

Curriculum overview for Croatian C (non-IB subject), 3mn, School Year 2026/2027

Teacher: I. Perić

Unit title / Month	Key concepts	Content	Objectives / Learning outcomes	Assessment tasks	ATL skills	Links to other subjects
UNIT 1: Tko sam i kako me drugi vide? September – October 2026	Identities / Experiences: Identity and self-expression A: Personal identity; B: Relationships and perspectives; C: Describing people and everyday life.	Introduction and revision of basic Croatian language structures. Personal information and self-introduction. Describing oneself and others. Personal characteristics and adjectives. Nouns, adjectives and pronouns. Present tense and common verbs. Personal, demonstrative and possessive/reflexive-possessive pronouns. Basic use of accusative and locative. Asking and answering questions. Comparative and superlative. Reading and short written production. Postcard and personal description. Vocabulary development and correction of common errors.	Students communicate basic information about themselves and others. Students describe people, places and everyday activities using appropriate vocabulary. Students use common grammatical structures with increasing accuracy.	Written language assessment; short descriptive writing task; oral interaction/interview; reading comprehension activities; vocabulary and grammar practice.	Communication skills; self-management skills; social skills; reflection skills; organization and time-management.	Psychology: identity and self-perception; Social Studies: relationships and social identity; Linguistics: language and meaning; Individuals and Societies: perspectives and identity.
UNIT 2: Kako živimo zajedno? November – December 2026	Experiences / Social organization: Culture, relationships and everyday life	Friendship and social interaction. Everyday conversations and invitations. Croatian customs and traditions. Christmas and other holiday traditions. Cultural similarities and differences. Dialogues and communicative situations. Formal and informal language. Pronouns in context. Accusative and locative in	Students participate in simple conversations in familiar social contexts. Students describe Croatian customs and compare them with practices from other cultures. Students recognize differences between formal and	Oral interaction/conversation; cultural comparison task; reading comprehension; formative vocabulary and grammar assessments.	Communication skills; social skills; thinking skills; self-management skills; intercultural awareness; perspective-taking.	Individuals and Societies: culture and society; Anthropology: customs and traditions; Psychology: relationships and social

	A: Social relationships; B: Cultural practices and traditions; C: Communication in everyday contexts.	meaningful situations. Common expressions and collocations. Making connections between words and explanations..	informal communication.			behaviour; TOK: culture, perspective and interpretation.
UNIT 3: Kako jezik otvara vrata? January – March 2027	Social organization / Human ingenuity: Language, purpose, audience and context A: Formal communication; B: Education, work and future opportunities; C: Language and social context.	Formal and informal communication. Applications and requests. Motivational letters. Personal qualities, interests and abilities. Occupations and gendered forms of occupations. Presenting oneself in formal contexts. Appropriate vocabulary and register. Structure and organization of a formal letter. Use of pronouns, adjectives, nouns and verb forms in context. Case forms and common grammatical errors. Reading and analyzing model texts. Drafting, revising and editing written work. Giving and responding to feedback.	Students identify purpose, audience and context in written communication. Students write a coherent formal text for an authentic or simulated purpose. Students communicate personal qualities, interests and future intentions. Students organize information clearly and appropriately.	Written assessment: Motivational Letter; analysis of model motivational letters; drafting and revision; peer/teacher feedback; grammar and language accuracy assessment.	Communication skills; self-management skills; thinking skills; research skills; reflection and feedback skills.	Individuals and Societies: social organization and employment; Career Education; Business: formal communication; Linguistics: register, audience and context; TOK: language, communication and knowledge.

UNIT 4: Kako nastaje značenje? April – June 2027	Experiences / Identities / Human ingenuity: Stories, interpretation and personal experience A: Stories and texts; B: Personal responses and perspectives; C: Film, literature and interpretation.	Describing people, places and experiences. Personal opinions and preferences. Describing and discussing a favourite book. Storytelling and interpretation. Film as a source of language and cultural knowledge. Comparing characters, places and experiences. Supporting opinions with examples. Vocabulary expansion and contextual meaning. Review and correction of recurring language errors. Reflection on language development and learning.	Students understand the main ideas and relevant details in accessible texts and audiovisual material. Students describe experiences, people, places and events. Students express and justify simple personal opinions. Students make connections between language, experience and interpretation.	Essay: My Favourite Book; Oral assessment: Dubrovnik: A Visit to the City; film-based comprehension and discussion; descriptive and interpretive writing; oral discussion and presentation; final reflection and review.	Thinking skills; communication skills; media literacy; reflection skills; perspective- taking; self- management skills.	Literature: narrative and interpretation; Film/Media Studies: representation and perspective; Geography: Dubrovnik and place; History: cultural and historical context; TOK: evidence, interpretation, perspective and meaning.
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UNIT 1: Tko sam i kako postajem ono što jesam? September – October 2026	Identities / Experiences: Identity, personal growth and life choices A: Identity and self-understanding; B: Experiences and relationships; C: Stories about growing up and becoming oneself.	Selected stories exploring identity, personal experiences, choices and personal development. Reading and comprehension of literary texts. Retelling and paraphrasing. Describing characters and their experiences. Expressing personal opinions and responses. Comparing perspectives within and across stories. Translation and interpretation of selected passages.	Students understand the main ideas and relevant details of literary texts. Students identify and describe characters, experiences and personal choices. Students retell and paraphrase stories using appropriate vocabulary and structures. Students express personal responses and opinions. Students compare characters and perspectives. Students make connections between fictional experiences and their own lives.	Reading comprehension; oral retelling of a story; vocabulary and language assessment; oral discussion; translation/paraphrasing task; comparative response to characters or experiences.	Thinking skills; communication skills; self-management skills; reflection skills; perspective-taking; organization.	Literature: character and narrative; Psychology: identity and personal development; Individuals and Societies: social identity; TOK: self-knowledge, identity and perspective.
UNIT 2: Priče koje pričamo, životi koje živimo November –	Experiences / Human ingenuity: Stories, language and interpretation	Continued reading of selected stories. Reading aloud and pronunciation. Retelling and summarizing. Translating selected texts. Exploring vocabulary, idiomatic expressions and meaning in context. Comparing different	Students understand and communicate the meaning of literary texts. Students retell and summarize stories in their own words. Students translate and paraphrase short	Translation task; reading and comprehension assessment; oral retelling; comparison of stories; discussion of the message/lesson of a story; written	Communication skills; thinking skills; language skills; reflection skills; media and textual literacy;	Literature: narrative and interpretation; Linguistics: translation, semantics and language structure;

December 2026	A: Stories and human experience; B: Language and meaning; C: Narrative, translation and interpretation.	versions, perspectives and interpretations of a story. Discussing the message or lesson of a story. Analyzing how language influences the way an experience is presented.	accessible texts while maintaining the main meaning. Students compare different perspectives and interpretations. Students recognize that translation involves choices and that meaning may change across languages.	assessment based on a literary text.	perspective-taking.	English: comparison between languages; TOK: language, interpretation and knowledge.
UNIT 3: Što znači uspjeh? January – February 2027	Social organization / Human ingenuity: Success, achievement and personal values A: Success and achievement; B: Education, future and social expectations; C: Stories about success, celebration, failure and achievement.	Selected stories exploring success and different definitions of achievement. Analysis and comparison of stories. Discussions about success and personal goals. Conversations about university enrolment and future plans. Creativity, Activity, Service (CAS) and its role in student life. Preparing for exams. Expressing opinions and giving reasons. Comparing the beginning and end of stories. Identifying lessons and messages. Essay writing and development of arguments.	Students discuss and describe different understandings of success. Students express opinions and support them with reasons and examples. Students discuss education, university and future plans. Students communicate about CAS experiences and personal goals. Students compare different representations of success. Students produce a structured essay expressing and supporting a personal position.	Essay writing; essay feedback and revision; oral discussion on success and future plans; comparison of stories; written assessment; oral preparation and practice.	Communication skills; thinking skills; self-management; goal-setting; reflection; organization; critical thinking.	Individuals and Societies: social expectations and achievement; Psychology: motivation and goals; Career Education: university and future pathways; TOK: definitions of success, values and evidence.
UNIT 4: Kako znamo	Sharing the planet /	Stories about celebration, community, relationships and	Students identify values and cultural	Oral discussion; comparison of stories;	Thinking skills; communication	Literature: themes, values

što je važno? March – April 2027	Experiences / Identities: Culture, values and what matters A: Culture and values; B: Traditions, celebrations and community; C: Stories, songs and experiences that communicate values.	values. Analysis of stories and their messages. Comparison of cultural perspectives. Selected songs and their translation. Discussion and oral comparison of stories. Identifying values communicated through characters, actions and narrative outcomes. Comparing the beginning and end of stories. Reflecting on how cultural context influences interpretation. Final review and synthesis of language and content.	perspectives represented in stories and songs. Students discuss traditions and experiences using appropriate vocabulary. Students compare cultural practices and perspectives. Students participate in oral discussions and comparisons. Students reflect on how personal experience and cultural background influence what they consider important.	translation of a selected song; oral comparison of all studied stories; reading and interpretation tasks; final synthesis and reflection.	skills; intercultural awareness; reflection skills; perspective- taking; self- management.	and narrative; Music: lyrics and interpretation; Individuals and Societies: culture and community; History: cultural context; TOK: values, culture, perspective and knowledge.
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