**MYP 4** SUBJECT OVERVIEW 2019./2020. for CROATIAN A LANGUAGE **Teachers: Senka Škrnjug, Mirela Furdin**

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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement inquiry** | **Objectives** | **ATL skills** | **Content** (Knowledge, Discipline specific and skills) | | | |
| **Unit 1**  **Allegorical presentation of reality in literature and film art**  **hrs:45**  **(September, October, beginning of November 2019.)** | Creativity | Self-expression  Theme  Point of view | *Personal and cultural expression*  Students will explore the ways we express ideas, feelings, nature, culture, beliefs and values in literature and in film art; the ways in which we reflect on, extend and enjoy our creativity reading and writing literary works and watching films. | Writers and film directors /scriptwriters in presentation of reality, in order to give it a meaning, may express their creativity through allegories and encourage their readers/viewers to review their own points of view about some issues or themes and about their ideas, belief and values. | 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.  B. Organizing:  i. employ organizational structures that serve the context and intention.  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.  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. | *Communication*  -Read critically and for comprehension  -Use and interpret a range of discipline-specific terms and symbols  -Write for different purposes.  *Social*  -Listen actively to other perspectives and ideas.  *Self-management*  -Create plans to prepare for summative assessment  -Plan short- and long-term assignments; meet deadlines.  *Thinking*  - Apply existing knowledge to generate new ideas, products or processes  -Generate metaphors and analogies  - Combine knowledge, understanding and skills to create product or solutions. | **Knowledge**  *Discipline specific* -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 and to write a interpretive essay about a poem.  Students will also repeat fact about literary analysis: genre, narrator, character, focus, settings, relationships, conflicts, contrasts in order to be able to analyse a short story.  **Language skills**  *Presentation oral skills*  Oral presentations: Short oral presentations (in pairs or small groups) about characters (and relations) in the short story *A hunger artist.*  *Reading*  Students will read parts of short story/tale in front of class  *Writing*  Allegorical short story  Interpretive essay  Critical review of one film  **Visual communication**  Students should create posters to present allegorical stories which they created in group work. | | | |
| **Unit 2**  **Inspiring adventurous spirits**  **(MYP 4)**  **hrs: 40**  **(November, December 2019, January 2020.)** | Perspective | Character  Context | *Personal and cultural expression*  Inquiring into the ways in which we discover end express ideas, values and beliefs | 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 | A.Analysing:  i. analyse the content, context, language, structure, technique and style of texts and the relationships among texts  B. Organizing:  i. employ organizational structures that serve the context and intention  ii. organize opinions and ideas in sustained, coherent and logical manner  C. Producing text:  ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.  iii. select relevant details and examples to develop ideas.  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  iii. use correct grammar, syntax and punctuation. | *Communication*  -Use appropriate forms of writing for different purposes and audiences (magazine article, essay)  -Use a variety of speaking techniques to communicate with a variety of audiences (oral presentation)  -Write for different purposes  *Social*  -Take responsibility for one’s own actions  -Delegate and share responsibility for decision-making  -Encourage others to contribute  -Listen actively to other perspectives and ideas.  *Self-management*  Organization skills –  -Plan strategies and take action to achieve personal and academic goals  -Use appropriate strategies for organizing complex information.  *Thinking*  -Gather and organize relevant information to formulate an argument  -Consider ideas from multiple perspectives  -Develop contrary or opposing arguments  - Apply existing knowledge to generate new products.(poster)  -Combine knowledge, understanding and skills to create product or solution. | | **Knowledge**  *Discipline specific* -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 to 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.  **Language skills**  *Presentation oral skills* Students will chose 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.  *Writing*  Travelogue  Student will write travelogues  Literary analysis  Students will write literary analysis/ essays about novel The Alchemist.  Students will be encouraged to write different types of text and using new electronic media.  **Visual communication**  Students will make posters with individuals and situations which are inspiring as a result of their adventurous spirit (with photos). | |
| **Unit 3**  **Crossing borders (MYP 4)**  **hrs: 45**  **(February, March, April 2020.)** | Connections | Audience imperative  Context | *Identities and relationships*  Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind. | 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. | A.Analysing:  i. analyse the content, context, language, structure, technique and style of texts and the relationships among texts  iii. justify opinions and ideas, using examples, explanations and terminology  iv .evaluate similarities and differences by connecting features across and within genres and texts.  B. Organizing:  i. employ organizational structures that serve the context and intention  ii. organize opinions and ideas in sustained, coherent and logical manner .  iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.  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.  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  iii. use correct grammar, syntax and punctuation. | *Communication*  -Negotiate ideas and knowledge with peers and teachers  -Use intercultural understanding to interpret communication.  -Read critically and for comprehension  -Use and interpret a range of discipline-specific terms and symbols  -Structures information in essays.  *Social*  -Listen actively to other perspectives and ideas  -Build consensus  -Give and receive meaningful feedback.  *Self-management*  Organization skills  -Create plans to prepare for summative assessment  -Plan short- and long-term assignments; meet deadlines.  *Thinking*  -Develop contrary or opposing arguments  -Formulate factual, topical, conceptual and debatable questions.  - Apply existing knowledge to generate new products (poster).  -Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments. | | **Knowledge**  Students will repeat fact about literary analysis: genre, narrator, character, focus, settings, relationships, conflicts, contrasts.  **Language skills**  *Presentation oral skills*  Oral presentation  Short oral presentations (in pairs or small groups) about characters (and relations) in the novel.  Debate  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?  *Writing*  Written assignment  Students write a written assignment about foto essay “Crossing borders”.  Essay  Students will write a short essay after watching a film.  **Visual communication**  Students make posters about different cultures and people with their own comments under photos or pictures. They also present poster in front of class. | |
| **Unit 4**  **Family relations and values presented in literature**  **(MYP 4)**  **hrs: 45**  **(May, June 2017.)** | Communication | Theme  Character  Point of view | *Identities and relationships*  Students will explore identity; beliefs and values; human relationships including families, friends, communities and culture; what is means to be human. | 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. | 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  iii.justify opinions and ideas, using examples, explanations and terminology  iv.evaluate similarities and differences by connecting features across and within genres and texts.  B. Organizing:  ii. organize opinions and ideas in sustained, coherent and logical manner  iii.use referencing and formatting tools to create a presentation style suitable to the context and intention.  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  iii.select relevant details and examples to develop ideas.  D.Using language:  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. | *Communication*  -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.  *Social*  -Practice empathy (interpretation).  -Take responsibility for one’s own actions.  -Give and receive meaningful feedback.  *Self-management*  -Create plans to prepare for summative assessment.  -Use appropriate strategies for organizing complex information.  *Thinking*  -Gather and organize relevant information to formulate an argument.  -Develop contrary or opposing arguments.  -Apply existing knowledge to generate new ideas, products or processes.  -Combine knowledge, understanding and skills to create product or solutions. | | **Knowledge**  *Discipline specific* -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 tragic hero, their guilt, destiny and tragical ending, catharsis.  **Language skills**  *Presentation oral skills*  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)  Debate  Students will discuss about some issues in Antigone, for example: Should individuals sacrifice themselves because of their family?  *Writing*  Students will write discussion essays about family relations in *Antigone.* |

**MYP 5** SUBJECT OVERVIEW 2019./2020. for CROATIAN A LANGUAGE **Teachers: Senka Škrnjug, Mirela Furdin**

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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement inquiry** | **Objectives** | **ATL skills** | | **Content**  (Knowledge, Discipline specific and skills) | |
| **Unit 1**  **Themes of love, life and death in renaissance and baroque literature**  **(MYP 5)**  **hrs: 40**  **(September**  **October, November 2016.)** | Perspective | Theme  Context  Self-expression | *Personal and cultural expression*  Students will explore the ways in which we discover and express ideas, feelings, culture, beliefs and values in different epochs; | 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 perspectives specific for each cultural epoch. | A.Analysing:  i. analyse the content, context, language, structure, technique and style of texts and the relationships among texts  ii.analyse the effects of the creator’s choices on an audience  iii.justify opinions and ideas, using examples, explanations and terminology  iv.evaluate similarities and differences by connecting features across and within genres and texts  B. Organizing:  ii. organize opinions and ideas in sustained, coherent and logical manner  iii.use referencing and formatting tools to create a presentation style suitable to the context and intention.  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  iii.select relev. details and examples to develop ideas.  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; iii. use correct grammar, syntax and punctuation. | *Communication*  -Negotiate ideas and knowledge with peers and teachers  -Use intercultural understanding to interpret communication.  -Read critically and for comprehension  -Use and interpret a range of discipline-specific terms  *Social*  -Listen actively to other perspectives and ideas  -Build consensus.  *Self-management*  -Create plans to prepare for summative assessment.  *Thinking*  -Gather and organize relevant information to formulate an argument  -Consider ideas from multiple perspectives  -Develop contrary or opposing arguments  -Formulate factual, topical, conceptual and debatable questions.  -Make unexpected or unusual connections between ideas.  -Inquire in different contexts to gain a different perspective. | | **Knowledge**  Discipline specific *Literary analysis*: Students will repeat about genre, narration, description, dialogue, monologue, interior monologue, point of view, character, focus, settings, relationships, conflicts, contrasts, structure etc.  They should to be able to analyse novels and short stories.  *Literary epochs*: Renaissance and baroque in European literature  Students will learn basic features of epochs. They will get acquainted with famous renaissance and baroques 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.  **Language skills**  Students will write *interpretative essays* about one of renaissance or baroque text. They will also write *comparative essays* to compare two poems from different epochs with the same theme: love.  *Debate*: Students will discuss about some debatable questions predicted for the Unit (about *Hamlet*…) | |
| **Unit 2**  **Mutual influence between literary epochs and authors**  **(MYP 5)**  **hrs: 33**  **(November, December**  **2016.,**  **January 2017.)** | Connections | Theme  Character  Context  Intertextu  ality | *Personal and cultural expression*  Students will explore literary connections and influences between different cultural epochs – they will search influences between famous authors and perceive values, ideas and believes which are presented in their works of art. | 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. | A.Analysing:  i.analyse the content, context, language, structure, technique and style of text  iv.evaluate similarities and differences by connecting features across and within genres and texts.  B. Organizing:  i.employ organizational structures that serve the context and intention  ii. organize opinions and ideas in sustained, coherent and logical manner  iii.use referencing and formatting tools to create a presentation style suitable to the context and intention.  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  iii. select relevant details and examples to develop ideas.  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  iii. use correct grammar, syntax and punctuation  iv. spell, write and pronounce with accuracy. | *Communication*  -Use appropriate forms of writing for different purposes and audiences (essay).  -Use intercultural understanding to interpret communication.  -Read critically and for comprehension.  -Structures information in essays.  *Social*  -Listen actively to other perspectives and ideas.  -Give and receive meaningful feedback.  *Self-management*  -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.  *Thinking*  -Formulate factual, topical, conceptual and debatable questions.  - Apply existing knowledge to generate new ideas and products (written assignment) .  -Make unexpected or unusual connections between objects and/or ideas. | ***Knowledge***  Discipline specific  *Drama elements*: plot, conflict, theme, point of v., character, structure.  Students will repeat prior knowledge about drama elements in order to analyse plays. *Specific elements of comedy*: Students will receive knowledge about elements specific for comedy: themes, characters, plots and structure of in order to analyse this type of literary text.  *Literary epochs*:Roman literature, renaissance, classicism.  Students will learn basic features of epochs. They will get acquainted with three famous writers: Plaut, M. Držić and Moliere.  ***Communication skills***  Students will improve their usage of *appropriate vocabulary* in *analysing* the texts, develop their abilities in *structuring essay*, to speak in register and style that are appropriate for *oral/group oral activities* and for debate. They should learn to express their ideas and emotions in *verbal and non-verbal* ways by *playing roles*.  **Visual communications**  Students will make *posters* in order to *visually* show their acquired knowledge; express their creativity. | |
| **Unit 3**  **Varieties of a romantic hero in European literature**  **(MYP 5)**    **hrs: 35**  **(January, February,**  **March, April 2017.)** | Creativity | Theme  Character  Structure  Style | *Personal and cultural expression*  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 | In romantic period of European literature is possible to notice the varieties of romantic heroes whose creation depends on authors’ creativity, their ability to connect personal experience and sensibility with specific social and cultural requirements | A.Analysing:  i. analyse the content, context, language, structure, technique and style of texts and the relationships among texts  iii.justify opinions and ideas, using examples, explanations and terminology  iv.evaluate similarities and differences by connecting features across and within genres and texts  B. Organizing:  i. employ organizational structures that serve the context and intention  ii. organize opinions and ideas in sustained, coherent and logical manner  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  iii.select relevant details and examples to develop ideas.  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  iii. use correct grammar, syntax and punctuation. | *Communication*  -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).  -Structures information in essays.  *Social*  -Listen actively to other perspectives and ideas.  *Self-management*  -Create plans to prepare for summative assessment.  -Use appropriate strategies for organizing complex information.  *Thinking*  -Formulate factual, topical, conceptual and debatable questions.  -Inquire in different contexts to gain a different perspective. | **Knowledge**  Discipline specific *Literary analysis*: Students will repeat about genre, narration, description, dialogue, monologue, character, focus, settings, relationships, conflicts, contrasts, structure...  They should to be able to analyse novels.  *Literary epoch*: 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 recognized the features and to compare romantic heroes from different texts.  **Language skills**  *Presentation skills* In individual oral presentation they will present Goethe’s and Ljermotov’s biographies, some issues in novels,  characters and their relations.  *Writing*: Students will write *a comparative essay* about similarities and differences between Werther and Pečorin.*Debate*: Are there any differences between romantic heroes that we get acquainted with? What are similarities and differences between them? | |
| **Unit 4**  **Variety of topics and personal attitude of author(s) in essays**  **(MYP 5)**  **hrs: 32**  **(April, May, June 2017.)** | Communication | Audience imperatives  Point of view  Purpose | *Personal and cultural expression*  Students will explore the ways in which we discover and express ideas, feelings, culture, beliefs and values;  The ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | In essays, authors may elaborate different topics and problems from contemporary life, sciences or arts, but it is important that, in choosing of topics and problems to refer to audience, they communicate their personal attitudes, their points of view, their own ways of presentation, demonstration, interpretation and conclusion and also their persistence in making conclusions and a capability of thoughtful elaboration of issues. | A.Analysing:  i. analyse the content, context, language, structure, technique and style of texts and the relationships among texts  ii.analyse the effects of the creator’s choices on an audience  iii.justify opinions and ideas, using examples, explanations and terminology  iv.evaluate similarities and differences by connecting features across and within genres and texts  B. Organizing:  i. employ organizational structures that serve the context  ii. organize opinions and ideas in sustained, coherent and logical manner  iii.use referencing and formatting tools to create a presentation style suitable to the context and intention.  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  iii.select relevant details and examples to develop ideas.  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  iii. use correct grammar, syntax and punctuation  iv. spell, write and pronounce with accuracy  v.use appropriate non-verbal communication techniques. | *Communication*  -Use appropriate forms of writing for different purposes and audiences (essay)  -Read critically and for comprehension -Use and interpret a range of discipline-specific terms and symbols  -Use a variety of speaking techniques to communicate with a variety of audiences (debate)  -Structures information in essays.  *Social*  -Delegate and share responsibility for decision-making (oral activities)  -Help others to succeed  -Give and receive meaningful feedback.  *Self-management*  Organization skills  -Create plans to prepare for summative assessment  -Plan short- and long-term assignments; meet deadlines.  *Thinking*  -Gather and organize relevant information to formulate an argument  -Formulate factual, topical, conceptual debatable questions.  -Combine knowledge, understanding and skills to create product or solutions. | **Knowledge**  *Discipline specific*  Essay study: topics and problems from contemporary life, sciences or arts.  Literary analysis: structure of essay, thesis, arguments, conclusions, confirmation of thesis...  **Language skills/Visual skills**  *Writing*  Students will write a literary essay  (Possible titles:  Education today and in the 16-th century  The role of Coca-Cola in my life  Comparison of two catastrophes: Chernobyl and Titanic  or  Choosing of one the essays the students have read and writing about it (about topic, thesis, arguments, conclusion etc.)  *Debate*  Students will discuss questions: Are the problems of education in time of M. de Montaigne and today similar? Could Titanic be a symbol of the shine and luxury of the modern culture and Chernobyl a symbol of the end of modern culture? | |

**DIFFERENTIATION For students with :**

**Dyslexia and dysgraphia**

* Bigger font in Sarif, 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
* 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 pears
* Check the ability of students to read maps and act according to that (more practise, allowing more time for map work)

**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
* Commend student on progress
* Regurarly make notes about progress in e-dnevnik
* Allowing the student to leave the classroom for a short time during the lesson if needed

**Hearing disability**

* Face the student during a lesson as often as possible
* Using PPT more often than writing on the board
* Check understanding of the content
* Check the notes in student's notebook
* Providing summaries for a unit or parts of it if needed
* Pay attention that the student is not disturbed by a variety of sounds (other students, films, outside noise...)
* Work in pairs and small groups

**Hodgkins disesase**

* Prolonging deadlines if needed
* Providing summaries if needed