

Unit title / Month	Key concept(s)	Content	Objectives / Learning outcomes	Assessment tasks	ATL skills	Sources	Links to other subjects
Tin Ujević: Pjesme (poems) NOVEMBER	Identity Perspective Communication Representation Creativity Culture	Placing Tin Ujević into the cultural and historical context, 20 th century Impact of his work on the modern Croatian literature and culture Analysing and interpreting poems (izbor pjesama) presentations class discussions Establishing a connection between his work and work of other authors Listening to T. Ujević's songs Establishing the connection between the poems and songs	1. Knowledge and understanding - demonstrate knowledge and understanding of individual literary work (poems) as representatives of genre and period - substantiate and justify ideas with relevant examples 2. Analysis, synthesis and evaluation - language, structure, technique and style - discuss in depth the effects of literary techniques and connections between style and meaning 3. demonstrate an ability to express well-organized oral arguments	Class discussion Presentations Written assignments Literary commentary Essay	Communication Critical analysis Research Reflection Research essay Presentation and debates	Primary sources: Poems: (izbor pjesama) Secondary sources: Language A: literature guide, 2021. Dokumentarni film o životu Tina Ujevića Biography of T. Ujević T. Ujević's songs	TOK Linguistics Philosophy Art History Music Psychology

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Vjenceslav Novak: Posljednji Stipančići DECEMBER	Identity Perspective Communication Representation Creativity	Placing Vjenceslav Novak and his novel “Posljednji Stipančići into the cultural and historical context (19th century, Croatian realism) Analysing and interpreting novel presentations class discussions Establishing a connection between his work and work of other authors	1. Knowledge and understanding - demonstrate knowledge and understanding of individual literary work (novel) as representative of genre and period - substantiate and justify ideas with relevant examples 2. Analysis, synthesis and evaluation - language, structure, technique and style - discuss in depth the effects of literary techniques and connections between style and meaning 3. demonstrate an ability to express well-organized oral arguments	Class discussion Presentations Written assignments Literary commentary Essay	Communication Critical analysis Research Reflection Research essay Presentation and debates	Primary sources: Vjenceslav Novak: „Posljednji Stipančići“ (novel) Film: “Posljednji Stipančići” Secondary sources: Language A: literature guide, 2021.	TOK History Linguistics

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F. M. Dostojevski: Crime and Punishment JANUARY FEBRUARY	Identity Perspective Communication Representation Creativity Culture	Reading, analysing and interpreting the novel Getting to know the author through his biography (documentary film) and placing him in the historical and cultural context (19 th century, realism) Impact of his work on the modern literature Searching for the connections between literature, philosophy and sociology	1. Knowledge and understanding - demonstrate knowledge and understanding of individual literary work (novel) as representatives of their genre and period - substantiate and justify ideas with relevant examples 2. Analysis, synthesis and evaluation - language, structure, technique and style - discuss in depth the effects of literary techniques and connections between style and meaning 3. demonstrate an ability to express well-organized oral arguments	Class discussion Presentations Written assignments Literary commentary Essay	Communication Critical analysis Research Reflection Research essay Presentation and debates	Primary sources: F. M. Dostojevski: Zločin i kazna Secondary sources: Language A: Literature guide, 2021 Documentary film about Dostojevski Reading various website sources	TOK History Sociology Philosophy Psychology

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Henrik Ibsen: A Doll's House MARCH	Identity Perspective Communication Representation Creativity Transformation	Reading, analysing and interpreting the drama Getting to know the author through his biography (documentary film) and placing him in the historical and cultural context (19th century) Impact of his work on the modern literature, culture and drama Searching for the connections between literature, philosophy and sociology Compare text and performance	1. Knowledge and understanding - demonstrate knowledge and understanding of individual literary work (drama) as representatives of genre and period - substantiate and justify ideas with relevant examples 2. Analysis, synthesis and evaluation - language, structure, technique and style - discuss in depth the effects of literary techniques and connections between style and meaning 3. demonstrate an ability to express well-organized oral arguments	Class discussion Presentations Written assignments Literary commentary Essay	Communication Critical analysis Research Reflection Research essay Presentation and debates	Primary sources: Henrik Ibsen: Kuća lutaka Secondary sources: Language A: Literature guide, 2021 Documentary film about Ibsen Visiting theatre, watching drama, performance Reading various website sources	TOK History Sociology Psychology Drama

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Miro Gavran: Nora danas APRIL	Perspective Communication Representation Creativity Transformation Identity	Reading, analysing and interpreting the drama Connecting Ibsen's drama and Gavran's text Getting to know the author through his biography and placing him in the historical and cultural context (modern Croatian literature) Impact of his work on the modern literature, culture and drama Searching for the connections between literature, philosophy and sociology	1. Knowledge and understanding of individual literary work (drama) as representatives of genre and period - Intertextuality: connection between Ibsen's drama and Gavran's text - substantiate and justify ideas with relevant examples 2. Analysis, synthesis and evaluation - language, structure, technique and style - discuss in depth the effects of literary techniques and connections between style and meaning 3. demonstrate an ability to express well-organized oral arguments	Class discussion Presentations Written assignments Literary commentary Essay	Communication Critical analysis Research Reflection Research essay Presentation and debates	Primary sources: M. Gavran: "Nora danas" Secondary sources: Language A: Literature guide, 2021 Reading various website sources	TOK Sociology Psychology Linguistics Drama

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Franz Kafka: Metamorphosis MAY	Perspective Communication Representation Creativity Transformation Identity Culture	Familiarizing the students with the life and works of F.Kafka Placing him in the cultural and historical context His impact on modern literature and culture Interpreting and analysing the text Watching a documentary about F. Kafka's life and his work	1.Knowledge and understanding - demonstrate knowledge and understanding of individual literary work (non-fiction) as representatives of genre and period - substantiate and justify ideas with relevant examples	Class discussion Presentations Written assignments Literary commentary Essay	Communication Critical analysis Research Reflection Research essay Presentation and debates	Primary sources: F. Kafka: Preobrazba Reading various website sources F.Kafka's documentary	TOK History Art Psychology
Davor Rostuhar: Ljubav oko svijeta JUNE	Perspective Communication Representation Creativity Transformation Identity Culture	Reading, interpreting and analysing the text Get to know characteristics of non-fiction text Get to know different culture cultures and customs Watch and comment on the documentary film "Ljubav oko svijeta" Connection between text and film	2. Analysis, synthesis and evaluation - language, structure, technique and style - discuss in depth the effects of literary techniques and connections between style and meaning 3. demonstrate an ability to express well-organized oral arguments	Class discussion Presentations Written assignments		Primary sources: Davor Rostuhar: „Ljubav oko svijeta“ Secondary sources: Language A: Literature guide, 2021 Film: Ljubav oko svijeta	Art Psychology TOK

Curriculum overview for Croatian A: Literature, HL, 4mn, 2026/27

Teachers: M.Bilić, S.Škrnjug

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Miroslav Krleža: “Gospoda Glembajevi” SEPTEMBER OCTOBER	Identity Perspective Communication Representation Creativity Culture Transformation	Reading, analysing and interpreting the drama Watching the movie Going to the theatre Comparison of the text, film and theatre performance Research about the author, his work to Croatian literature and culture	1. Knowledge and understanding - demonstrate knowledge and understanding of individual literary work (drama) as representatives of their genre and period - substantiate and justify ideas with relevant examples 2. Analysis, synthesis and evaluation - language, structure, technique and style - discuss in depth the effects of literary techniques and connections between style and meaning 3. demonstrate an ability to express well-organized oral arguments	Class discussion Presentations Written assignments Literary commentary Essay	Communication Critical analysis Research Reflection Research essay Presentation and debates	Primary sources: M. Krleža: Gospoda Glembajevi Secondary sources: Language A: literature guide, 2021. Movie (Antun Vrdoljak: Gospoda Glembajevi) Theatre performance in Gavella theatre Reading various websites	History TOK Psychology Art German Linguistics Drama Film Sociology Philosophy

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Vesna Parun (pjesme, poems) NOVEMBER	Identity Communication Creativity Perspective Culture	Placing Vesna Parun into the cultural and historical context, 20 th century Impact of her work on the modern Croatian literature and culture Analysing and interpreting poems (izbor pjesama) presentations class discussions Establishing a connection between her work and work of other authors	1. Knowledge and understanding - demonstrate knowledge and understanding of individual literary work (poems) as representatives of their genre and period - substantiate and justify ideas with relevant examples 2. Analysis, synthesis and evaluation - language, structure, technique and style - discuss in depth the effects of literary techniques and connections between style and meaning 3. demonstrate an ability to express well-organized oral arguments	Class discussion Presentations Written assignments Literary commentary Essay	Literary analysis Communication Critical analysis Research Reflection Research essay Presentation and debates	Primary sources: Vesna Parun: izbor pjesama Secondary sources: Language A: literature guide, 2021. Reading various websites	History TOK Psychology Art Linguistics Sociology Philosophy

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W. Shakespeare: “Hamlet” DECEMBER JANUARY	Identity Perspective Communication Creativity Culture Representation	Placing W. Shakespeare into the cultural and historical context (16 th century, renaissance) Impact of his work on the literature and culture Analysing and interpreting drama “Hamlet”	1. Knowledge and understanding - demonstrate knowledge and understanding of individual literary work (drama) as representatives of their genre and period - substantiate and justify ideas with relevant examples 2. Analysis, synthesis and evaluation - language, structure, technique and style - discuss in depth the effects of literary techniques and connections between style and meaning 3. demonstrate an ability to express well-organized oral arguments	Presentations class discussions Establishing a connection between his work and work of other authors	Communication Critical analysis Research Reflection Research essay Presentation and debates Literary analysis Media literacy project	Primary sources: W. Shakespeare: “Hamlet” Secondary sources: Language A: literature guide, 2021. Visiting theatre and watch ballet performance „Hamlet“ Watching the screen adaptation Documentary film about Shakespeare Reading various websites	Drama Film TOK History Psychology Art Sociology Philosophy

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Ivo Brešan: “Predstava Hamleta u selu Mrduša Donja” FEBRUARY MARCH	Creativity Culture Representation Communication Identity Perspective Transformation	Reading, analysing and interpreting the text Intertextuality: connection between Shakespeare’s Hamlet and Brešan’s drama Historical and cultural context Watching the ecranisation of the drama	1. Knowledge and understanding of individual literary work (drama) as representatives of their genre and period Understand connections between Shakespeare’s Hamlet and Brešan’s drama - substantiate and justify ideas with relevant examples 2. Analysis, synthesis and evaluation - language, structure, technique and style - discuss in depth the effects of literary techniques and connections between style and meaning 3. demonstrate an ability to express well-organized oral arguments	Class discussion Presentations Written assignments Literary commentary Essay	Communication Critical analysis Research Reflection Research essay Presentation and debates Literary analysis	Primary sources: I. Brešan: Predstava Hamleta u selu Mrduša Donja Secondary sources: Language A: Literature guide, 2021 Video (ecranisation of the drama)	Drama Film TOK History Psychology Linguistics Sociology Philosophy

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Albert Camus: “Stranac” “L’etranger” APRIL	Identity Perspective Communication Creativity Culture Representation	Reading, analysing and interpreting the text Placing Albert Camus into the cultural and historical context (20 th century) Introduce students to the philosophy of the absurd Impact of his work on the literature and culture Historical and cultural context	1. Knowledge and understanding - demonstrate knowledge and understanding of individual literary work (novel) as representatives of their genre and period - substantiate and justify ideas with relevant examples 2. Analysis, synthesis and evaluation - language, structure, technique and style - discuss in depth the effects of literary techniques and connections between style and meaning 3. demonstrate an ability to express well-organized oral arguments	Class discussion Presentations Written assignments Literary commentary Essay	Communication Critical analysis Research Reflection Research essay Presentation and debates Literary analysis	Primary sources: Albert Camus: Stranac Secondary sources: Language A: Literature guide, 2021 Albert Camus; Mit o sizifu (essay) Documentary film about Camus	TOK History Psychology Sociology Psilosophy

Areas of exploration

Readers, writers and texts

Links to TOK in this area revolve around the questions of what kind of knowledge can be constructed from a literary text.

- What do we learn about through literature? What role does literature fulfil?
- In what ways is the kind of knowledge we gain from literature different from the kind we gain through the study of other discipline? How certain can we be of the knowledge constructed through reading literary texts?
- What we learned from reading literary works and how that changed us?
- How much of the knowledge we construct through reading a literary text is determined by the writer's intention, the reader's cultural assumption and by the purpose valued for the text in a community of readers?
- Are some interpretations of a literary text better than other?

Time and space

Links to TOK in this area are related to the questions of how far the context of production of a literary text influences or informs its meaning and the extent to which the knowledge a reader can obtain from a literary text is determined by the context of reception.

- How far can a reader understand a literary text that was written in a context different from his or her own?
- What we have learned about the time and culture in which the lit. text was created? What has changed? What differs from our culture and time?
- To what extent is it necessary to share a writer's outlook to be able to understand his or her work?
- How might the approaches to a given time and place of a poet, a playwright or a novelist and a historian differ?
- How a specific time and place, and their political and social contexts, influenced the creation of the literary work?
- Is the notion of a canon helpful in the study and understanding of literature? How does a canon get established? What factor influence its expansion or change over time?

Intertextuality: connecting texts

Links to TOK in this area are related to the question of how the interaction of a literary text with other literary text-brought about explicitly by the author or established by the reader in the act of reception-influences our perception of them and their meaning.

- What kind of knowledge about a literary text and about literature do we gain when we compare and contrast literary text?
- Does knowledge of conventions of form and literary techniques allow for a better and deeper understanding of a literary text_
- How are judgments made about the literary merit of a text? What makes a literary text better than others_
- Is the study of literature better approached by means of a thematic approach (grouping them according to the theme or concern they share)? What impact does each one of them have on knowledge of the discipline?
- How useful are classifications of literary texts according to form and period? How do they contribute to the understanding of literature and its history?
- How one literary text influences another?