MYP 4&5 COURSE OVERWIEV 2023/2024 for CROATIAN A LANGUAGE

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content (Knowledge, Discipline specific and skills)
MYP 4 Unit 1 Inspiring adventurous spirits (MYP 4) hrs:50 (September, October, November 2023.)	Perspective	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.	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 -Use a variety of speaking techniques to communicate with a variety of audiences -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 Self-management Organization skills – -Plan strategies and take action to achieve personal and academic goals -Use appro. strategies for organizing complex information. Thinking -Gather and organize relevant information to formulate an argument -Consider ideas from multiple perspectives -Develop opposing arguments - Apply existing knowledge to generate new products (poster) - Create original works and ideas:	Chowledge 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. Language skills Presentation oral skills 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. 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).

MYP 4	Creativity	Self- expression	Personal and cultural	The meaning of colors in poetry is	A. Analysing: i. analyse the content, context,	Communication -Read critically and for	Knowledge Discipline specific -Poetry
		expression	expression	a reflection of the	language, structure, technique	comprehension (poetry	elements: theme, poet speaking,
Unit 2		Style	Схргсээюн	poet's creativity	and style of text	study)	language tools, imagery,
The meaning		Ctyle	Students will	through his / her	ii. analyse the effects of the	-Use and interpret a	structure, stanza, tone, rhythm,
of colours in			explore the	self-expression	creator's choices on an	range of discipline-	rhyme
poetry			ways we	and style in	audience	specific terms and	Students will repeat their
(MYP 4)			express ideas,	creating the	iv. evaluate similarities and	symbols	knowledge about poetry
(10111 4)			feelings,	atmosphere and	differences by connecting	-Write for different	elements in order to be able to
hrs: 45			nature,	conveying the	features across and within	purposes (poem, literary	analyse poems.
111 31 40			culture, beliefs	mood, feelings in	genres and texts.	analysis).	Language skills
(November,			and values in	the poems.	B. Organizing:	Social	Presentation oral skills
Decembre			poetry; the	and poorno.	i. employ organizational	-Listen actively to other	Students will read poems in front
2023, January			ways in which		structures that serve the context	perspectives and ideas.	of an audience (in class).
2024.)			we reflect on,		and intention.	Self-management	Reading
,			extend and		C. Producing text:	-Create plans to prepare	Students will read a selection of
			enjoy our		i. produce texts that demonstrate	for summative	poems from a collection of
			creativity		insight, imagination and	assessment	poems by the Croatian poet
			reading and		sensitivity while exploring and	-Plan short- and long-	Antun Gustav Matoš.
			writing poems;		reflecting critically on new	term assignments; meet	Writing
			our		perspectives and ideas arising	deadlines.	Students will write poems using
			appreciation of		from personal engagement with	Thinking	colours in visual poetic images.
			the aesthetic.		the creative process	- Apply existing	Students will also write literary
					ii. make stylistic choices in terms	knowledge to generate	analysis of a poem with an
					of linguistic, literary and visual	new ideas, products or	accent on colour imagery: they
					devices, demonstrating	processes (literary	should show understanding of
					awareness of impact on an	analysis)	poet's purpose for using colours
					audience.	-Generate metaphors	in poems.
					D. Using language:	and analogies	Visual communication
					 use appropriate and varied 	-Create original works	Poetry book
					vocabulary, sentence structures	and ideas; use exiting	Students will create and edit
					and forms of expression	works and ideas in a	poetry books in which they will
					ii. write and speak in a register	new way.	include their favourite poems
					and style that serve the context		and will decorate it with pictures,
					and intention		drawings, photos, collage etc.
					iv. spell, write and pronounce		Making a poster
					with accuracy.		Students will make posters with
į					v. use appropriate non-verbal		poems and pictures with an accent
					communication techniques.		on colours.

MYP 4	Connections	Audience	Identities and	In a context of the	A.Analysing:	Communication	Knowledge
		imperative	relationships	contemporary	, 0	-Negotiate ideas and	
				world, where every	i. analyse the content, context,	knowledge with peers	Students will repeat fact about
Unit 3		Context	Human nature	day more and	language, structure, technique	and teachers	literary analysis: genre, narrator,
			and human	more migrants	and style of texts and the	-Use intercultural	character, focus, settings,
The migrant			dignity; moral	cross borders to	relationships among texts	understanding to	relationships, conflicts,
destiny			reasoning and	find a better life	iii. justify opinions and ideas,	interpret communication.	contrasts.
(MYP 4)			ethical judgment;	and a future for	using examples, explanations	-Read critically and for	Language skills
			consciousness	their children and	and terminology	comprehension	Language skills
hrs: 30			and mind.	themselves, it is	iv. evaluate similarities and	-Use and interpret a	Oral presentation
			and mind.	essential for	differences by connecting	range of discipline-	Short oral presentations (in pairs
(February,				society (audience	features across and within	specific terms and	or small groups) about
March 2024.)				imperatives) to	genres and texts.	symbols	characters (and relations) in the
				develop quality	5.0	-Write for different	novel.
		1		connections	B. Organizing:	purposes	Debate
				between all its	i amplova arganizational	Social -Listen actively to other	Debate about question: Do you
				members – to	i. employs organizational	,	think that we should, as humans,
				pursue sensibility for and	structures that serve the context and intention	perspectives and ideas -Build consensus	have a moral responsibility to
				understanding of	ii. organize opinions and ideas in	-Give and receive	respond to other humans in
				different cultures,	sustained, coherent and logical	meaningful feedback.	need during a humanitarian
				empathy for every	manner.	Self-management	crisis?
				human being and	iii. use referencing and	Organization skills	Writing
				to be aware of the	formatting tools to create a	-Create plans to prepare	Written assignment Students write a written
				importance of	presentation style suitable to the	for summative	
				human dignity,	context and intention.	assessment	assignment about photo essay "Crossing borders". Students
				consciousness		-Plan short- and long-	write a short story about a girl or
				and ethical	C. Producing text:	term assignments; meet	boy who abounded her/his
				judgment.	ŭ	deadlines.	homeland affected by war and
					i. produce texts that demonstrate	Thinking	try to fit in new environment and
					insight, imagination and	-Develop contrary or	culture.
					sensitivity while exploring and	opposing arguments	
					reflecting critically on new	-Formulate factual,	Visual communication
					perspectives and ideas arising	topical, conceptual and	Students make a poster about
					from personal engagement with the creative process.	debatable questions.	different cultures and people
					·	 Apply existing knowledge to generate 	with their own comments under photos or pictures. They also
					D. Using language:	new products (poster).	present poster in front of class.
		1			i. use appropriate and varied	-Practise flexible	
					vocabulary, sentence structures and forms of expression ii. write	thinking – develop multiple opposing,	
					and speak in a register and style	contradictory and	
					that serve the context and	complementary	
		1			intention	arguments.	
					iii. use correct grammar, syntax	arguirients.	
					and punctuation.		
					and panotoution.		
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MYP 4	Communication	Context	Personal and	Communication	A. Analysing:	Communication	Knowledge
		Purpose	cultural	between ancient	i. analyse the content, context,	-Negotiate ideas and	Discipline specific -Mythology
			expression	times and different	language, structure, technique	knowledge with peers	study:
Unit 4				cultural contexts	and style of text	and teachers	Students will learn about
Influence of			Students will	up to modern	ii. analyse the effects of the	-Use intercultural	themes, motives, characters,
ancient			explore the	times is	creator's choices on an	understanding to	and meaning of myths.
mythologies			ways how	manifested in the	audience	interpret communication.	They will repeat fact about
on literature			people in	influence and use	iii. justify opinions and ideas,	 Read critically and for 	literary analysis: genre, narrator,
(MYP 4)			ancient	of ancient	using examples, explanations	comprehension	character, focus, settings,
			express ideas,	mythology in the	and terminology	(mythology study)	relationships, conflicts,
hrs: 50			feelings,	literature of	iv. evaluate similarities and	 -Use and interpret a 	contrasts.
			nature,	different stylistic	differences by connecting	range of discipline-	Language skills
(April, May,			culture, beliefs	literary periods	features across and within	specific terms and	Language skills
June 2024.)			and values	from antiquity to	genres and texts.	symbols	Presentation oral skills
			and compare it	the present day	B. Organizing:	-Structures information	
			with the	with the purpose	ii. organize opinions and ideas in	in essays.	Group oral presentation (about
			modern time;	of transmitting	sustained, coherent manner	01-1	books with mythology's motives,
			the ways in	universal human	iii. use referencing and	Social	characters or something else in
			which we	values through	formatting tools to create a	-Listen actively to other	connection with the unit)
			reflect on,	time.	presentation style suitable to the	perspectives and ideas -Build consensus	
			extend and	•	context and intention.	-Give and receive	Writing
			enjoy our creativity; our		C. Producing text: i. produce texts that demonstrate	meaningful feedback.	
			appreciation of		insight, imagination and	meaningrui reeuback.	Writing an essay about
			the aesthetic.		sensitivity while exploring and	Self-management	Sophocles' Antigone
			the acstrictio.		reflecting critically on new	Organization skills	
					perspectives and ideas arising	-Create plans to prepare	Visual communication
					from personal engagement with	for summative	Making a poster
					the creative process	assessment	Students will make posters
					ii. make stylistic choices in terms	-Plan short- and long-	about Greek goods or about
					of linguistic, literary and visual	term assignments; meet	some mythology stories.
					devices, demonstrating	deadlines.	
					awareness of impact on an		
					audience	Thinking	
					iii. select relevant details and	-Develop contrary or	
					examples to develop ideas.	opposing arguments	
					D. Using language:	-Formulate factual,	
					i. use appropriate and varied	topical, conceptual and	
					vocabulary, sentence structures	debatable questions.	
					and forms of expr.	 Apply existing 	
					ii. write and speak in a register	knowledge to generate	
					and style that serve the context	new products (poster).	
					and intention	-Practise flexible	
					iii. use correct grammar, syntax	thinking – develop	
					and punctuation	multiple opposing,	
					iv. spell, write and pronounce	contradictory and	
					with accuracy	complementary	
					v. use appropriate non-verbal	arguments.	
					communication techniques.		
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Unit 1 Themes of love, life and death in renaissance and baroque literature (MYP 5) hrs: 40 (September October, November 2023.)	Perspective	Context Self- expressi on	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 context specific for each cultural epoch.	A. Analysing: i. analyses 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,	-Negotiate ideas and knowledge with peers and teachers -Use intercultural understanding to interpret communicationRead 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 analyze poems, 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)
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	sentence structures and forms of expression ii. write and speak in a register that serve a context and intention iii. use correct grammar, syntax and punctuation.	

MYP 5	Connections
Unit 2 Mutual influence between literary epochs and authors (MYP 5)	
hrs: 30	
(November, December, January 2023/24.)	

Personal and Intertextualit cultural expression

Theme

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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.

Communication

-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.

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.

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 (theory of literature) 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 nonverbal ways by playing roles.

			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.	-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.	Visual communications Students will make posters in order to visually show their acquired knowledge, express their creativity, ideas and attitudes by comparing three plays and authors.
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MYP 5 Unit 3 Varieties of a romantic hero in European literature (MYP 5) hrs: 40 (January, February, March, April 2024.)	Creativity	Character Style	Identites and relationships 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, characters, whose creation depends on authors' creativity and style, 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	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.	Knowledge Discipline specific Literary analysis: Students will repeat about genre, narration, description, dialogue, monologue, character, focus, settings, relationships, conflicts, contrasts, structure etc. 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 find and recognized the features and to compare romantic heroes from different texts. Language skills Presentation skills In individual oral presentation students will present Goethe's and Ljermotov's biographies, some issues in novels,
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					ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation.	-Inquire in different contexts to gain a different perspective.	characters and their relations. Writing: Students will write a comparative essay about similarities and differences between Werther and Pečorin? Debate: Students will debate about questions: Are there any differences between romantic heroes that we get acquainted with? What are similarities and differences between them?
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MYP 5 Unit 4 Raising awareness of intercultural values and accepting and tolerating all differences Hrs: 30 (April, May, June 2024.)	Perspective	Point of view Purpose	Identities and relationships 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.	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	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 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	Communication -Use appropriate forms of writing for different purposes and audiences -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.	Knowledge Discipline specific Literary analysis: Students will repeat about genre, narration, description, dialogue, monologue, character, focus, settings, relationships, conflicts, contrasts, structure etc. They should to be able to analyse novels. Language skills individual oral presentation; students will present some issues in novels, characters and their relations. Writing: Students will write an essay and literary analysis Debate
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