

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content (Knowledge, Discipline specific and skills)
<p>Unit 1 Aesthetic experience of a landscape in poetry (MYP 4)</p> <p>hrs:40</p> <p>(September, October, beginning of November 2021.)</p>	Creativity	Self-expression Style	<p>Personal and cultural expression</p> <p>Students will explore the ways we express ideas, feelings, nature, culture, beliefs and values in poetry; the ways in which we reflect on, extend and enjoy our creativity reading and writing a poems; our appreciation of the aesthetic.</p>	<p>Aesthetic experience of a landscape in poetry is a product of a poet's creativity, his ability to express his feelings, moods and thoughts through images of nature and to transfer that to the audience using appropriate language tools, techniques, structure, settings and style.</p>	<p>A. Analysing: i. analyse the content, context, language, structure, technique and style of text ii. analyse the effects of the creator's choices on an audience iv. evaluate similarities and differences by connecting features across and within genres and texts.</p> <p>B. Organizing: i. employ organizational structures that serve the context and intention.</p> <p>C. Producing text: i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.</p> <p>D. Using language: i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iv. spell, write and pronounce with accuracy. v. use appropriate non-verbal communication techniques.</p>	<p><i>Communication</i></p> <p>-Read critically and for comprehension (poetry study)</p> <p>-Use and interpret a range of discipline-specific terms and symbols</p> <p>-Write for different purposes (poem, literary analysis).</p> <p><i>Social</i></p> <p>-Listen actively to other perspectives and ideas.</p> <p><i>Self-management</i></p> <p>-Create plans to prepare for summative assessment</p> <p>-Plan short- and long-term assignments; meet deadlines.</p> <p><i>Thinking</i></p> <p>- Apply existing knowledge to generate new ideas, products or processes (literary analysis)</p> <p>-Generate metaphors and analogies</p> <p>-Create original works and ideas; use exiting works and ideas in a new way.</p>	<p>Knowledge <i>Discipline specific</i> -Poetry elements: theme, poet speaking, language tools, imagery, structure, stanza, tone, rhythm, rhyme... Students will repeat their knowledge about poetry elements in order to be able to analyse poems.</p> <p>Language skills Presentation oral skills Students will read poems in front of an audience (in class) and should analyse the poem. Reading Students will read a selection of poems from a collection of poems by the Croatian poet Vladimir Nazor. Writing Students will write poems with motive of a landscape. Students will also write literary analysis of a poem with an accent on images of a landscape. They should show understanding of poet's purpose for using the images of a landscape in the poem.</p> <p>Visual communication Poetry book Students will create and edit poetry books in which they will include their favourite poems and will decorate it with pictures, drawings, photos, collage etc. Making a poster Students will make posters with poems and pictures about landscape (impressionism).</p>

<p>Unit 2</p> <p>Inspiring adventurous spirits (MYP 4)</p> <p>hrs: 48</p> <p>(November, December 2021, January 2022.)</p>	<p>Perspective</p>	<p>Character Context</p>	<p><i>Personal and cultural expression</i></p> <p>Inquiring into the ways in which we discover and express ideas, values and beliefs</p>	<p>Perspective of adventurous spirits (characters in literature and real people) and their context can be inspiring to people, resulting in new ideas, values and beliefs.</p>	<p>A. Analysing:</p> <p>i. analyse the content, context, language, structure, technique and style of texts and the relationships among texts</p> <p>B. Organizing:</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in sustained, coherent and logical manner</p> <p>C. Producing text:</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.</p> <p>iii. select relevant details and examples to develop ideas.</p> <p>D. Using language:</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation.</p>	<p><i>Communication</i></p> <p>-Use appropriate forms of writing for different purposes and audiences (magazine article, essay)</p> <p>-Use a variety of speaking techniques to communicate with a variety of audiences (oral presentation)</p> <p>-Write for different purposes</p> <p><i>Social</i></p> <p>-Take responsibility for one's own actions</p> <p>-Delegate and share responsibility for decision-making</p> <p>-Encourage others to contribute</p> <p>-Listen actively to other perspectives and ideas.</p> <p><i>Self-management</i></p> <p>Organization skills –</p> <p>-Plan strategies and take action to achieve personal and academic goals</p> <p>-Use appropriate strategies for organizing complex information.</p> <p><i>Thinking</i></p> <p>-Gather and organize relevant information to formulate an argument</p> <p>-Consider ideas from multiple perspectives</p> <p>-Develop contrary or opposing arguments</p> <p>- Apply existing knowledge to generate new products (poster)</p> <p>- Create original works and ideas; use exiting works and ideas in a new way.</p>	<p>Knowledge</p> <p><i>Discipline specific</i> -Literary analysis: Students will repeat about genre, narration, description, dialogue, monologue, interior monologue, point of view, character, focus, settings, relationships, conflicts, contrasts, structure etc. Students should be able to analyse novels and to write a literary analysis. Students will also learn about history of novel and novella/short story. Students will explore features of publicistic style. They should be able to write a travelogue.</p> <p>Language skills</p> <p><i>Presentation oral skills</i></p> <p>Students will choose inspiring individuals with adventurous spirits in history, write about them at home, explain why these people are inspirational and they will present this in class.</p> <p><i>Writing</i></p> <p>Travelogue</p> <p>Student will write travelogues.</p> <p>Literary analysis</p> <p>Students will write literary analysis/ essays about novel The Alchemist.</p> <p>Students will be encouraged to write different types of text and using new electronic media.</p>
---	--------------------	--------------------------	--	--	---	--	--

							<p>Visual communication</p> <p>Students will make posters with individuals and situations which are inspiring as a result of their adventurous spirit (with photos).</p>
<p>Unit 3</p> <p>The migrant destiny (MYP 4)</p> <p>hrs: 40</p> <p>(February, March, April 2022.)</p>	Connections	<p>Audience imperative</p> <p>Context</p>	<p><i>Identities and relationships</i></p> <p>Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind.</p>	<p>In a context of the contemporary world, where every day more and more people cross borders to find a better life and a future for their children and themselves, it is essential for society (audience imperatives) to develop quality connections between all its members – to pursue sensibility for and understanding of different cultures, empathy for every human being and to be aware of the importance of human dignity, consciousness and ethical judgment.</p>	<p>A. Analysing:</p> <p>i. analyse the content, context, language, structure, technique and style of texts and the relationships among texts</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts.</p> <p>B. Organizing:</p> <p>i. employs organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in sustained, coherent and logical manner .</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>C. Producing text:</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process .</p> <p>D. Using language:</p>	<p><i>Communication</i></p> <p>-Negotiate ideas and knowledge with peers and teachers</p> <p>-Use intercultural understanding to interpret communication.</p> <p>-Read critically and for comprehension</p> <p>-Use and interpret a range of discipline-specific terms and symbols</p> <p>-Write for different purposes</p> <p><i>Social</i></p> <p>-Listen actively to other perspectives and ideas</p> <p>-Build consensus</p> <p>-Give and receive meaningful feedback.</p> <p><i>Self-management</i></p> <p>Organization skills</p> <p>-Create plans to prepare for summative assessment</p> <p>-Plan short- and long-term assignments; meet deadlines.</p> <p><i>Thinking</i></p> <p>-Develop contrary or opposing arguments</p> <p>-Formulate factual, topical, conceptual and debatable questions.</p>	<p>Knowledge</p> <p>Students will repeat fact about literary analysis: genre, narrator, character, focus, settings, relationships, conflicts, contrasts.</p> <p>Language skills</p> <p><i>Presentation oral skills</i></p> <p>Oral presentation</p> <p>Short oral presentations (in pairs or small groups) about characters (and relations) in the novel.</p> <p>Debate</p> <p>Debate about question: Do you think that we should, as humans, have a moral responsibility to respond to other humans in need during a humanitarian crisis?</p> <p>Writing</p> <p>Written assignment</p> <p>Students <i>write a written assignment</i> about foto essay “Crossing borders”.</p> <p>Students <i>write a short story</i> about a girl or boy who abounded her/his homeland affected by war and try to fit in new environment and culture.</p> <p>Visual communication</p>

					<p>i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation.</p>	<p>- Apply existing knowledge to generate new products (poster). -Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments.</p>	<p><i>Students make a poster</i> about different cultures and people with their own comments under photos or pictures. They also present poster in front of class.</p>
<p>Unit 4</p> <p>Family relations and values presented in literature (MYP 4)</p> <p>hrs: 47</p> <p>(May, June 2022.)</p>	Communication	Theme Character	<p><i>Identities and relationships</i></p> <p>Students will explore identity; beliefs and values; human relationships including families, friends, communities and culture; what is means to be human.</p>	<p>Relationships and human community's connections may be presented in literature through a theme of family in a way that characters, considering their communication (with an accent of their points of view) relay family values and present aspects of human nature, human dignity, moral reasoning and ethical judgement.</p>	<p>A. Analysing:</p> <p>i. analyse the content, context, language, structure, technique and style of text</p> <p>ii. analyse the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts.</p> <p>B. Organizing:</p> <p>ii. organize opinions and ideas in sustained, coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>C. Producing text:</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>	<p><i>Communication</i></p> <p>-Use appropriate forms of writing for different purposes and audiences (essay). -Use a variety of speaking techniques to communicate with a variety of audiences (oral presentation). -Negotiate ideas and knowledge with peers and teachers. -Read critically and for comprehension (drama study). -Use and interpret a range of discipline-specific terms and symbols. -Structures information in essays. <i>Social</i> -Practice empathy (interpretation). -Take responsibility for one's own actions. -Give and receive meaningful feedback. <i>Self-management</i> -Create plans to prepare for summative assessment. -Use appropriate strategies for organizing complex information. <i>Thinking</i> -Gather and organize relevant information to</p>	<p>Knowledge</p> <p><i>Discipline specific</i> -Students will learn about important drama elements: plot, conflict, theme, point of view, character, and structure. Student will be introduced with specific elements of tragedies: a tragical hero, their guilt, destiny and tragical ending, catharsis.</p> <p>Language skills</p> <p><i>Presentation oral skills</i></p> <p>Oral presentation</p> <p>Individual oral presentation (about Sophocles, Antigone's family history, characters and their relations or their values and attitudes or something else in connection with the unit)</p> <p>Debate</p> <p>Students will discuss about some issues in Antigone, for example: Should individuals sacrifice themselves because of their family?</p> <p><i>Writing</i></p> <p>Essay</p> <p>Students will write discussion essays about</p>

					<p>D. Using language:</p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expr. ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell, write and pronounce with accuracy v. use appropriate non-verbal communication techniques. 	<p>formulate an argument.</p> <ul style="list-style-type: none"> -Develop contrary or opposing arguments. -Apply existing knowledge to generate new ideas, products or processes. - Create original works and ideas; use exiting works and ideas in a new way. 	<p>family relations in <i>Antigone</i>.</p> <p>Drama play</p> <p>Students will write (in pairs) a short play. Characters in this play (2 or 3 characters) have to be family members and they have to try to resolve some conflict between themselves. Students will read their plays in front of class.</p>
--	--	--	--	--	---	---	---

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content (Knowledge, Discipline specific and skills)
<p>Unit 1 Themes of love, life and death in renaissance and baroque literature (MYP 5)</p> <p>hrs: 40</p> <p>(September, October, November 2021.)</p>	Perspective	Context Self-expression	<p>Personal and cultural expression</p> <p>Students will explore the ways in which we discover and express ideas, feelings, culture, beliefs and values in different epochs;</p>	<p>Themes of love, life and death are essential for understanding the identity of renaissance and baroque eras, including the fact that authors' self-expression and approach to these themes highly depends on different context specific for each cultural epoch.</p>	<p>A. Analysing:</p> <p>i. analyses the content, context, language, structure, technique and style of texts and the relationships among texts</p> <p>ii. analyse the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts</p> <p>B. Organizing:</p> <p>ii. organize opinions and ideas in sustained, coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>C. Producing text:</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relev. details and examples to develop ideas.</p> <p>D. Using language:</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register that serve a context and intention</p> <p>iii. use correct grammar, syntax and punctuation.</p>	<p><i>Communication</i></p> <p>-Negotiate ideas and knowledge with peers and teachers</p> <p>-Use intercultural understanding to interpret communication.</p> <p>-Read critically and for comprehension</p> <p>-Use and interpret a range of discipline-specific terms</p> <p><i>Social</i></p> <p>-Listen actively to other perspectives and ideas</p> <p>-Build consensus.</p> <p><i>Self-management</i></p> <p>-Create plans to prepare for summative assessment.</p> <p><i>Thinking</i></p> <p>-Gather and organize relevant information to formulate an argument</p> <p>-Consider ideas from multiple perspectives</p> <p>-Develop contrary or opposing arguments</p> <p>-Formulate factual, topical, conceptual and debatable questions.</p> <p>-Make unexpected or unusual connections between ideas.</p> <p>-Inquire in different contexts to gain a different perspective.</p>	<p>Knowledge</p> <p>Discipline specific <i>Literary analysis</i>: Students will repeat about genre, narration, description, dialogue, monologue, interior monologue, point of view, character, focus, settings, relationships, conflicts, contrasts, structure etc. They should be able to analyze poems, novels and short stories.</p> <p><i>Literary epochs</i>: Renaissance and baroque in European literature</p> <p>Students will learn basic features of epochs. They will get acquainted with famous renaissance and baroque authors: Petrarca, Dante, Shakespeare, H. Lucić, P. Calderon de la Barca, I. Gundulić etc. The accent will be on themes in renaissance and baroque literature.</p> <p>Language skills</p> <p>Students will write <i>interpretative essays</i> about one of renaissance or baroque text. They will also write <i>comparative essays</i> to compare two poems from different epochs with the same theme: love.</p> <p><i>Debate</i>: Students will discuss about some debatable questions predicted for the Unit (about <i>Hamlet</i>...)</p>

<p>Unit 2 Mutual influence between literary epochs and authors (MYP 5)</p> <p>hrs: 30</p> <p>(November, December, January 2021/22.)</p>	<p>Connections</p>	<p>Theme Intertextuality</p>	<p>Personal and cultural expression</p> <p>Students will explore literary connections and influences between different cultural epochs – they will search influences between famous authors and perceive values, ideas and beliefs which are presented in their works of art.</p>	<p>Connections and influences between various epochs, authors and artistic works in literature may be perceived by knowing earlier literary works and by using the same themes, motives or characters (intertextuality) considering authors' cultural contexts and their personal expression.</p>	<p>A. Analysing:</p> <p>i. analyse the content, context, language, structure, technique and style of text</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts.</p> <p>B. Organizing:</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in sustained, coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>C. Producing text:</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p> <p>D. Using language:</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and</p>	<p><i>Communication</i></p> <p>-Use appropriate forms of writing for different purposes and audiences. -Use intercultural understanding to interpret communication. -Read critically and for comprehension. -Structures information in essays.</p> <p><i>Social</i></p> <p>-Listen actively to other perspectives and ideas. -Give and receive meaningful feedback.</p> <p><i>Self-management</i></p> <p>-Create plans to prepare for summative assessment. -Plan short- and long-term assignments; meet deadlines. -Plan strategies and take action to achieve personal and academic goals. -Use appropriate strategies for organizing complex information.</p> <p><i>Thinking</i></p> <p>-Formulate factual, topical, conceptual and debatable questions. - Apply existing knowledge to generate</p>	<p>Knowledge</p> <p>Discipline specific</p> <p><i>Drama elements:</i> plot, conflict, theme, point of v., character, structure. Students will repeat prior knowledge about drama elements in order to analyse plays.</p> <p><i>Specific elements of comedy.</i> Students will receive knowledge about elements specific for comedy: themes, characters, plots and structure of in order to analyse this type of literary text.</p> <p><i>Literary epochs:</i> Roman literature, renaissance, classicism. Students will learn basic features of epochs. They will get acquainted with three famous writers: Plaut, M. Držić and Moliere.</p> <p>Communication skills</p> <p>Students will improve their usage of <i>appropriate vocabulary</i> (theory of literature) in <i>analysing</i> the texts, develop their abilities in <i>structuring essay</i>, to speak in register and style that are appropriate for <i>oral/group oral activities</i> and for debate. They should learn to express their ideas and emotions in <i>verbal and non-verbal</i> ways by <i>playing roles</i>.</p> <p>Visual communications</p>
---	--------------------	----------------------------------	---	---	--	--	--

					<p>intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell, write and pronounce with accuracy.</p>	<p>new ideas and products (written assignment) .</p> <p>-Make unexpected or unusual connections between objects and/or ideas.</p>	<p>Students will make <i>posters</i> in order to <i>visually</i> show their acquired knowledge, express their creativity, ideas and attitudes by comparing three plays and authors.</p>
<p>Unit 3 Varieties of a romantic hero in European literature (MYP 5)</p> <p>hrs: 40</p> <p>(January, February, March, April 2022.)</p>	Creativity	Character Style	<p>Identites and relationships</p> <p>Students will explore the ways in which we discover and express ideas, feelings, culture, beliefs and values in romanticism; The ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>In romantic period of European literature is possible to notice the varieties of romantic heroes, characters, whose creation depends on authors' creativity and style, their ability to connect personal experience and sensibility with specific social and cultural requirements</p>	<p>A. Analysing:</p> <p>i. analyse the content, context, language, structure, technique and style of texts and the relationships among texts</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts</p> <p>B. Organizing:</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in sustained, coherent and logical manner</p> <p>C. Producing text:</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>iii. select relevant details and examples to develop ideas.</p> <p>D. Using language:</p> <p>i. use appropriate and varied vocabulary, sentence structures</p>	<p><i>Communication</i></p> <p>-Use appropriate forms of writing for different purposes and audiences (essay).</p> <p>-Use a variety of speaking techniques to communicate with a variety of audiences (oral presentation).</p> <p>-Structures information in essays.</p> <p><i>Social</i></p> <p>-Listen actively to other perspectives and ideas.</p> <p><i>Self-management</i></p> <p>-Create plans to prepare for summative assessment.</p> <p>-Use appropriate strategies for organizing complex information.</p> <p><i>Thinking</i></p> <p>-Formulate factual, topical, conceptual and debatable questions.</p> <p>-Inquire in different contexts to gain a</p>	<p>Knowledge</p> <p>Discipline specific <i>Literary analysis:</i> Students will repeat about genre, narration, description, dialogue, monologue, character, focus, settings, relationships, conflicts, contrasts, structure etc. They should be able to analyse novels.</p> <p><i>Literary epoch:</i> Romanticism in European literature Students will learn basic features of romanticism. They will get acquainted with famous authors: Goethe, Ljermontov and Byron. The accent will be in studying features of romantic heroes. They should be able to find and recognized the features and to compare romantic heroes from different texts.</p> <p>Language skills</p> <p><i>Presentation skills</i> In individual oral presentation students will present Goethe's and Ljermotov's biographies, some issues in novels, characters and their</p>

					<p>and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation.</p>	different perspective.	<p>relations.</p> <p><i>Writing:</i> Students will write a <i>comparative essay</i> about similarities and differences between Werther and Pečorin?</p> <p><i>Debate:</i> Students will debate about questions: Are there any differences between romantic heroes that we get acquainted with? What are similarities and differences between them?</p>
<p>Unit 4</p> <p>Raising awareness of intercultural values and accepting and tolerating all differences</p> <p>Hrs: 30</p> <p>(April, May, June 2022.)</p>	Perspective	<p>Point of view</p> <p>Purpose</p>	<p>Identities and relationships</p> <p>Students will explore how community and different relationships affect identity development, students will also raise awareness of the meaning and importance of tolerance in society.</p>	<p>Sometimes the purpose of literature is that from different point of view and perspective, it is visible how different relationships and community affect identity development</p>	<p>A. Analysing:</p> <p>i. analyse the content, context, language, structure, technique and style of texts and the relationships among texts</p> <p>ii. analyse the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts</p> <p>B. Organizing:</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in sustained, coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>C. Producing text:</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and</p>	<p><i>Communication</i></p> <p>-Use appropriate forms of writing for different purposes and audiences</p> <p>-Read critically and for comprehension</p> <p>-Use and interpret a range of discipline-specific terms and symbols</p> <p>-Use a variety of speaking techniques to communicate with a variety of audiences (debate)</p> <p>-Structures information in essays.</p> <p><i>Social</i></p> <p>-Delegate and share responsibility for decision-making (oral activities)</p> <p>-Help others to succeed</p> <p>-Give and receive meaningful feedback.</p>	<p>Knowledge</p> <p><i>Discipline specific</i></p> <p><i>Literary analysis:</i> Students will repeat about genre, narration, description, dialogue, monologue, character, focus, settings, relationships, conflicts, contrasts, structure etc. They should be able to analyse novels.</p> <p>...</p> <p>Language skills</p> <p>individual oral presentation; students will present some issues in novels, characters and their relations.</p> <p><i>Writing:</i> Students will write an <i>essay</i> and literary analysis</p>

				<p>ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p> <p>D. Using language:</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell, write and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>	<p><i>Self-management</i></p> <p>Organization skills</p> <p>-Create plans to prepare for summative assessment (first draft essay)</p> <p>-Plan short- and long-term assignments; meet deadlines.</p> <p><i>Thinking</i></p> <p>-Gather and organize relevant information to formulate an argument</p> <p>-Formulate factual, topical, conceptual debatable questions.</p> <p>-Combine knowledge, understanding and skills to create product or solutions.</p>	<p><i>Debate</i></p> <p>Students will discuss questions and topics raised from the texts</p>
--	--	--	--	--	---	--