

Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	Subject group objectives	ATL skills	Content (topics, knowledge, skills)
RESTLESS EARTH September October November	Time, place and space	Causality Processes	Scientific and technical innovation: the natural world and its laws, the impact of scientific and technological advances on communities and environments	Scientific and technological advances have helped individuals and communities to adapt and respond to consequences of natural processes over time.	A i, ii (Knowing and understanding) D i, ii, (Thinking critically)	Social: Collaboration skills -work collaboratively in teams Research: Information literacy skills -access information to be informed and inform others Media literacy skills -understand the impact of media representations and modes of presentations	Structure of the Earth: layers, minerals, rocks Geological past Plate tectonics: Plate boundaries, processes – causes and consequences Volcanism and earthquakes Effects of natural disasters on communities: response of communities -understanding of the layered structure of the Earth and their interconnectedness -understanding of the processes on plate margins and how their results change the landscape -understanding why people live in hazardous environments and how do they respond to earthquakes, tsunamis and volcanic eruptions -research about an actual natural disaster

<p>DRAINAGE BASINS AND COASTS</p> <p>December January February</p>	<p>Systems</p>	<p>Management and intervention Diversity</p>	<p>Globalization and sustainability: The impact of decision-making on humankind and the environment</p>	<p>Dynamic and complex drainage basin and coast systems provide living space for humans so communities should manage them in sustainable manner.</p>	<p>A i, ii B i, ii, iii,iv C i, ii, iii D i, iii</p>	<p>Thinking: Creative-thinking skills -apply existing knowledge to generate a product Transfer skills -make connection between subject groups and disciplines</p>	<p>Closed and open system Drainage basin: river processes, landforms Coast: processes on coasts, features, types Usage of drainage basins and coasts – human impact on landscapes</p> <p>-understanding of how different natural systems and processes function -interpreting maps and diagrams -recognizing human intervention in the area -understanding of management and mismanagement and the effects on communities -creating a brochure about a chosen drainage basin/coast</p>
<p>WEATHER AND CLIMATE</p> <p>March April</p>	<p>Change</p>	<p>Patterns and trends Diversity</p>	<p>Globalization and sustainability: The relationship between local and global processes</p>	<p>The increased demand for more food nad energy leads to faster change of climate patterns, trends and diversity. Communities should act globally to manage</p>	<p>A i, ii C i, ii D i, ii</p>	<p>Communication: Communication skills -use and interpret a range of discipline-specific terms and symbols</p> <p>Thinking:</p>	<p>Structure of the atmosphere Weather elements: temperature, humidity, pressure Synoptic chart and weather forecast Types of climate Climate change: natural causes, human impact, consequences on local and global scale</p>

				sustainable development and preserve the Earth for future generations.		<p>Critical-thinking skills</p> <ul style="list-style-type: none"> -gather and organize relevant information to formulate an argument -interpret data 	<ul style="list-style-type: none"> -understanding the importance of the atmosphere for life on Earth -connection between weather and climate -connection between weather elements Understanding of diversity of climates on Earth -drawing and interpreting climate graphs -reading simple synoptic chart -recognizing change in patterns and trends in different regions and how they affect communities -acting actively to contribute to sustainable development
<p>WATER ON EARTH</p> <p>May June</p>	Global interactions	Power Conflict Scale	Fairness and development: Sharing finite resources with other people and other living things	Power over water reserves can cause conflict on local and global scale.	<p>A i, ii</p> <p>B i, ii, iii, iv</p> <p>D ii, iv</p>	<p>Communication :</p> <ul style="list-style-type: none"> -read critically and for comprehension <p>Social:</p> <ul style="list-style-type: none"> -manage and resolve conflict, and work collaboratively in teams <p>Thinking:</p> <p>Critical thinking</p>	<p>The blue planet:</p> <p>Oceans and seas</p> <p>Fresh water</p> <p>Sharing the water with other living things</p> <p>Usage of water (individuals, communities)</p> <p>Water supply in Zagreb</p> <p>Reserves of fresh water in Croatia, Europe and other continents</p> <p>Discrepancy between needs and possibilities</p>

						<ul style="list-style-type: none">-gather and organize relevant information to formulate an argument-propose and evaluate a variety of solutions	<ul style="list-style-type: none">-understanding the importance of water for life on Earth-comparing the amount of water stored in rivers, lakes, ice and underground-understanding why conflict can arise due to different perspectives on development projects-recognizing advantages and disadvantages of global warming to water supply in chosen countries-acting actively to contribute to saving water
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POPULATION September October November	Change	Causality Patterns and trends	Globalization and sustainability The relationship between local and global processes, the opportunities and tensions provided by world-interconnectedness	The change in population patterns and trends creates global issues.	A i, ii (Knowing and understanding) D i, ii (Thinking critically)	Communication: Communication skills -interpret and use effectively modes of non-verbal communication -structure information in essays and reports Thinking: Critical-thinking skills -interpret data -propose and evaluate a variety of solutions	Distribution of population Natural change: Birth rate, death rate, demographic transition Population structures: sex and age, economic Population trends in developed and developing countries Population policies -understanding reasons for uneven distribution of population (local, regional, global) -reading and creating population maps -distinguish components of natural change -explaining demographic transition -creating and interpreting population graphs and diagrams -recognizing population patterns and trends in developed and developing countries

							-considering causes of difference in opportunities for population in the world and possible solutions
MIGRATION December January	Global interactions	Culture Globalization	Orientation in time and space: Explorations and migrations of humankind, the interconnectedness of individuals and civilizations, from personal, local and global perspectives	Movements of people from one place to another have always affected individuals, local and global community by spreading the culture and connecting communities.	A i, ii B i, ii, iii,iv (Investigating) C i, ii, iii D iii, iv	Social: Collaborative skills -listen actively to other perspectives and ideas Self-management: Organization skills -plan short- and long-term assignments, meet deadlines	Push and pull factors Human migration through history Recent migrations: Impacts on individuals, local and global community -understanding connection between push and pull factors for migration -brainstorming about human migration through history -understanding how migrations contribute to globalization (including personal experience) -migration wave in Europe -researching about migration in a chosen country – planning, team work, presentation -service: helping new students to adapt in new community

<p>URBANIZATION</p> <p>February</p> <p>March</p> <p>April</p>	<p>Time, place and space</p>	<p>Networks</p> <p>Scale</p> <p>Diversity</p>	<p>Globalization and sustainability: the interconnectedness of human-made systems and communities</p>	<p>Urban settlements have always depended on diversity in location and are connected in networks from local to regional and global level.</p>	<p>A i,ii</p> <p>B i, ii, iii, iv</p> <p>C i, ii, iii</p> <p>D i, iii</p>	<p>Research:</p> <p>Information literacy skills</p> <p>-collect, record and verify data</p> <p>-process data and report results</p> <p>Self-management:</p> <p>Affective skills</p> <p>-practise focus and concentration</p>	<p>Settlements: from rural to urban, factors affecting location</p> <p>Functions and zones in a city</p> <p>Urban networks</p> <p>Urbanization in developed and developing countries</p> <p>Effects of urbanization on natural and social environment</p> <p>-understanding and recognizing on the map and in the area factors affecting location of settlements</p> <p>-understanding how has process of urbanization developed over time and how urban settlements influence surrounding area</p> <p>-recognizing functions and zones in the field (Zagreb), mapping</p> <p>-recognizing urban networks on local, regional and global level</p> <p>-drawing and interpreting charts</p>
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<p>RESOURCES AND INDUSTRY</p> <p>April May June</p>	<p>Systems</p>	<p>Sustainability Disparity and equity</p>	<p>Scientific and technical innovation: the impact of scientific and technological advances on communities and environments</p>	<p>Scientific and technological advances affect industrial system and cans help global community to achieve more equal and sustainable development.</p>	<p>A i, ii D ii, iv</p>	<p>Social: Collaboration -delegate and share responsibility for decision-making</p> <p>Thinking: Critical-thinking skills -evaluate evidence and arguments -evaluate and manage risk</p>	<p>Industry as a system Distribution of natural resources Factors affecting industry Development of industry in developed and developing countries</p> <p>-understanding inputs, processes and outputs in industrial system -recognizing differences in distribution of natural resourcesand how they affect development of industry in the world -understanding factors that affect location of industry and how their importance can change -practising team work, role play and decision-making skills (deciding for the location of a factory)s</p>
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DIFFERENTIATION

For students with dyslexia and dysgraphia

- Bigger font in Serif, bigger space between rows
- Dividing text in tests, practise sheets and instruction papers in smaller sections
- More time for reading, checking if the text/questions are understood
- Tolerating writing mistakes
- Questions and enough space for answers should be on the same page
- Allowing longer time for finishing a task if needed
- Working in a pair or a team with peers
- Check the ability of students to read maps and act according to that (more practise, allowing more time for map work)

For students with ADHD

- Bigger font and space between rows
- Shorter paragraphs
- Avoid tables if needed
- Check which type of graphs/diagrams are suitable for the student
- Fewer questions in tests
- Frequent checking if a student is concentrated on the work
- Instead of complex questions with a, b, c..., create separate questions
- Questions and enough space for answers should be on the same page
- Work in pairs or small teams (up to four)
- Creating summary sheets if needed
- Encourage students to participate in class discussions
- Regularly make notes about progress in e-dnevnik
- Allowing the student to leave the classroom for a short time during the lesson if needed