

Subject Overviews

Individuals and societies

MYP 0: HISTORY

Unit 1: HISTORY INTRODUCTION

Through the activities of reading, active listening, analysing sources, answering questions, discussing and researching students will be able to describe, explain and apply the main elements and characteristics of historical research process and of the prehistorical period recognizing and describing representative artefacts and findings of the time.

Key concept: TIME, PLACE AND SPACE

Related concept(s): Civilization, Culture, Innovation and revolution

Global context: Personal and cultural expression

Statement of inquiry: Scientific approach, methods and expressions help understanding development of culture and civilization in time and space.

Main Content Addressed:

- Understanding purpose of history
- Analysing different historical sources
- Using key questions in history
- Understanding and applying the main stages of research process
- Defining the prehistoric period and concepts; the Prehistory, the Stone age, the Metal age

OBJECTIVES: A, B

ATL SKILLS:

Communication – communication skills

Research – information and media literacy skills

Self-management – organization skills

Unit 2: FIRST CIVILIZATIONS

Through the activities of reading, active listening, analysing sources, answering questions, discussing, researching and visual presentations the students will be able to explain development of the first civilizations. They will recognize and describe the most valuable and representative monuments of the period.

Key concept: SYSTEMS

Related concept(s): Culture, Governance

Global context: Fairness and development

Statement of inquiry: First civilizations turn up when people made a great step ahead creating economic, social and political system.

Main Content Addressed:

- defining concepts: writing system, irrigation, state, government, science, religion
- explaining foundation of the Sumerian, Babylonian, Ancient Egyptian and Phoenician civilizations
- describing and presenting samples of significant cultural heritage

OBJECTIVES: A, C, D

ATL SKILLS:

Communication – communication skills

Thinking – critical thinking skills

Social – collaboration skills

Unit 3: THE ANCIENT GREEKS

Through the activities of reading, active listening, analysing sources, map reading, answering questions, discussing and essay writing students will be able to describe and explain the importance of the Ancient Greek civilization.

Key concept: GLOBAL INTERACTIONS

Related concept(s): Culture, Conflict, Cooperation

Global context: Orientation in space and time

Statement of inquiry: The Ancient Greek Culture is a result of interactions: cooperation and conflicts (among the Greeks and with the others).

Main Content Addressed:

- defining concepts: myth, mythology, polis, colonization, monarchy, aristocracy, democracy, Hellenistic culture, cultural monuments
- describing the main Greek placements; Sparta, Athens and characteristics of their lifestyle and culture
- describing and presenting samples of the Greek cultural heritage

OBJECTIVES: A, B, C, D

ATL SKILLS:

Self-management – reflection skills

Communication – communication skills

Research – information literacy skills

Thinking – critical thinking skills

Unit 4: THE ANCIENT ROMANS

Through the activities of reading, active listening, analysing sources, map reading, answering questions, discussing and essay writing students will be able to describe and explain the importance of the Ancient Roman civilization.

Key concept: CHANGE

Related concept(s): Causality, Innovations, Conflicts

Global context: Scientific and technical innovations

Statement of inquiry: The Roman civilization developed through changes which appeared as results of conflicts and inventions

Main Content Addressed:

- defining concepts: kingdom, republic, empire, civil war, technical and scientific innovations, cultural monuments
- describing the Roman society and characteristics of their lifestyle and culture
- describing and presenting samples of the Ancient Roman cultural heritage

OBJECTIVES: A, B, C, D

ATL SKILLS:

Communication – communication skills

Research – information literacy skills

Thinking – reflection skills

MYP1: HISTORY

Unit 1: WORKING AS A HISTORIAN

Through the activities of listening, reading, analysing maps, timelines and historical sources students will understand and be able to explain the main idea of what history is, as well as methods and strategies used by historians. They will be able to use humanities terminology appropriately and apply basic knowledge and understanding of each stage of research process.

Key concept: SYSTEM

Related concept(s): Civilization, Significance

Global context: Personal and cultural expression

Statement of inquiry: Historians use some relevant methods, strategies and expressions to explore development of civilization.

Main Content Addressed:

- Understanding purpose of history
- Analysing different historical sources
- Using key questions in history
- Understanding and applying the main stages of research process
- Understanding and using research methods

OBJECTIVES: A, B

ATL SKILLS:

Self-management – organization skills

Research – information and media literacy skills

Unit 2: THE MIDDLE AGES

Through the activities of reading, active listening, analysing sources, answering questions, discussing, researching and writing essay students will be able to describe and explain the main characteristics of the medieval period recognizing its positive and negative sides and analysing the problems of the medieval society. They will express their own opinion and attitudes about the main social phenomena of the period.

Key concept: SYSTEM

Related concept(s): Culture, Governance, Conflict, Cooperation

Global context: Fairness and development

Statement of inquiry: The medieval social and economic systems are based on power, authority and inequality.

Main Content Addressed:

- Defining the medieval period and concepts of king, nobility, peasantry, priesthood, knights, suzerains and vassals, manor, pope, patriarch, feudalism
- Describing and explaining the great migrations and its consequences
- Describing and explaining Byzantine Empire and Frankish Empire – continuity and changes
- Describing, explaining and analysing the medieval society

OBJECTIVES: A, C, D**ATL SKILLS:**

Communication – communication skills

Self-management – organization skills

Thinking – critical thinking skills

Unit 3: ARABS AND ISLAM

Through the activities of reading, active listening, analysing sources, map reading, answering questions and discussing students will be able to describe and explain the achievements of the Arabs and its impact on the others recognizing and appreciating the differences between cultures.

Key concept: TIME, PLACE AND SPACE**Related concept(s):** Culture, Ideology, Interdependence**Global context:** Identities and relationships**Statement of inquiry:** Cultural identity and ideology could be stimuli for development.**Main Content Addressed:**

- Defining concepts of nomads, tribes, Muhammad, Islam, Koran, mosque, caliphs, calligraphy
- Explaining and analysing the creation and rising of Islam
- Describing and explaining the achievements of the Arab culture and its impacts

OBJECTIVES: A, C, D**ATL SKILLS:**

Communication – communication skills

Research – information and media literacy skills

Thinking – critical thinking skills

Unit 4: 'RENAISSANCE' OF EUROPE

Through the activities of reading, active listening, analysing sources, collecting and organizing information, answering questions, analysing maps and writing essay students will be able to describe and explain the changing ideas and attitudes of the Renaissance people recognizing the importance of the world interactions.

Key concept: GLOBAL INTERACTIONS

Related concept(s): Culture, Interdependence

Global context: Orientation in space and time

Statement of inquiry: New ideas connected the world establishing global interactions.

Main Content Addressed:

- Defining concept of craft, guild, university, heresy, inquisition, humanism, gothic, antique, renaissance, 'the ancient world', 'the new world', colonization, manufactory
- Analysing changes in economy and development of cities
- Explaining and analysing the Renaissance ideas
- Explaining and analysing the roles of Renaissance people and their achievements
- Understanding and appreciating the cultural heritage
- Describing, comparing and explaining the world before and after the world explorations
- Explaining the problem of colonization
- Identifying new possible world problems

OBJECTIVES: A, B, C, D

ATL SKILLS:

Research – information and media literacy skills

Communication – communication skills

Self-management – reflection skills

MYP2: HISTORY

Unit 1: INDUSTRIALISATION

Through the activities of reading, active listening, exploring historical sources, answering questions, discussing, researching and writing a newspaper article students will be able to describe and explain changes caused by the industrial revolution recognizing their positive and negative sides. Students will be able to explain the importance of new inventions as well as the social problems of the period.

Key concept: CHANGE

Related concept(s): Causality, Innovation and revolution

Global context: Scientific and technical innovations

Statement of inquiry: Innovations and technical improvements could change economic and social relationships.

Main Content Addressed:

- Defining the concept of industry and industrial revolution
- Explaining the causes of the economic development before the revolution
- Explaining importance of technical and scientific innovations
- Understanding and explaining social problems of the industrial society

OBJECTIVES: A, B, C, D

ATL SKILLS:

Self-management – organization skills

Research – information literacy skills

Communication – communication skills

Thinking – critical thinking skills

Unit 2: REVOLUTIONS

Through the activities of reading, active listening, analysing historical sources, answering questions, graphical presenting, sharing ideas, comparing and contrasting and discussing students will be able to describe political and social changes in America and France that enabled development of democracy. They will recognize the characteristics of democratic society understanding its positive and negative sides and explaining the concept of human rights and freedoms.

Key concept: SYSTEMS

Related concept(s): Governance, Conflict

Global context: Fairness and development

Statement of inquiry: Inequality is a reason for conflict that could transform political system and government.

Main Content Addressed:

- Defining the concepts of democracy, republic, parliament, constitution, division of power, civic rights
- Describing and explaining American struggle for independence and establishing of the USA
- Describing and explaining the French society before the revolution identifying causes of the French revolution
- Analysing and explaining the political and social changes in France during the revolution
- Comparing and contrasting consequences of both revolutions

OBJECTIVES: A, D**ATL SKILLS:**

Communication – communication skills

Thinking – critical thinking skills

Unit 3: NATIONAL MOVEMENTS

Through the activities of active listening, analysing historical sources, comparing, answering questions, discussing and critical thinking students will be able to describe and explain the origin of national ideas and nationalism analysing national movements in Europe in the 19th century and their impacts on the modern society.

Key concept: TIME, PLACE AND SPACE**Related concept(s):** Identity, Ideology**Global context:** Identities and relationships**Statement of inquiry:** National ideas and ideologies could bring progress and destruction.**Main Content Addressed:**

- Defining concepts of nation, national idea, national awareness, national movement, nationalism
- Describing and explaining aims and ideas of national movements in Germany, Italy, France and Croatia
- Recognizing positive and negative aspects of nationalism

OBJECTIVES: A, C**ATL SKILLS:**

Social – collaboration skills

Thinking – creative thinking skills

Communication – communication skills

Unit 4: COLONIES AND COLONIAL EMPIRES

Through the activities of reading, active listening, analysing maps, exploring historical sources, collecting and organizing information, answering questions, discussing, thinking critically and writing essay students will be able to describe and explain how the world powers struggle to dominate the world through the concept of colonialism.

Key concept: GLOBAL INTERACTIONS

Related concept(s): Culture, Conflict, Cooperation

Global context: Globalization and sustainability

Statement of inquiry: European colonial domination brings the world in a state of instability.

Main Content Addressed:

- Defining concepts of colonial powers, colonies, colonial empires, colonialism
- Describing and explaining development of European powers
- Explaining and analysing the causes of gaining colonies
- Identifying and explaining the main world problems in the period of colonialism
- Recognizing the consequences of colonialism

OBJECTIVES: B, C, D

ATL SKILLS:

Research – information literacy skills

Communication – communication skills

Self-management – reflection skills

MYP3: HISTORY

Unit 1: WORLD WAR I

Through the activities of reading, active listening, analysing maps, exploring historical sources, answering questions, discussing, thinking critically and writing essay students will be able to describe and explain changes caused by WWI and how they influenced people's lives, society and the world generally.

Key concept: CHANGE

Related concept(s): Causality, Conflict

Global context: Identities and relationships

Statement of inquiry: Conflict could change individual identities and their relationships transforming global society.

Main Content Addressed:

- Defining the concepts of imperialism, militarism, nationalism, alliances, stalemate, front, 'League of Nations', 'Versailles treaty', 'Versailles order', suffragettes
- Explaining the long-term and short-term causes of the war
- Explaining the results of the war and its consequences
- Understanding and explaining how the war affected people

SUBJECTIVES: A, B, C, D

ATL SKILLS:

Self-management – organization skills

Communication – communication skills

Thinking – critical thinking skills

Unit 2: TEACHING TOLERANCE THROUGH LITERATURE AND MEDIA

Interdisciplinary Unit – English Language and Literature

Through the activities of reading, active listening, investigating and exploring historical sources, answering questions, graphical presenting, sharing ideas, comparing and contrasting, discussing and writing essay students will be able to explain characteristics of different political systems, and recognize their positive and negative sides. They will express own opinion about the problem and explain impacts of the regimes on lives of people and society in general presenting how literary works and media based on historical facts are an essential part of understanding past events.

Key concept: Change

Related concept(s): SYSTEMS, SELF-EXPRESSION

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:

- Defining the concepts of democracy, republic, parliament, constitution, division of power, civic rights, economic crisis, inflation, dictatorship, censorship, propaganda, concentration camps, Nazism, fascism, racism, genocide, holocaust
- Describing and explaining characteristics of liberal democracy after WW I
- Describing and explaining the German society after WW I identifying causes of the problems
- Analysing and explaining the period of Nazism in Germany comparing with other totalitarian systems (fascism and communism)
- Explaining and analysing how the systems shape and influence lives of individuals developing own opinion and attitude about the problem

OBJECTIVES: A, B, C, D

ATL SKILLS:

Research – information and media literacy skills

Thinking – critical thinking and transfer skills

Communication – communication skills

Self-management – organization and reflection skills

Unit 3: WORLD WAR II

Through the activities of reading, analysing historical sources, comparing, answering questions, discussing and critical thinking students will be able to analyse and explain causes of WW II, global interactions and phenomena of the war that featured the world with all their implications on the period after the war and modern world. Students will develop their own opinion and express own attitudes about the problems supporting their explanations with arguments and examples.

Key concept: TIME, PLACE AND SPACE

Related concept(s): Conflict, Cooperation

Global context: Fairness and development

Statement of inquiry: The war can be avoided by solving conflicts through cooperation.

Main Content Addressed:

- Defining concepts of total war, alliances, Nazism, fascism, militarism, genocide
- Explaining causes of WW II

- Describing military alliances and their interests
- Describing and explaining the most significant events during the war
- Analysing and explaining problem of war crime
- Explaining the consequences of the war and the ways they shaped the modern world

OBJECTIVES: A, D

ATL SKILLS:

Social – collaboration skills

Thinking – critical thinking skills

Communication – communication skills

Unit 4: MODERN WORLD (THE WORLD AFTER WW II)

Through the activities of reading, active listening, analysing maps, exploring historical sources, collecting and organizing information, answering questions, discussing, thinking critically and writing a brochure, students will be able to describe and explain some of the main world problems after WW II. They will be able to recognize and appreciate the positive interactions between countries and important achievements, as well as identifying some negative processes giving their own suggestions for possible solutions of the problems.

Key concept: GLOBAL INTERACTIONS

Related concept(s): Interdependence, Perspective

Global context: Globalization and sustainability

Statement of inquiry: Cooperation and interdependence are perspective for modern world.

Main Content Addressed:

- Defining concepts of ‘cold war’, ‘iron curtain’, NATO, the Warsaw pact, the Non-aligned countries, the UNO, detent, ‘perestroika’, ‘glasnost’, European union
- Describing and explaining development of the world and relations between countries during the cold war identifying the main problems
- Explaining and analysing the role and importance of European and world integrations
- Describing and explaining important technical and cultural innovations and improvements of the modern world
- Recognizing the tendencies of the modern world

OBJECTIVES: B, C, D

ATL SKILLS:

Research – information and media literacy skills

Communication – communication skills

Self-management – reflection skills

MYP0: GEOGRAPHY

MYP 0 is the first grade of learning geography. Through various activities students learn about basic geographical skills. The curriculum mostly includes contents from natural geography. Students are encouraged to give their own examples, to build up geographical thinking, to use maps appropriately, to participate in projects and develop working skills.

Unit 1: Our planet Earth

Students learn about the basic facts of our planet and the universe, practice orientation on the geographic grid of parallels and meridians, learn about the main movements of the Earth and seasons as their consequences. Students will do the map work, practice orientation by using parallels and meridians, make projects about the universe and have the test at the end of the unit

Key concept: Time, place and space

Related concepts: Causality (cause and consequence), Processes

Global context: Orientation in time and space

Statement of inquiry: The Earth is our home, a planet containing life, so we have to understand how it functions.

Main Content Addressed:

Size and shape of the Earth, division of land and sea, The Universe, Solar System, parallels and meridians, movements of the Earth, seasons

Objectives: A, B, C, D

ATL skills:

Communication – communication skills

Social – collaboration skills,

Self-management – organization, affective and reflection skills

Research – information and media literacy skills

Unit 2: Geographical maps

Students will learn about measuring time and time zones, how to use maps, how to make maps, kinds of maps and orientation, practice measuring distances on maps. Students will learn how to use atlas, scale, different kinds of maps, index of the atlas, the use of compass and GPS. At the end of the unit will be a short exam.

Key concept: Systems

Related concepts: Scale, Perspective

Global context: Orientation in time and space

Statement of inquiry: Showing the Earth's surface in different ways and orientation is the essential tool for further insight and exploration.

Main Content Addressed:

Local time and time zones, scales and kinds of maps, the use of maps and atlases, orientation

Objectives: A, C, D

ATL skills:

Communication – communication skills

Thinking – transfer skills

Unit 3: Relief of the Earth

Students will learn about measuring height of relief, shaping of relief by internal and external forces, plate tectonics, volcanoes and earthquakes and main forces of sea, wind, ice, weathering, movements on slopes and belonging landforms. At the end of this unit will be a test.

Key concept: Change

Related concepts: Processes, Causality (cause and consequence)

Global context: Orientation in time and space

Statement of inquiry: Internal and external processes are constantly shaping the face of our planet, but humans also contribute for better or worse.

Main Content Addressed:

Main landforms, kinds of rocks, the structure of the Earth, lithospheric plates, volcanoes and earthquakes, external processes

Objectives: A, D

ATL skills:

Self-management – affective skills

Thinking – critical thinking

Unit 4: Water on Earth

Students will use maps and atlases, give examples and make a research essay about the world seas. They will learn about the water cycle, the use of water and the importance of water and its protection, They will find the longest rivers and biggest lakes by using the atlas.

Key concept: Global interactions

Related concepts: Networks

Global context: Globalization and sustainability

Statement of inquiry: Water is the main source of life on our planet and should be treated accordingly on a global level.

Main Content Addressed:

World's sea, characteristics and movements of the sea, rivers, lakes, groundwater and ice, use of water, distribution of water and water cycle

Objectives: A, B, C, D

ATL skills:

Communication – communication skills

Self-management – organization skills

Research – information and media literacy skills

Unit 5: Weather and climate

Activities include the use of measuring instruments, drawing the systems of cyclone and anticyclone, the use and interpreting of climatic graphs and recognizing the climate types and their connection to plant and animal life and human activity. At the end of the last two units will be a test.

Key concept: Systems

Related concepts: Processes, Patterns and trends

Global context: Globalization and sustainability

Statement of inquiry: Weather and climate with their changing patterns determine the life on Earth and humans contribute to those changes.

Main Content Addressed:

Atmosphere, measuring weather, temperature, moisture and precipitation, air pressure and wind, types of climate

Objectives: A, D

ATL skills:

Research – information literacy skills

Thinking – critical thinking and transfer skills

Unit 6: Soil and the living world

Students will learn the main parts and the main types of soil and its importance, recognize different ecosystems by using photos, understand the importance of responsible environmental management by making their own examples.

Key concept: Systems

Related concepts: Diversity, Sustainability

Global context: Fairness and development

Statement of inquiry: Diverse ecosystems are exposed to new challenges imposed by human activities.

Main Content Addressed:

Soil, forests, grasslands and deserts, sea life, protecting the environment

Objectives: A, D

ATL skills:

Self-management – reflection skills

MYP1: GEOGRAPHY

Unit 1: Population

Students will learn about the main characteristics of the world's population, its distribution, growth, migrations and different population structures. The variety of activities include interpreting data and graphs, use of statistics, concluding, debating and discussing all crucial matters of the world's population. Students will present research and interpreting skills on the examples of their own countries. At the end of the unit will be a written test and during the unit oral exams.

Key concept: Time, place and space

Related concepts: Diversity, globalization

Global context: Globalization and sustainability (Population and demography)

Statement of inquiry: Exploring the main features of the world's population and its diversity in the modern globalized society is important to understand the world.

Main Content Addressed:

Distribution, population growth, migrations, age and sex structure, races, religions and languages, economic structure, world's population trends, population and development, international organizations

Objectives: A, B, C, D

ATL skills:

Thinking – critical thinking skills

Research – media literacy skills

Communication – communication skills

Self-management skills – organization skills

Thinking – transfer skills

Self-management – reflection skills

Unit 2: Settlements

Students will learn about the main concepts of human settlements. Students will have a chance to bring up their own examples, make a research of their own hometown and analyse the structure of cities and their functions. At the end of the unit will be a written test

Key concept: Systems

Related concepts: Processes, Networks

Global context: Orientation in time and space

Statement of inquiry: The main features of settlements and their functions show the way people live.

Main Content Addressed: Settlements in the world, rural settlements and landscapes, urban settlements, urbanization, satellite towns, city functions, organizing the city, trends in the urban development

Objectives: A, B, C, D

ATL skills:

Research – information and media literacy skills

Thinking – critical thinking skills

Unit 3: Resources

Students will learn about resources in general, but the stress is on showing the positive and negative impacts of fossil fuels and renewable resources. Students will analyse different situations, draw conclusions, compare the environmental impacts and try to apply the knowledge in real-life situations.

At the end of the unit will be a written test.

Key concept: Global interactions

Related concepts: Resources, power

Global context: Globalization and sustainability

Statement of inquiry: Resources have a crucial role in globalized societies.

Main Content Addressed:

Resources, fossil fuels – their forming, use, importance and environmental impacts, renewable energy sources

Objectives: A, D

ATL skills:

Social – collaboration skills

Thinking – creative thinking and transfer skills

Communication – communication skills

Unit 4: Economy

Students will learn about the main branches of economy and their importance in today's globalised world. Students will do different exercises, give their own examples, discuss the matter and at the end of the unit write a written test.

Key concept: Change

Related concepts: Diversity

Global context: Globalization and sustainability

Statement of inquiry: The worlds' main economical branches change, adjust and influence our societies.

Main Content Addressed:

Agriculture – main features and division, world's agricultural production, farming and the environment, industry – main features and development, location factors, industry and the environment, traffic – main features, land, sea and air traffic, telecommunication, trade, tourism

Objectives: A, B, C, D

Approaches to Learning:

Research – information and media literacy skills

Self-management – reflection skills

Thinking – critical thinking skills

MYP2: GEOGRAPHY

Unit 1: Asia

Students will learn about the main geographic characteristics of the world's biggest continent, its population and its main regions and countries. Activities include note taking, map work, use of atlas, workbook tasks, discussing different issues and individual research project of an Asian country of the student's choice. At the end of the unit students will write a test.

Key concept: Time, place and space

Related concepts: Diversity, globalization

Global context: Orientation in time and space

Statement of inquiry: Physical geographic features, its population and economy emphasize diversities of the world's biggest continent

Main Content Addressed:

Main facts and position, relief, climate and vegetation, population, Middle East, Central Asia, South Asia, India, Southeast Asia, China, Japan

Objectives: A, B, C, D

ATL skills:

Self-management – organization skills
Research – information and media literacy skills
Thinking – critical thinking skills

Unit 2: Africa

Students will learn about the main geographic characteristics of Africa, its population, economy, specifics and burning issues. Activities include note taking, map work, use of atlas, workbook tasks, discussing different issues and individual research project of an African country of the student's choice. At the end of the unit students will write a test.

Key concept: Change

Related concepts: Culture, poverty

Global context: Orientation in time and space

Statement of inquiry: Africa, the least developed continent of rich culture changes rapidly.

Main Content Addressed: Main facts and position, relief, water, climate and vegetation, population, economy, North Africa, Tropical Africa, South Africa

Objectives: A, B, C, D

ATL skills:

Communication – communication skills
Social – collaboration skills
Thinking – transfer skills

Unit 3: America

Students will learn about the discovery and division of America, its main geographic features, its populating and current migration processes, economy and biggest American countries. Activities include map work, use of atlas, note taking, giving examples and interpreting graphs and data. At the end of the unit students will write a test.

Key concept: Global interactions

Related concepts: Power, diversity

Global context: Globalization and sustainability

Statement of inquiry: The main geographical features and socio-economic differences of Anglo-America and Latin America represent both division and cooperation.

Main Content Addressed:

Geographic position and division, North America – natural features, populating America, USA, Canada, Central America, Mexico, South America – natural features, population and economy, Brazil, Argentina, Chile

Objectives: A, B, C, D

ATL skills:

Research – information and media literacy skills
Communication – communication skills
Thinking – critical and creative thinking skills

Unit 4: Australia, Oceania and Polar regions

Students will learn the basic geographical features of Australia and Oceania, Arctic and Antarctica. Activities include map work, use of atlas and textbook.

Key concept: Time, place and space

Related concepts: Causality (cause and consequence)

Global context: Orientation in time and space

Statement of inquiry: Natural conditions and geographic position affect the population and economy of Australia, Oceania and Polar Regions.

Main Content Addressed:

Australia – natural features, population, economy and cities, Oceania, Arctic and Antarctica – main geographic features

Objectives: A, D

ATL skills:

Self-management – reflection skills

Thinking – critical thinking skills

MYP3: GEOGRAPHY

Unit 1: Europe – natural features

Students will learn about the area, boundaries and geographic position of Europe and main facts about relief, climate and waters of the continent. Activities include map work and use of atlas, determining climate types for European cities and a research essay about a European river.

Key concept: Time, place and space

Related concepts: Causality (cause and consequence)

Global context: Orientation in time and space

Statement of inquiry: Geographic position and natural features affect population and development in Europe.

Main Content Addressed:

Main facts, geographic position, relief, climate, rivers and lakes

Objectives: A, B, C, D

ATL skills:

Research – information and media literacy skills

Self-management – affective skills

Thinking – critical thinking skills

Unit 2: Europe – population and economy

Students will learn about the main demographic characteristics of European population and development of the main economical branches. Activities include discussion, interpreting data, graphs and thematic maps, map work and a unit test for the first two units.

Key concept: Change

Related concepts: Patterns and trends

Global context: Identities and relationships

Statement of inquiry: Main characteristics and trends in European population affect the economy and the level of development.

Main Content Addressed: Population density, natural change, population trends, migrations, ethnic and language groups, religious structure, economy, European Union

Objectives: A, D

ATL skills:

Communication – communication skills

Thinking – critical thinking skills

Unit 3: European regions and countries

Students will learn about main geographic features of European regions and European countries with their specifics. A variety of activities include research essay about The Alps, map works and use of atlas, solving different working sheets, often discussions about different European burning issues and two unit tests in the second term.

Key concept: Time, place and space

Related concepts: Diversity, Processes

Global context: Globalization and sustainability

Statement of inquiry: European regions and countries and their unique features face changes in the globalised 21st century.

Main Content Addressed: Regions of Europe, United Kingdom & Ireland, France, Benelux, Northern Europe, Scandinavian countries, Baltic countries, Germany, Alpine countries, Poland, Czechia, Slovakia, Italy, Spain and Portugal, Greece and Albania, South-eastern Europe, Romania, Bulgaria, Macedonia, Kosovo, Eastern Europe, Russia, Belarus, Ukraine, Moldova, Our neighbouring countries

Objectives: A, B, C, D

ATL skills:

Research – information and media literacy skills

Self-management – reflection skills

Social – collaboration skills

Communication – communication skills

MYP0: HOST COUNTRY STUDIES – HISTORY OF CROATIA

Unit 1: CROATIA IN THE ANCIENT TIMES

Through the activities of reading, active listening, analysing sources, answering questions, discussing, researching and writing essays students will be able to describe and explain the main characteristics of the prehistorical period recognizing and describing representative artefacts and findings in Croatia; the Greek and Roman culture and tradition in Croatia recognizing and describing the most valuable and representative monuments.

Key concept: CHANGE

Related concept(s): Causes and consequences, Culture, Identity

Global context: Identities and relationships

Statement of inquiry: Development of humankind and changes of cultures influenced creation of Croatian identity.

Main Content Addressed:

- defining the prehistoric period and concepts; the Prehistory, the Stone age, the Metal age, the Neanderthal man, the Illyrians, the megaliths (gradine)
- describing and explaining the characteristics of the prehistoric period in Croatia
- describing and explaining Croatian cultural and historical heritage
- defining concepts: polis, colonization, cultural monuments, provinces, Roman cities
- describing the first Greek placements in Croatia and characteristics of their lifestyle and culture
- explaining foundation of the Roman provinces and cities in Croatia
- describing and presenting samples of the Greek and Roman cultural heritage

OBJECTIVES: A, B, C, D

ATL SKILLS:

Self-management – organization skills
Research – information and media literacy
Communication – communication skills

MYP1: HOST COUNTRY STUDIES – HISTORY OF CROATIA

Unit 1: THE MEDIEVAL CROATIA

Through the activities of reading, active listening, analysing sources, map reading, observing, investigating, answering questions and discussing, researching and writing essay students will be able to describe and explain the elements of Croatian culture and its interaction with the other cultures. Students will be able to describe and explain the main characteristics of the medieval period recognizing its positive and negative sides and analysing the problems of the medieval society. They will express their own opinion and attitudes about the main social phenomena of the period. They will recognize, describe and explain the main characteristics of Croatian medieval heritage.

Key concept: GLOBAL INTERACTIONS

Related concept(s): Identity, Culture, Interdependence

Global context: Identities and relationships

Statement of inquiry: Relationships and interactions brought diversity in Croatian cultural identity.

Main Content Addressed:

- defining the medieval period and concepts of ban, duke, king, pre Romanesque style, Glagolitic script
- describing and explaining the migrations of the Croats and development of early Croatian principalities
- describing and explaining Croatian cultural and historical heritage
- defining the medieval period and concepts of personal union, Croatian-Hungarian king, free royal cities, noble families, Romanesque and Gothic style
- describing and presenting medieval historical monuments of Zagreb (Grič and Kaptol)
- explaining and analysing cultural development of medieval Croatia
- understanding and appreciating the cultural heritage

OBJECTIVES: A, B, C, D

ATL SKILLS:

Research – information and media literacy

Communication – communication skills

Self-management – reflection skills

MYP2: HOST COUNTRY STUDIES – HISTORY OF CROATIA

Unit 1: CROATIA BETWEEN THE VENETIANS, THE OTTOMANS AND THE HABSBURGS

Through the activities of reading, active listening, analysing sources, answering questions, discussing, researching and writing essay students will be able to describe and explain the position of Croatia in the Early New Ages. They will explore the Venetian and the Ottoman influences, and the development of Croatia in the Austria-Hungary recognizing the main political and social problems, as well as the cultural achievements of the late 19th century. They will express their own opinion and attitudes about the main social and political problems of the period and recognize values of the Croatian cultural heritage.

Key concept: TIME, PLACE AND SPACE

Related concept(s): Culture, Interdependence

Global context: Orientation in space and time

Statement of inquiry: Croatian culture and society developed through the interactions with the neighbours.

Main Content Addressed:

- Defining concepts: the Ottoman conquests, the parliament in Cetin, the military frontier, Vlachs, Zrinski-Frankopani resistance, the Enlightenment, Baroque, the National Revival
- Describing the development and influences of the Venetian Republic
- describing the foundation and development of the Ottoman Empire and the Habsburg Empire and their impacts on Croatia
- explaining the role of the Croatian noble families
- explaining the position of Croatia in the period of the Enlightenment
- explaining and analysing political, economic and cultural development of Croatia in the late 19th century
- explaining the role of the Croatian National Revival in foundation of the Croatian nation and development of the Croatian literate language
- understanding and appreciating the cultural heritage
- defining concepts of culture, civilization, cultural heritage
- explaining and analysing occasions in which specific cultural elements developed
- understanding and appreciating the cultural heritage

OBJECTIVES: A, B, C, D

ATL SKILLS:

Research – information and media literacy

Communication – communication skills

Thinking – critical thinking skills

MYP3: HOST COUNTRY STUDIES – HISTORY OF CROATIA

Unit 1: CROATIA THROUGH THE XXth CENTURY

Through the activities of reading, active listening, analysing sources, answering questions, discussing, researching and writing essays students will be able to describe and explain the position of Croatia in different political formation in the XXth century. They will express their own opinion and attitudes about the main social and political problems of the period and be able to describe and explain the development of Croatian science, art and culture in the XXth century recognizing the values of the Croatian cultural heritage.

Key concept: SYSTEM

Related concept(s): Governance, Conflict, Culture

Global context: Fairness and development

Statement of inquiry: Inequality is a reason for conflict that could transform political system and government influencing people's lives and cultural expressions.

Main Content Addressed:

- defining concepts: multi-ethnic state, national *unitarism*, dictatorship, the Yugoslav idea, the Croatian question, the Kingdom of Yugoslavia, the Banovina Hrvatska, the Independent State of Croatia, the Antifascist movement and the Democratic Federative State of Yugoslavia, the socialist Yugoslavia and the one party system, the Croatian spring
- describing political, economic and social development of Croatia in different political formation during the XXth century
- explaining the characteristics of different political systems
- describing and explaining Croatian cultural and historical heritage as well as significant achievements in the field of science
- explaining and analysing occasions in which specific cultural elements developed
- describing and explaining different cultural elements
- understanding and appreciating the cultural heritage

OBJECTIVES: A, B, C, D

ATL SKILLS:

Research – information and media literacy
Communication – communication skills
Self-management – reflection skills

MYP0: HOST COUNTRY STUDIES – GEOGRAPHY OF CROATIA

Unit 1: General features of Croatia

Students will learn the main facts about Croatian surface area, geographic position, main traffic lines, sea ports and airports, Croatian boundaries and different ways of showing and presenting Croatia on maps. The main focus is on the use of map, use of data and facts and applying the knowledge.

Key concept: Time, place and space

Related concepts: Scale, Identity

Global context: Identities and relationship

Statement of inquiry: Getting to know the main facts about Croatia helps us understand the perspective and place of our country in Europe and the world.

Main Content Addressed:

Area, geographic position, main traffic corridors, natural regions, Croatian boundaries, sea ports, airports, Croatia on maps, Google maps and Google Earth, plans and topographic maps

Objectives: A, D

ATL skills:

Self-management – organization skills
Social – collaboration skills

Unit 2: Relief of Croatia

Students will learn about the main features of Croatian relief in Croatian Lowlands, Croatian Highlands and Coastal Croatia, its use and importance. Students will also learn to locate main parts of Croatian relief on a map.

Key concept: Systems

Related concepts: Processes, Diversity

Global context: Fairness and development

Statement of inquiry: Relief of our country offers a diversity of economical and tourist potentials and a variety of landscapes.

Main Content Addressed: Dinaric Alps, Croatian Lowlands, Croatian Highlands, Coastal Croatia, karst relief, economical, tourist and landscape values.

Objectives: A, D

ATL skills:

Self-management – reflection skills
Thinking – critical thinking skills

Unit 3: Istria and Kvarner

Students will learn about the main natural features, population, economy, towns, cities and islands of Istria and Kvarner with many examples and the use of the field trip experience.

Key concept: Time, place and space

Related concepts: Culture, Diversity

Global context: Identities and relationship

Statement of inquiry: The beauty of the landscape and rich culture are directing modern development of Istria and Kvarner.

Main Content Addressed: Geographic position, relief, climate, vegetation, the coast, islands, rivers, population, main branches of economy, touristic importance, protected natural and cultural heritage, towns and cities of Istria and Kvarner. Activities include individual investigation, field trip tasks, map work and presentations

Objectives: B, C

ATL skills:

Research – information literacy skills
Communication – communication skills

MYP1: HOST COUNTRY STUDIES – GEOGRAPHY OF CROATIA

Unit 1: Climate and vegetation of Croatia

Students will learn about the main influences on Croatian climate and main climate characteristics of Croatian regions and the belonging vegetation. Students will also analyse the impact of climate on human activities and changes and consequences of changes of the natural vegetation. Activities include making of climate charts and analysing climate data.

Key concept: Change

Related concepts: Sustainability, processes

Global context: Globalization and sustainability

Statement of inquiry: Understanding the main climate patterns is essential for many activities in the modern world subjected to climate changes.

Main Content Addressed:

Climate indicators, climatic factors, types of climate, climatic graph, vegetation, soil

Objectives: A, D

ATL skills:

Self-management – organization skills

Thinking – critical thinking skills

Unit 2: Rivers, lakes and the Adriatic Sea

Students will learn about the main Croatian rivers, their characteristics and importance, drainage basins, karst circulation, natural and artificial lakes and main physical features of the Adriatic Sea and its importance, use and touristic potentials.

Key concept: Change

Related concepts: Networks, Power

Global context: Orientation in time and space

Statement of inquiry: The importance of the Adriatic Sea, rivers and lakes and their potentials make our landscapes beautiful, but also vulnerable.

Main Content Addressed: Drainage basins, main rivers, karst circulation, natural and artificial lakes, physical features of the Adriatic Sea, traditional human activities on the coast, tourism and its consequences

Objectives: A, D

ATL skills:

Social – collaboration skills

Thinking – transfer skills

Unit 3: Protected natural and cultural heritage

Students will learn about Croatian national parks, nature parks and UNESCO sites and the importance of preserving and responsible management of these protected places.

Key concept: Time, place and space

Related concepts: Sustainability, globalization

Global context: Identities and relationship

Statement of inquiry: Our protected and natural heritage increases the environmental awareness and emphasises touristic importance of these places.

Main Content Addressed:

National parks, strict sanctuaries, nature parks, UNESCO sites. Activities include map work, photo analysis, individual research and field trip investigation

Objectives: C, D

ATL skills:

Communication – communication skills

Self-management – affective skills

Unit 4: Dalmatia

Students will learn about the main natural features, population, economy, towns, cities and islands of Dalmatia with many examples and the use of the field trip experience.

Key concept: Time, place and space

Related concepts: Culture, Diversity

Global context: Identities and relationship

Statement of inquiry: Dalmatia as the most traditional Croatian region faces new challenges in the time of modern tourism.

Main Content Addressed: Geographic position, relief, climate, vegetation, the coast, islands, rivers, population, main branches of economy, touristic importance, protected natural and cultural heritage, towns and cities of Dalmatia. Activities include individual investigation, field trip tasks, map work and presentations

Objectives: B, C

ATL skills:

Research – media literacy skills

Research – information literacy skills

MYP2: HOST COUNTRY STUDIES – GEOGRAPHY OF CROATIA

Unit 1: National parks

Students learn the basic facts about our national parks, share their experiences, do the map work and analyse the photographs and maps.

Key concept: Systems

Related concepts: Diversity, Management and intervention

Global context: Orientation in time and space

Statement of inquiry: Our national parks, as the most beautiful parts of the country, have to be carefully managed, but also available for tourists.

Main Content Addressed:

The basic information about eight Croatian national parks, their potentials and environmental issues.

Objectives: A, D

ATL skills:

Self-management – affective skills

Thinking – critical thinking skills

Unit 2: Population and migrations in Croatia

Students will learn about the main demographic structures and processes. They will use data, calculate natural change and population density, discuss modern migrations and learn about migrations in history

Key concept: Change

Related concepts: Patterns and trends, Processes

Global context: Identities and relationship

Statement of inquiry: Processes that happen in population reflect human activities and emphasise challenges that Croatia faces in its near future.

Main Content Addressed:

Population number, population density and distribution, natural change, natural decrease in Croatia, age, sex, national, religious and economic structure, historical and modern migrations.

Objectives: A, D

ATL skills:

Thinking – transfer skills

Research – information literacy skills

Unit 3: Zagreb and Croatian Lowlands

Students will learn about our city, take a Zagreb City tour, do the individual investigation and projects about Zagreb. Students will learn about the main natural features, population and economical features, towns and cities of Croatian Lowlands.

Key concept: Time, place and space

Related concepts: Diversity, Processes

Global context: Identities and relationship

Statement of inquiry: Zagreb as the capital of Croatia and the rest of Croatian Lowlands have a great diversity of landscapes and also a variety of opportunities and problems.

Main Content Addressed:

Zagreb, Upper Town, Lower Town, suburbs, my street, relief, climate, vegetation, rivers and protected areas, population, economy, towns and cities of Croatian Lowlands

Objectives: A, B, C

ATL skills:

Research – media literacy skills

Communication – communication skills

MYP3: HOST COUNTRY STUDIES – GEOGRAPHY OF CROATIA

Unit 1: Croatia in European Union

Students will learn about the basic characteristics of European Union, discuss about the positive and negative sides of Croatian membership in EU and analyse potentials and future development of EU and Croatia as its part.

Key concept: Global interactions

Related concepts: Power, Networks

Global context: Globalization and sustainability

Statement of inquiry: Croatia can largely benefit from its membership in EU, but it can also contribute in many areas.

Main Content Addressed:

European Union, common market, European citizen, values of EU, economy, costs and benefits of being a member of EU

Objectives: A, D

ATL skills:

Thinking – critical thinking skills

Social – collaboration skills

Unit 2: Croatian economy

Students will learn about positive and negative aspects of Croatian economy, use their knowledge to make examples, analyse potentials and obstacles of development, suggest solutions how to improve it.

Key concept: Change

Related concepts: Patterns and trends, Diversity

Global context: Globalization and sustainability

Statement of inquiry: Croatia has to release its economical potentials based on variety of landscapes, geographic position, EU membership and well-educated population.

Main Content Addressed: Stages of economic development, main trends in economy, Croatia during and after the economic crises, Croatian agriculture, industry and tourism

Objectives: A, D

ATL skills:

Thinking – creative thinking skills

Communication – communication skills

Unit 3: Gorski kotar and Lika

Students will learn about the main natural features, population, economy and settlements of Croatian Highlands, visit the region (if possible) and analyse its potentials. Students will investigate and present their work about the topic related to Croatian Highlands

Key concept: Time, place and space

Related concepts: Causality, Sustainability

Global context: Identities and relationship

Statement of inquiry: Gorski kotar and Lika as the least populated and least developed part of Croatia offer great natural beauties and many potentials for recovery.

Main Content Addressed:

Geographic and traffic position, relief, main mountains, karst fields, climate of the region, rivers and sinking rivers, lakes, natural parks and other protected natural heritage, population trends, agriculture, industry and touristic potentials of the region, main towns.

Objectives: B, C

ATL skills:

Research – information and media literacy skills

Self-management – reflection skills