

Subject Overviews

Language acquisition

English Language Acquisition

In English Language Acquisition class the students are grouped into 4 phases of the continuum (1-4), after which they are ready to attend the English Language and Literature class. The units do not differ from one phase to the other. What differs is the scope of the unit, i.e. a student in phase 1 or 2 may not have to read all of the short stories, books, essays... within a certain unit or he/she may have to focus on certain chapters within a book. What also differs within the phases are the assessment tasks and the task specific assessment criteria. For example, a student in phase 4 may have to write a responsive essay based on a book or movie whereas a phase 1 or 2 student would write something similar to a classical book report where an in-depth analysis of a certain book is not needed. Since these students would produce different kinds of writing, the task specific criteria would be different.

MYP0: ENGLISH LANGUAGE ACQUISITION

Unit 1: The world is a colourful place

As an introductory unit in which the students revise the present tenses they will read various texts about different cities and customs around the world. They will present various places they have visited around the world and food they have tasted in the form of a presentation.

Key Concept: Culture

Related Concepts: Structure, Audience

Global Context: Personal and cultural expression

Statement of Inquiry: We are all different and it is only when we learn about our differences that we can truly become global citizens

Main Content Addressed:

- Talking about states and routines
- Describing what's happening now
- Making comparisons
- Writing about cities
- Presenting
- Talking about likes and dislikes
- Learning about different social customs

Objectives: C, D

ATL skills:

Communication – communication skills
Research – information literacy skills

Unit 2: Try walking in my shoes

In this unit the students will be introduced (or will revise) to the past tense through a series of texts about events that happened in the past. They will write a fictional story pretending that they were in London during the time of the great fire in 1666.

Key Concept: Creativity

Related Concepts: Voice, Stylistic choices

Global Context: Identities and relationships

Statement of Inquiry: The creativity of a piece of writing and various stylistic choices play a key role in writing from a certain point of view.

Main Content Addressed:

- Talking and reading about past events
- Note taking
- Writing a diary entry

- Learning about early human migration
- Asking for and giving reasons
- Learning various writing techniques which will help them write from someone else's point of view

Objectives: A, B, D

ATL skills:

Communication – communication skills
Thinking – creative thinking skills

Unit 3: Changing the world

As a continuation of the previous unit, the students will continue talking about past events and analyse great people of the past. They will also learn about future tenses and produce a creative piece of writing that talks about life in the future.

Key Concept: Connections

Related Concepts: Message, Accent

Global Context: Scientific and technical development

Statement of Inquiry: Great people of the past have influenced our lives in numerous ways but, who knows what the future brings?

Main Content Addressed:

- Presentational skills
- Talking about important people from the past
- Talking about future plans and intentions
- Making predictions
- Creative writing

Objectives: B, C

ATL skills:

Research – media literacy skills
Self-management – organization skills

Unit 4: A storybook for little children

In this creative writing unit the students will have to recap all of the grammar and writing techniques they have learnt throughout the school year and produce a storybook for little children focusing on voice and audience focused writing.

Key Concept: Communication

Related Concepts: Audience, Conventions

Global Context: Identities and relationships

Statement of Inquiry: Different audiences require different forms of communication and we always have to be aware who we are writing for.

Main Content Addressed:

- Various writing techniques
- Organizing writing
- Voice in writing
- Narrative tenses

Objectives: A, C, D

ATL skills:

Self-management – organization skills

Social – collaboration skills

MYP1: ENGLISH LANGUAGE ACQUISITION

Unit 1: People - Autobiographies

The students use the vocabulary and grammar structures to talk about people, their personal information, family, daily routines, habits, jobs and free time activities.

Key Concept: Connections

Related Concepts: Context, Message

Global Context: Identities and relationships

Statement of Inquiry: Connecting who we are with who we were is a message with expected feedback from where we are now.

Main content addressed:

Present Simple vs Present Continuous

Past Simple vs Past Continuous

Personal lifeline

Diary

Anecdotes

Plural of nouns

Family members

Jobs

Leisure activities

Objectives: B, C, D

ATL skills:

Communication – communication skills

Self-management – organization and reflection skills

Unit 2: Living

The students talk about place where people live, countries, nationalities and housing.

Key Concept: Communication

Related Concepts: Conventions, Structure

Global Context: Globalization and sustainability

Statement of Inquiry: Our habitat is organized and structured in such a way to sustain the life in the global world.

Main content addressed:

Housing
Rooms
Furniture
Places in town
Giving directions

Objectives: B, C**ATL skills:**

Communication – communication skills
Thinking – creative thinking skills
Social – collaboration skills

Unit 3: They Changed the World

The students read and learn about people from the past who worked hard to make the lives of the next generations more advanced.

Key Concept: Creativity**Related Concepts:** Purpose, Message**Global Context:** Scientific and technical innovation**Statement of Inquiry:** The scientific and technical innovation's purpose and message are determined and defined by a creative mind.**Main content addressed:**

Past Simple
Past Continuous
Talented people
The famous firsts
Past inventions

Objectives: A, C, D**ATL skills:**

Communication – communication skills
Research – information literacy skills

Unit 4: Going Places

The students learn about famous towns around the world and what makes them special. They compare these places with the places they are familiar with.

Key Concept: Culture

Related Concepts: Context, Conventions

Global Context: Orientation in space and time

Statement of Inquiry: Different cultures and their context and conventions influence the ways people find their place in space and time.

Main content addressed:

Places around the world

Life in the city versus life in the country

Adventurous hobbies

Comparison of Adjectives

Going-to-Future versus Future Simple

Present Perfect Simple

Infinitive of purpose

Objectives: A, B, D

ATL skills:

Communication – communication skills

Thinking – critical thinking and transfer skills

Suggested reading:

Roald Dahl: Charlie and the Chocolate Factory / Matilda / James and the Giant Peach

Erich Kästner: Emil and the Detectives

Sharon G. Flake: The Skin I'm In

MYP2: ENGLISH LANGUAGE ACQUISITION

Unit 1: Language – structure and creative use

As an introductory unit the students will be introduced to various, short written pieces such as short stories, poetry, newspaper articles where the various forms of language will be demonstrated and analysed. A revision of grammatical tenses will be done and new ones will be explained as well as different parts of speech. The students will also try to find similarities and differences in English and their mother tongue and present these to the rest of the class.

Key Concept: Communication

Related Concepts: Form, Patterns

Global Context: Personal and cultural expression

Statement of Inquiry: Languages and linguistic systems have their own unique characteristics which enable us to successfully communicate in today's diverse world.

Main Content Addressed:

- Reading and analysing various pieces of writing (short stories, extracts...)
- Sentence analysis
- Narrative and other perfect tenses
- Using the acquired knowledge in different writing (diary entries, poems, creative essays)

Objectives: B, D

ATL skills:

Self-management – organization skills

Thinking – transfer skills

Unit 2: 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: Structure, Stylistic choices

Global Context: Personal and cultural expression

Statement of Inquiry: Creative stylistic choices and coherent structure are essential for good writing

Main Content Addressed:

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

Objectives: B, D

ATL skills:

Communication – communication skills

Transfer skills

Unit 3: Racism and tolerance

After reading various short stories, famous speeches and two books 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: Culture

Related Concepts: Context, Empathy

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 thus showing empathy for others.

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
 - G. Korman - Schooled
- using the acquired knowledge in different writing (book reports, creative essays, speeches)
- creating a brochure and presenting the diversity and rich cultural heritage of our planet

Objectives: A, B, D

ATL skills:

Research – media literacy skills

Thinking – transfer skills

Unit 4: 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. As a class they will create a group presentation on the subject of autism.

Key Concept: Perspective

Related Concepts: Point of view, Voice

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 movies
 - Rain Man

Objectives: A, B, C

ATL skills:

Self-management – affective skills

Research – information literacy skills

Communication – communication skills

MYP3: ENGLISH LANGUAGE ACQUISITION

Unit 1: When in Rome...

The students use language to narrate, describe, explain and express feelings. They produce a piece of written work on the topic of “A Memorable Journey” incorporating all the narrative tenses.

Key Concept: Culture

Related Concepts: Purpose, Audience

Global Context: Globalization and sustainability

Statement of Inquiry: The stylistic choices we make in writing and the purpose of this writing communicate a clear picture of our orientation in space and time.

Main content addressed:

Elizabeth Ernest: Hope Leaves Jamaica

Antoine de Saint-Exupéry: The Little Prince

Narrative Tenses

Figures of Speech: Personification

Objectives: B, C, D

ATL skills:

Communication – communication skills

Self-management – reflection skills

Thinking – creative thinking skills

Unit 2: No Risk No Gain

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 on two people of the same profession who find themselves in a conflict. Students use the story which has been read and discussed in class as a model and include various learned figures of speech in their writing.

Key Concept: Communication

Related Concepts: Audience, Context

Global Context: Identities and relationships

Statement of Inquiry: The way we communicate to the audience and its context makes us what we are and how we are seen by the people around us.

Main content addressed:

Robin Klein: The Two Chefs

Figures of Speech: Metaphor, Simile, Hyperbole

Gordon Korman: Schooled

Objectives: A, B, D**ATL skills:**

Communication – communication skills

Thinking – creative thinking and transfer skills

Unit 3: It was then that...

Students use their knowledge of tenses to understand the form and the use of conditional sentences. They write an account of an event that has in a way affected their life for the better or worse, using conditional sentences where appropriate.

Key Concept: Connections**Related Concepts:** Context, Purpose**Global Context:** Orientation in space and time**Statement of Inquiry:** Connecting with and concluding from our personal histories helps us to understand where we are at this point in our lives.**Main content addressed:**

Conditional Sentences: First, Second, Third and Mixed Type

Present and Past Regrets (I wish/If only)

Zlata Filipović: Diary

Objectives: A, C, D**ATL skills:**

Self-management – reflection skills

Thinking – critical thinking skills

Unit 4: Different is fun

The students broaden their vocabulary of personality adjectives by completing words with certain letters after reading a definition of the word in question. A short story leads them to become aware of human behaviour and what drives people to behave the way they do. They make their own list of famous and inspiring quotes and explain their choices. They describe a person, living or dead, who is special and different from the others.

Key Concept: Connections

Related Concepts: Purpose, Inference

Global Context: Identities and relationships

Statement of Inquiry: Connecting why and how we are different influences the way we see ourselves and our relationship with the outside world.

Main content addressed:

Personality adjectives

Comparison with AS...AS and NOT AS...AS

Reported Speech: Reported Commands, Statements and Questions

Sue Townsend: The Secret Diary of Adrian Mole

Objectives: A, C, D

ATL skills:

Communication – communication skills

Self-management – organization and reflection skills

Additional suggested reading:

Sharon G. Flake: The Skin I'm In

Robert Swindles: In the Nick of Time

MYP0: CROATIAN LANGUAGE ACQUISITION (Phase 1)

Unit 1: Welcome

At the end of this unit, students will learn basic greetings and other conventional phrases learn how to present themselves, useful school vocabulary and phrases, as well as learn some basic information about geographic diversity of Croatia, about Croatian coat of arms, The legend of Croatian chess, the most important information of Zagreb, tie as a symbol of Croatian.

Key Concept: Communication

Related Concept: Message, meaning, conventions

Global Context: Personal and cultural expression

Statement of Inquiry: Learning the ways of communicating in another language sends message how to often understand personal and social real life interaction.

Main Content Addressed:

- Greetings
- Croatian alphabet
- Introducing yourself
- Reading short texts / dialogues on related topic
- Personal pronouns / demonstrative pronouns
- Verb to be/ to have in the present tense
- Cardinal numbers
- Nouns
- Genders (male, female and neuter)

Objectives: A, B, C, D

ATL skills:

Communication – communication skills

Self-management – organization skills

Unit 2: Enjoy your meal!

Through different activities like role-playing, writing a recipe, or reading restaurant menus, students will learn about the food, eating customs, typical dishes...Students will explore from where they obtain food, how they select food. They will learn the present tense of verbs to eat and to drink.

Key Concept: Culture

Related Concept: Purpose, Message, Audience

Global Context: Identities and relationships

Statement of Inquiry: Food choices are influenced by different aspect such as cultural background.

Main Content Addressed:

- Ordering in a restaurant / café
- Looking at traditional Croatian cuisine
- Dishes from various regions of Croatia
- Typical dishes from various countries

Objectives: A, B, C, D

ATL skills:

Research – information literacy skills

Unit 3: My Family

Through the various language activities related to family and friends – presenting them, describing and role playing, students will understand why their family and friends mean the world to them. At the end of the unit students will be able to present in written and oral form their family members and their best friends. They will also learn spatial skills (how to find their way on the street), how to express their wishes, orders, or ban.

Key Concept: Connections

Related Concept: Form, Context, Purpose

Global Context: Identities and relationships

Statement of Inquiry: The family and community to which we belong determine significant aspects of our identity, values and beliefs.

Main Content Addressed:

- Asking and answering simple questions
- Presenting friends
- Presenting a family tree
- Interpreting family pictures
- Reading short texts on related topic (Moja obitelj / Obitelj Anić)
- Expressing wish, order, or ban.
- Imperative
- Animals
- Months of the year
- Possessive adjectives

Objectives: A, B, C, D

ATL skills:

Research – media literacy skills

MYP1: CROATIAN LANGUAGE ACQUISITION (Phase 2)

Unit 1: The world around us

At the end of this unit, students will learn colours, and how to describe objects and people (physical and psychological features).

Key Concept: Culture

Related Concept: Meaning, patterns

Global Context: Personal and cultural expression

Statement of Inquiry: Learn about the world around us through interaction between live and still nature.

Main Content Addressed:

- Describing things and people
- Asking and answering simple questions
- Interpreting different pictures about persons and things
- Flags
- Expressing possession (whose is what?)
- Adjectives

Objectives: A, B, C, D

ATL skills:

Self-management – reflection skills

Thinking – critical thinking skills

Unit 2: People and jobs

At the end of this unit, students will be able to present their jobs, and other people's jobs, also name nationalities and learn about famous Croats on banknotes, as well as learn about other famous people from the countries students come from. They'll read texts about Grički top, Penkala, Crna kraljica...

Key Concept: Culture

Related Concept: Message, context, patterns

Global Context: Orientation in space and time

Statement of Inquiry: Professional context communicate to which extent the person evolves and adapts (despite constraints).

Main Content Addressed:

- Jobs
- Nationality
- Inhabitant

- Asking and answering simple questions
- Write and present your famous person on banknote
- Interpreting famous Croatian on banknote
- Reading a short dialogues / texts on related topic
- Nominative / genitive

Objectives: A, B, C, D

ATL skills:

Social – collaboration skills

Self-management – affective skills

Unit 3: Clothing /Shopping /Fashion

Students will learn expressions for clothing/shopping and will learn to express their wishes. At the end of this lesson, they will be able to correctly use the verb "to wish" and verbs in a group ending in -iti (to wear, to look for, to put on).

Key Concept: Connections

Related Concept: Form, Conventions, Context

Global Context: Personal and culture expression

Statement of Inquiry: A suit doesn't make a man.

Main Content Addressed:

- Clothing
- Shopping (Buying clothing in a Croatian department store)
- Fashion

Objectives: A, B, C, D

ATL skills:

Thinking – transfer skills

MYP2: CROATIAN LANGUAGE ACQUISITION (Phase 2)

Unit 1: Where do we live?

By way of describing the interior of a living space, students will become aware of where they live. This unit covers the vocabulary necessary to talk about and describe where we live. This includes the description of one's hometown; students learn to describe their home, the rooms of the house and the furniture. They will learn how to carry on a short telephone conversation and how to read advertisements for a flat. They will learn the present tense of the verbs ending in _ovati/ -evati/- ivati (reside, travel, rent, exchange) and the locative case of nouns and pronouns.

Key Concept: Culture

Related Concept: Form, Message

Global Context: Orientation in space and time

Statement of Inquiry: Living environment reflects the culture that we come from and convey a message about our cultural background.

Main Content Addressed:

- Various types of housing in Croatia
- Rooms and furniture in the home
- Ways of living in Croatia
- Advertisement
- Telephone conversation
- Locations of cultural monuments
- Famous Croats
- Seasons and moths of the year

Objectives: A, B, C, D

ATL skills:

Communication – communication skills

Social – collaboration skills

Unit 2: Traveling

Through this topic, students will learn how to talk about and report on past events, they will learn to talk about their plans and suggestions and understand simple form of a weather report. They will get information on Croatian national parks, popular customs, the Sinjska Alka (a knights' tournament), and a short history of the cravat.

Key Concept: Communication

Related Concept: Message

Global Context: Identities and relationships

Statement of Inquiry: Traveling helps us to understand and connect the world around us allowing us to share different messages, interests and values.

Main Content Addressed:

- Where have you been?
- Planning traveling
- Weather / Weather Forecast
- Directions on the street
- Different places in Croatia

Objectives: A, B, C, D

ATL skills:

Communication – communication skills

Thinking – creative thinking skills

Unit 3: Everyday life

At the end of the unit, students will be able to talk about daily routines, their weekend activities, free time and their hobbies. They will learn how to write the date and how to say what time it is and when and how often they do things, and how to appropriately use reflective verbs in present tense.

Key Concept: Communication

Related Concept: Conventions, Structure, Point of view

Global Context: Orientation in space and time

Statement of Inquiry: Everyday life in Croatia communities can vary greatly as characterised by daily routines and living conditions. Everyday activities reflect how time and space are organized.

Main Content Addressed:

- Vocabulary for the unit
- Days of week, months of the year
- Time
- Using a calendar in Croatian
- Basic adverbs of frequency
- Weekly chart
- Present / reflective verbs

Objectives: C, D

ATL skills:

Communication – communication skills

Self-management – organization and reflection skills

MYP3: CROATIAN LANGUAGE ACQUISITION (Phase 2)

Unit 1: Celebrations, customs and traditions

Key Concept: Culture

Related Concept: Patterns, message

Global Context: Identities and relationships

Statement of Inquiry: Celebration reflects culture and heritage, in the family, in the community and nationwide, they are a part of individual and national identity.

Main Content Addressed:

- The vocabulary related to some specific celebrations and customs
- The past tense
- Adverbs and adverbial phrases of frequency
- About the history of some traditions, customs and celebrations

Objectives: A, B, C, D

ATL skills:

Research – information and media literacy skills

Unit 2: I love you

At the end of this unit, students will be able to express their feelings, affinities, a sense of pleasure/ displeasure, preferences, tastes, and fears. They will be able to understand simple newspaper articles, follow newspaper advertisements, and discuss the topic related to this Unit. They will learn the declination of abstract nouns.

Key Concept: Creativity

Related Concept: Message

Global Context: Personal and cultural expression

Statement of Inquiry: Creativity helps us to send a strong message to the world.

Main Content Addressed:

- Love story about Dora Krupićeva i Pavao Gregorijanac
- "Tražim te" – Zagreb romance of the year
- Who or what do you like?
- How are they feeling?
- Fears
- I'm in love/Thoughts about love
- Abstract nouns: zaljubljenost, mladost, starost, zrelost, radost, kreativnost, budućnost, vječnost, hrabrost...

Objectives: A, B, C, D

ATL skills:

Thinking – critical and creative thinking skills

Unit 3: Health (How are you feeling?)

At the end of the unit, students will be able to describe their health condition at the doctor's talk about health. They will learn how to correctly use irregular verbs connecting with unit.

Key Concept: Connections

Related Concept: Structure

Global Context: Identities and relationship

Statement of Inquiry: Our mental, physical, social and spiritual health is connected to each other and through function of language we can develop our structure.

Main Content Addressed:

- Vocabulary for the unit
- Feminine nouns with the basis on consonant (bol, krv, kost, smrt, žuč...)
- Body parts
- Disease
- In the ambulance

Objectives: A, B, C, D

ATL skills:

Communication – communication skills

Thinking – critical thinking skills

MYP0: FRENCH/ITALIAN/GERMAN LANGUAGE ACQUISITION (Phase 1)

Unit 1: Mens sana in corpore sano!

Following the MYP Language Acquisition cycle the students will talk about their lifestyle, daily routine, eating habits and school life. That will help them understand diversity and culture specifics.

Key Concept: Connections

Related Concepts: Structure, Patterns

Global Context: Identities and relationships

Statement of Inquiry: Connecting structure and patterns provides better organization for an individual.

Main Content Addressed:

- food and colours
- days in the week and months
- school subjects and timetable
- sports (water sports mainly)
- conjugation of verbs : eat, drink, play, to do
- numbers (0-50), ordinal numbers (1-10)
- definite and indefinite article
- prepositions

Objectives: B, C, D

ATL skills:

Communication- communication skills

Thinking - critical thinking skills

Unit 2: Me and the world around me

This unit will enable MYP 0 students to demonstrate their knowledge both in oral and written form by managing their way out during interaction and while entering in contact with others. Also, they will be able to present themselves and others by using language and respecting conventions and cultural diversity.

Key Concept: Communication

Related Concepts: Message, Form

Global Context: Identities and relationships

Statement of Inquiry: Our identity and relationships can be communicated through form and messages.

Main Content Addressed:

- expected behaviour during the various types of contexts (social conventions)
- introduction
- how to present and describe family members, use possessive adjectives, name nationalities
- count until 20
- verbs (to be, to have, to live, to be called)
- Easter celebration

Objectives: A, B, C, D

ATL skills:

Communication – communication skills
Thinking - critical thinking skills

Unit 3: My free time

Within the unit *My free time* the students will expand their vocabulary and their grammatical knowledge in order to be able to express themselves, both in oral and written form, about the way they spend their free time.

Key Concept: Connections

Related Concepts: Meaning, Patterns

Global Context: Personal and cultural expression

Statement of Inquiry: By making connections between the meaning and patterns one can express his/her personal interests.

Main Content Addressed:

- leisure activities
- weekend activities
- activities during holidays (winter, spring and summer break)
- hobbies
- grammatical negation
- I like/I do not like...

Objectives: A, C, D

ATL skills:

Communication – communication skills

Social – collaboration skills

MYP1: FRENCH/ITALIAN/GERMAN LANGUAGE ACQUISITION (Phase 1)

Unit 1: My town

This unit will enable MYP 1 students to demonstrate their knowledge both in oral and written form by managing their way out in the city labyrinth. Also, as locals speaking they will be capable of helping others (tourists) to find their way and what they need in the unknown city and as tourists, they will know how to politely ask for help and understand the directions given by others.

Key Concept: Communication

Related Concepts: Word choice, Message

Global Context: Orientation in space and time

Statement of inquiry:

In order to orientate in space and time it is necessary to communicate and to choose words correctly.

Main Content Addressed:

- written and oral instructions
- give direction and ask for direction
- prepositions
- transport and ticket purchase

Objectives: A, B, C, D

ATL skills:

Communication – communication skills
Social – collaboration skills

Unit 2: Let's celebrate!

Throughout this unit the students will get to know the French/German/Italian culture and the way it influences typical festivities and traditions. The students will also present their own culture and become aware of the cultural differences.

Key Concept: Culture

Related Concepts: Form, Function

Global Context: Personal and cultural expression

Statement of inquiry:

We express ourselves through the lenses of the culture we belong to that forms us.

Main Content Addressed:

- celebrations in France/Germany/Italy
- birthday parties
- what do we need for organizing a party
- why do we celebrate certain events
- celebrations in my country

Objectives: B, C, D

ATL skills:

Communication – communication skills

Social – collaboration skills

Unit 3: The life in France/Italy/Germany

This unit is all about the culture, cities and other places we should visit when traveling to France, Italy or Germany. We will talk about specific food, festivals and everything that is typical for each country. The French/Italian/German way of life - a guide to the essentials of life in France/Italy/Germany and the major institutions of modern France/Italy/Germany, describing in detail a French/Italian/German town and its places, making a list of 10 places to visit in France/Italy/Germany and explain the choice.

Key Concept: Connections

Related concept: Meaning, Patterns

Global Context: Identities and relationships

Statement of Inquiry:

Establishing the connection between meaning and patterns shapes our identity and relationships to others.

Main Content Addressed:

- typical food
- sightseeing vocabulary
- definite and indefinite articles

- conjugation of verbs: to eat and drink
- comparative

Objectives: A, C, D

ATL skills:

Thinking – creative thinking skills

Social – collaboration skills

MYP2: FRENCH/ITALIAN/GERMAN LANGUAGE ACQUISITION (Phase 1)

Unit 1: “To travel is to live!” H. C. Andersen

The students will read about the travelling experiences of other teenagers and write an e-mail about their own favourite trip. They will also learn how to organize an own trip taking into consideration the means of transport, hotel booking etc.

Key Concept: Connections

Related Concepts: Form, Structure

Global Context: Orientation in space and time

Statement of Inquiry:

Establishing a connection between form and structure allows the students to exchange their experience about the world around them personal, local and global perspectives.

Main Content Addressed:

- travelling options
- means of transport
- the past simple tense
- prepositions
- countries, nationalities

Objectives: C, D

ATL skills:

Communication – communication skills
Self-management – organization skills

Unit 2: Who are we?

After reading texts and watching videos about different interests that people have, the students will use language to narrate about their interests. Through that they will become aware of the fact that interests connect people.

Key Concept: Creativity

Related Concepts: Audience, Form

Global Context: Personal and cultural expression

Statement of Inquiry:

By thinking creatively one takes into consideration the form and the audience in order to meet the target's personal and cultural expression.

Main Content Addressed:

- clothing
- interests (music, movies...)
- social networks
- cinema
- I like/I do not like...
- characterisation - flaws and virtues

Objectives: A, B, C, D

ATL skills:

Social – collaboration skills

Communication- communication skills

Unit 3: There is no life without creativity

Music, fashion, theatre, cinematography and other forms of art are a crucial part of our daily life.

Students will get to know the most important aspects of each country (Germany, France, Italy) and its creative side. In German we will focus on the Film Festival Berlinale, in French we will talk about the variety of museums in Paris and in Italian about the Sanremo Music Festival.

Key Concept: Culture

Related Concepts: Meaning, Purpose

Global Context: Identities and relationships

Statement of Inquiry:

The culture shapes the way we think and establishes the purpose of our actions in accordance to our identity.

Main Content Addressed:

- music of Germany/France/Italy
- prominent artists (musicians, painters, fashion designers, actors)
- famous cultural events (festivals)
- expressing personal preferences
- street art

Objectives: A, B, C, D

ATL skills:

Social – collaboration skills

Research- information literacy skills

MYP3: FRENCH/ITALIAN/GERMAN LANGUAGE ACQUISITION (Phase 1 and 2)

Unit 1: People are culture, culture is people

The MYP 3 students are expected to examine biographies of famous French/Italian/German people and that process will enable them to re-evaluate famous people from their country. Also, they are invited to take into account the specific values of one specific culture and to enhance their excellence and independence while describing famous people's acts and ideas demonstrate imagination, knowledge and resourcefulness.

Key Concept: Culture

Related Concepts: Word choice, Structure

Global Context: Personal and cultural expression

Statement of Inquiry:

The culture shapes the way we express by choosing suitable vocabulary and structures.

Main Content Addressed:

- participating in a conversation
- giving information about famous people from the past
- talking about the past and about famous people
- continents, nationalities, countries, capitals

Objectives: B, C, D

ATL skills:

Research – information literacy skills

Communication- communication skills

Unit 2: Our future

The students appreciate the heritage they have in this school and at the same time they start to think about the new school they will come in the next school year. It's time to start thinking about possible obstacles they will face. This unit will help them to express their thoughts by using appropriate structures in French/Italian/German language.

Key Concept: Connections

Related Concepts: Word choice, Structure

Global Context: Personal and cultural expression

Statement of Inquiry:

The culture shapes the way we express ourselves by choosing suitable vocabulary and structures.

Main Content Addressed:

- making predictions
- talking about future events
- expressing a condition and a hypothesis

Objectives: A, B, C, D

ATL skills:

Thinking – critical thinking skills

Self-management – organization skills

Unit 3: The diversity of a country

Every country is organized in a different way, it is divided into regions that are diverse on different levels. The students will make connections between the geographical position, dialects and mentality of the people living in different parts of France/Germany/Italy.

Key Concept: Connections

Related Concepts: Context, Meaning

Global Context: Orientation in space and time

Statement of Inquiry:

Orientation in space and time determines meaning and gives context for creating connections.

Main Content Addressed:

- division into regions/federative states
- dialects
- mentality
- symbols
- gestures
- geographical diversity

Objectives: A, C, D

ATL skills:

Communication – communication skills

Social – collaboration skills