- Šenoa: Zlatarovo zlato
- D. Šimunović: Duga / V. Novak: Iz velegradskog podzemlja
- H. Hitrec: Smogovci
- Socijalna tematika na filmu
- Televizijske emisije(Hrvoje Hitrec, Smogovci
- Sastavna i rastavna rečenica
- Suprotna rečenica
- Isključna i zaključna rečenica
- Izražajno čitanje dramskoga teksta po ulogama
- Uloga opisa u pripovijedanju (Stvaramo priču)
- Krasnoslov (načini sporazumijevanja - vrednote govorenoga jezika, nejez. sredstva sporazumijevanja)
- Izražavanje pjesničkim slikama
- Vijest i komentar
- Slušamo i pišemo novinske vijesti

Objectives: A, B, C, D

ATL skills:

Self-management – organization skills

Self-management – affective skills

Unit 3: I Won't Grow Up!

We are all unique and grow by sharing our strengths and weaknesses with one another! Reflections on childhood - from literature to poetry to student experiences. Students will understand how poetry can be a powerful medium for personal expression. Through Croatian Language and literature classes, we will express our feelings, thoughts and emotions in unique way. The students will build an understanding on a content specific vocabulary, related to poetry. They will develop the ability to analyse poetry texts. Through the study of a range of texts, the students will consider the influence of cultural practices of societies with specific reference to females. Texts will include Duga by Dinko Šimunović, analysis of marketing strategies reinforcing/breaking gender stereotypes, exploring some of the new advances of the suffragettes and viewing the documentaries Search for the Afghan Girl and My Big Fat Gypsy Wedding.

Key Concept: Perspective

Related Concepts: Context, Character, Theme, Gender, Culture

Global Context: Fairness and development

Statement of Inquiry: Gender roles are often stereotyped and reinforced through cultural texts.

Main Content Addressed:

- Bernard Jan, Potraži me ispod duge
- Dobriša Cesarić, Vagonaši
- Mađer: U ljetne večeri
- H. Hitrec: Smogovci
- D. Šimunović: Duga
- V. Novak: Iz velegradskog podzemlja
- Zavisno složena rečenica
- Predikatna rečenica
- Subjektivna rečenica
- Objektivna rečenica

- Upravni i neupravni govor
- Pavao Pavličić, Dobri duh Zagreba
- Branka Primorac: Maturalac
- Deborah Ellis: Djevojčica iz Afganistana
- Kriminalistički film – Zoran Tadić, Ritam zločina
- Atributna rečenica
- Zarez u jednostavnoj i složenoj rečenici
- Pisanje – poštivanje pravopisne norme

Objectives: A, B, C, D

ATL skills:

Thinking – critical thinking skills
Thinking – creative thinking skills

Unit 4: Embracing Heritage

Students will read stories and informational text and discuss what they each reveal about our own country: the Republic of Croatia. Our “world” extends beyond our classroom; we make up the change we wish to see! Through a novel study and viewing a range of media, the students will gain an understanding of the issues facing the planet Earth, the need for sustainable living and ways in which they can make a difference. Students will examine short stories and poetry in order to use poetic and descriptive techniques in their own environmental poetry. Through Globalization and sustainability global context, students will explore the impact of decision-making on humankind and the environment.

Key Concept: Communication

Related Concepts: Character, Point of view, Setting, Structure, Theme

Global Context: Globalization and sustainability

Statement of Inquiry: Writers manipulate language and make stylistic choices in order to convey meaning to the reader.

Main Content Addressed:

- Mjesna rečenica
- Vremenska rečenica
- Načinska rečenica
- Ponavljanje i usustavljanje znanja o rečenicama
- Branka Kalauz, Čuj, Pigi, zaljubila sam se
- E. Vercol: Zašto mi nisi rekla?
- Slušanje radijskih i gledanje televizijskih emisija

Objectives: A, B, C, D

ATL skills:

Research – information literacy skills
Research – media literacy skills

MYP3: CROATIAN LANGUAGE AND LITERATURE

Unit 1: Leadership - Exploring Context: Yesterday, Today, Tomorrow

Students will explore the concept of leadership. Cultures and communities can be defined by the heroes and the leaders, they choose to represent them. Through Orientation in space and time global context, students will explore turning points in humankind; the relationships between individuals and civilizations from personal, local and global perspectives. Through the analysis of the novel Alkar, students will explore the concept of context and how their own personal context influences their interpretation of the text. The themes and issues in the text will be investigated and revealed through narrative elements. Students will build their skills in Narrative (Creative) writing technique on topic: By the actions I take in my community - I am a hero, researching how are acts of courage revealed in literature and informational text developing their ability to use factual information to come to logical conclusions. They will know to pair fictional story with a courageous character with related informational text from the same historical time period.

Key Concept: Perspective

Related Concepts: Context, Character, Setting, Theme, Intertextuality, Structure, Point of view

Global Context: Orientation in space and time

Statement of Inquiry: Both context and narrative conventions can shape the reader's interpretation of a text.

Main Content Addressed:

- V. Nazor: Hrvatski jezik
- M. Krleža: Bonaca u predvečerje
- Z. Tomičić: Roda
- Slavko Kolar: Breza
- Antoine de Saint-Exupéry: Mali princ
- Filmski stilovi Uvodni sat (javni govor)
- Različitost stilova
- Mini projekt o stilovima
- Popunjavanje administrativnih obrazaca i pisanje admin. tekstova
- G. Matoš: Iz Samobora
- J. Horvat: Besa
- Nemčić: Putositnice
- K. Bruckner: Sadako hoće živjeti
- Dinko Šimunović: Alkar
- Dokumentarni film (Tadić: Druge)
- Glasovi
 - Glasovne promjene
 - Riječi s -ije/-je/-e/-i
- Pisanje i čitanje intervjua i reportaža
- Pisanje - poštivanje pravopisne norme
- Veliko početno slovo u višechlanim imenima
- M. Ganza: Traženje riječi za Vukovar
- S. Glavašević: Sjećanje na djetinjstvo (18.11.)
- Dnevnik Ane Frank
- F. Marković: U boj
- Dnevnik Ane Frank
- Karl Bruckner: Sadako hoće živjeti
- U potrazi za knjigom
- Nastajanje riječi

- Podrijetlo riječi
- Riječi jednaka oblika, a različita značenja
- Frazemi
- Pismo – osobno i otvoreno
- Ulomci iz filma Život je lijep

Objectives: A, B, C, D

ATL skills:

Thinking – creative thinking skills

Unit 2: Express Yourself!

Through an analysis of Shakespearean society and students will explore the historical and social context of Shakespeare's works, the genre of tragedy and the concepts of power and conflict. Students will read the play Romeo and Juliet and explore the emotions of love and hate as well as the conventions of a Shakespearean play. Students will explore issues of family loyalty, love and the right to pursue a love interest based on one's own free will. Students will discuss in detail the literary devices and dramatic conventions used by Shakespeare. The students will also develop their understanding of literary devices through a study of various poetic forms and techniques. Through Personal and cultural expression global context, students will explore the ways in which we express ideas, beliefs and values; the ways in which we reflect on creativity. Through different literary and non-literary texts, students will learn valuable life lessons through the experience of others. We will respond with empathy to the experiences of others. Students will understand that literature contains "messages" and "lessons". They will begin to develop their ability to infer meaning from texts.

Key Concept: Communication

Related Concepts: Genres, Style, Setting, Context, Theme, Character

Global Context: Personal and cultural expression

Statement of Inquiry: Conventions shape the nature of communication in different genres.

Main Content Addressed:

- K. Š. Gjalski: Na Badnjak
- M. Krleža: Bitka kod Bistrice Lesne
- D. Šimunović: Alkar
- Babaja: Breza Ispravak
- W. Shakespeare: Romeo i Julija
- Silvija Šesto: Debela
- R. Sremec: Zelena ljubav
- Povijest hrvatskog jezika 20. st.
- Čitanje po ulogama

Objectives: A, B, C, D

ATL skills:

Thinking – transfer skills

Unit 3: Our Strengths and Weaknesses

We are all unique and grow by sharing our strengths and weaknesses with one another! Reflections on childhood - from literature to poetry to student experiences. Students will understand how poetry can be a powerful medium for personal expression. They will also analyse a range of poetic forms such as ballad, limerick and free verse that explore the concept of adversity with a focus on expressing our feelings, thoughts and emotions in unique way. The students will build an understanding on a content specific vocabulary, related to poetry. They will develop the ability to analyse poetry texts.

Key Concept: Perspective

Related Concepts: Point of view, Style, Theme, Identity

Global Context: Identities and relationships

Statement of Inquiry: Individuals make choices based on their cultural beliefs, values and perspectives.

Main Content Addressed:

- V. Nazon: Galiotova pesan
- M. Franičević: Pod maslinon
- D. Domjanić: Bele rože / F. Galović: Jesenski veter
- M. Krleža: Čežnja, Nemir
- Šimić: Ljubav, Opomena
- S. S. Kranjčević: Moj dom
- G. Matoš: Notturmo
- S. Mihalić: Prolazim Zrinjevcem
- J. Pupačić: Mor
- Dragutin Tadijanović: Srebrne svirale
- Problemski članak

Objectives: A, B, C, D

ATL skills:

Research – media literacy skills

Unit 4: Fantasy World

Through Personal and cultural expression global context, students will explore the ways in which we discover and express ideas, culture, beliefs and values; the ways we reflect on, extend and enjoy our creativity. Our “world” extends beyond our classroom; we make up the change we wish to see! Through an analysis of fantasy films, as well as a fantasy convention, students will gain an understanding of film techniques and film construction.

Key Concept: Creativity

Related Concepts: Genres, Audience imperatives, Purpose, Theme, Character, Setting

Global Context: Personal and cultural expression

Statement of Inquiry: Film-makers use conventions to communicate a narrative and position an audience.

Main Content Addressed

- Homer: Ilijada
- M. Marulić: Judita
- Mažuranić, Držić, Gundulić
- Z. Balog: Gnjavator
- M. Gavran: Ručak kod moje bake
- S. Pilić: Sasvim sam popubertetio
- V. Desnica: Pravda
- Dragutin Tadijanović: Srebrne svirale
- Kratki igrani film: Pravda
- Zamjenjivanje zavisnih rečenica gl. priložima
- Istovremenost i prijevremenost
- Izricanje pogodbe, mogućnosti i želje
- Osvrt ili prikaz
- Red riječi u rečenici
- Ephraim Kishon: Kod kuće je najgore
- Richard Bach: Galeb Jonathan Livingston
- Zagrebačka škola crtanog filma
- Višestruko složena rečenica
- Đ. Sudeta: Mor
- M. Ende: Priča bez kraja
- Filmska bajka (Harry Potter, Gospodar prstenova)

Objectives: A, B, C, D

ATL skills:

Communication – communication skills

