



Matija Gubec International School Zagreb

Subject Overviews

MYP 1

Language and literature

English



MYP1: English Language and Literature

Unit 1: Immersed in writing

Through various creative writing activities and after reading extracts, biographies and diaries the students will learn different techniques of writing. They will learn how to make their writing more creative, interesting and “vivid” using techniques such as “exploding the moment” and “painting a picture with words”.

Key Concept: Creativity

Related Concepts: Style, Self-expression

Global Context: Personal and cultural expression

Statement of Inquiry: The creativity of a piece of writing relies heavily on style, and how one expresses his/her feelings, thoughts or ideas.

Main Content Addressed:

- Reading and analysing the following works of writing
 - W. Churchill – My Early Childhood
 - R. Dahl – Boy
 - Schooled – Gordon Korman
- Using the acquired knowledge in different writing (diary entries, poems, creative essays)

Unit 2: Racism and tolerance

Interdisciplinary Unit - Music (Unit: The human voice - promoting tolerance through music)

After reading various short stories, famous speeches and a book the students will learn the importance of tolerance. They will explore the topic of racial segregation in the past but see that unfortunately it is still present today. Through various activities (creative writing, presentations...) they will try to inspire their peers to be more tolerant and act positively in making the world a better place.

Key Concept: Communication

Related Concepts: Context, Purpose

Global Context: Identities and relationships

Statement of Inquiry: One of the main purposes of effective communication through literature and media is teaching what it is to be human.

Main Content Addressed:

- Reading and analysing the following
 - Martin Luther King Jr. – “I have a dream”
 - M. D. Taylor – The Gold Cadillac
 - Sh. Flake – The Skin I’m in
- using the acquired knowledge in different writing (poems, creative essays, speeches)
- creating a brochure and presenting the diversity and rich cultural heritage of our planet

Unit 3: Autism

After reading a book, watching a movie and doing various research work the students will learn about autism and what life is like for people who have autism but also for the people around them. They will present what they have learned to lower grades.

Key Concept: Perspective

Related Concepts: Point of view, Self-expression

Global Context: Identities and relationships

Statement of Inquiry: Seeing the world through the perspective of someone with autism and understanding how they express their thoughts, feelings and ideas can teach us a lot.

Main Content Addressed:

- Learning about autism in general and about different kinds of autism. The students will have some prior knowledge as last year's myp1 students presented the topic to them.
- Reading and analysing the following works of writing
 - M. Haddon – The Curious Incident of the Dog in the Night-Time
- Watching and analysing the following movie
 - Rain Man

Unit 4: The detective genre

As a follow up to M. Haddon's "The Curious Incident of the Dog in the Night-Time" the students will be introduced to the detective genre in literature. They will present a favourite detective of theirs and try to write segments of a short detective story. They will learn the importance of atmosphere and creating suspense in this kind of writing. As a final activity they will create (write and illustrate) a short mystery story for little children.

Key Concept: Creativity

Related Concepts: Audience imperatives, Style

Global Context: Personal and cultural expression

Statement of Inquiry: When expressing ideas in creative writing and using various literary devices one has to always keep in mind who the audience is.

Main Content Addressed:

- After reading some short detective stories the students will learn the role of suspense in this kind of writing.
- Reading and analysing the following works of writing:
 - G. Greene – The Case for the Defence
 - A detective book of choice
- Oral (PowerPoint) presentation of their favourite detective
- Writing a mystery story for little children



Matija Gubec International School Zagreb

Subject Overviews

MYP 2

Language and literature

English



MYP 2: English Language and Literature

Unit 1: Incredible Journeys

The students use language to narrate, describe, explain and express feelings. They produce a piece of written work on the topic of “One of a kind journey” incorporating all the narrative tenses.

Key Concept: Perspective

Related Concepts: Setting, Self-expression

Global Context: Identities and relationship

Statement of Inquiry: Setting and relationship identify self-expression and perspectives on life.

Main content addressed:

Elizabeth Ernest: Hope Leaves Jamaica

Jules Verne: Journey around the World in Eighty Days

Narrative Tenses

Essay organization

Paragraph transitions

Points to consider when analysing a story/novel

Unit 2: Risky Business

The students are introduced to different figures of speech used in writing to convey meaning or heighten the effect often by comparing or identifying. Students write a creative essay making up a story about an antique object in order to make it attractive to a potential customer. Students use the stories from a book as a model and include various figures of speech in their writing.

Key Concept: Communication

Related Concepts: Character, self-expression

Global Context: Orientation in space and time

Statement of Inquiry: Character and self-expression communicate one’s orientation in space and time.

Main content addressed:

Robin Klein: The Two Chefs

Figures of Speech: Metaphor, Simile, Personification, Hyperbole

Geraldine McCaughrean: A Pack of Lies

Unit 3: Turning Point

The students are introduced to different poetic techniques through a poem about a man at life crossroads. They write an account of an event that has in a way marked their life for the better or worse, incorporating conditional sentences where appropriate.

Key Concept: Perspective

Related Concepts: Point of view

Global Context: Identities and relationships

Statement of Inquiry: Identities and relationships affect our perspective and point of view.

Main content addressed:

Walter de la Mare: The Listeners (poem)

Repetitions in poetry: Alliteration, Assonance, Sibilance and Onomatopoeia

Conditional Sentences: First, Second, Third and Mixed Type

Present and Past Regrets (I wish/If only)

Zlata Filipović: Diary

Unit 4: It takes all sorts...to make a world

The students identify personality adjectives after examples and having certain letters in the words given. A short story leads them to become aware of human behaviour and what drives them to behave in a certain way. They make their own list of famous and inspiring quotes and explain their choices.

Key Concept: Communication

Related Concepts: Character, Context

Global Context: Personal and cultural expression

Statement of Inquiry: Character and context are communicated through one's personal and cultural expression.

Main content addressed:

Personality adjectives

Famous quotes on different topics

Reported Speech: Reported Commands, Statements and Questions

Saki: The Open Window (short story)

Gordon Korman: Schooled

Robert Swindles: In the Nick of Time



Matija Gubec International School Zagreb

Subject Overviews

MYP 3

Language and literature

English



MYP3: English Language and Literature

Unit 1: Figurative language

Through various activities the students will learn how to detect and use various figures of speech. They will start of by learning how to recognize various figures of speech and gradually, through numerous creative writing exercises, they will learn how to incorporate them in their writing.

Key Concept: Creativity

Related Concepts: Style, Genres

Global Context: Personal and cultural expression

Statement of Inquiry: Various genres require different techniques and styles and depend on one's creative use of language.

Main Content Addressed:

- Learn how to recognize and incorporate the following figures of speech in my writing:
 - Metaphor
 - Simile
 - Personification
 - Onomatopoeia
 - Hyperbole
 - Oxymoron
 - Idiom
 - Irony
- Reading and analysing:
 - Ch. Causley – The Ballad of Charlotte Dymond

Unit 2: Gothic elements in writing

The students will be introduced to gothic elements in traditional and modern literature. They will learn the importance of tone, mood and setting and will explore different techniques of describing atmosphere in writing.

Key Concept: Perspective

Related Concepts: Setting, Genres

Global Context: Personal and cultural expression

Statement of Inquiry: Setting and perspective are what define the aesthetics of a certain literary genre.

Main Content Addressed:

- Reading and analysing the following works of writing
 - B. Stoker – Dracula
 - E. A. Poe
 - Annabel Lee
 - The Tell Tale Heart
 - The Raven
 - J.R.R. Tolkien – The Hobbit
- Using the acquired knowledge in different writing (diary entries, poems, creative essays)

Unit 3: Teaching tolerance through literature and media

Interdisciplinary Unit – History (Unit: Political systems)

After reading various books, watching a movie and two documentaries the students will learn the importance of tolerance. They will see how literature and media can be used to inspire people to be more tolerant and act positively in making the world a better place.

Key Concept: Communication

Related Concepts: Context, Purpose

Global Context: Identities and relationships

Statement of Inquiry: One of the main purposes of effective communication through literature and media is teaching what it is to be human.

Main Content Addressed:

- Learning about racism, tolerance and the events leading up to and during the Second World War. The students will have prior knowledge as, at the same time these topics are being taught in history class. They will learn how to connect topics taught in other subjects and incorporate them in their writing.
- Reading and analysing the following works of writing
 - G. Orwell - Animal Farm
 - Anne Frank – The Diary of a Young Girl
 - W. Golding – Lord of the Flies
- Watching and analysing the following movies and documentaries
 - Anne Frank Remembered
 - Promises
 - The Freedom Writers

Unit 4: A short history of the English language

The English language is an ever-changing living organism. It has changed through time and has affected the lives of millions of people around the world.

Key Concept: Communication

Related Concepts: Context, Point of view

Global Context: Globalization and sustainability

Statement of Inquiry: English, as a common language in the world has had an immense historical and social impact on communities around the world.

Main Content Addressed:

- The students will see how English has changed through different historical periods. They will find out the characteristics and learn about the main written works of the language during the early, middle and modern English periods.
- Language death – what is it and what is the role of English in this negative phenomenon?
- Dialects and slang



Matija Gubec International School Zagreb

Subject Overviews

MYP 1

Language and literature

Croatian



MYP1: Croatian Language and Literature

Unit 1: Power to the People

Students will explore a range of non-fiction texts, such as newspaper articles, feature articles and letters to the editor, in order to examine how writers communicate their ideas. There will be a focus on comprehension skills, sentence structure and paragraphing. Students will focus on how to effectively communicate their ideas to an identified audience and purpose. "Through my voice, other individuals and communities can also have a voice. „This unit is about social justice. Through activities of accessing, selecting and organizing information, we will discuss issues (bias, weakness) and come to solutions through Croatian A. Students will develop their ability to use reading strategies, their understanding of a range of content specific terminology, ability to analyse the character development and theme in a story. They will build the persuasive language and their Information Literacy considering referencing and citing sources. At the end of this unit, students will understand that arguments can be presented verbally, visually and in writing. Students will explore the ways in which we express ideas, beliefs and values – personal and cultural expression.

Key Concept: Perspective

Related Concepts: Audience imperatives, Purpose, Style, Point of view

Global Context: Personal and cultural expression

Statement of Inquiry: Effective communication can lead to a change in perspective.

Main Content Addressed:

- Odnos teme i motiva u književnome djelu
- Pjesničke slike
- Stilska izražajna sredstva: asonanca, aliteracija, ponavljanje
- Vrste strofa
- Znanstveno – fantastični roman
- Opis otvorenoga i zatvorenoga prostora
- Gustav Krklec: *Zagorski vinograd* (vrste strofa)
- Dobriša Cesarić: *Tiho, o tiho govori mi jesen* (asonanca i aliteracija)
- Zvonimir Balog: *Progutaj srdžbu* (odnos teme i motiva)
- Usmjereno čitanje / Krasnoslov
- Vjekoslav Majer: *Moj učitelj*
- Portret
- UNICEF, *Škola kao moja*
- Fran Mažuranić: *Plaća*
- Branka Primorac: *Doživljaj kojeg se sramim*
- Mark Twain: *Kraljević i prosjak* (roman, vrste romana, povijesni roman)
- Ante Gardaš: *Izum profesora Leopolda* (znanstvenofantastični roman)
- Oscar Wilde: Sretni kraljević
- Osobne zamjenice, Posvojne zamjenice, Povratna zamjenica, Povratno – posvojna zamjenica
- Prepričavanje / Sažeto prepričavanje, Prepričavanje s promjenom gledišta, Stvaralačko prepričavanje
- Filmska izražajna sredstva

Unit 2: Danger or opportunity

Conflict is phenomenon which can instigate positive and negative change. Reading the literature on conflicts, students will understand their own responsibilities and roles. They will develop their ability to use reading strategies, their understanding of a range of content specific terminology, ability to analyze the character development and theme in a story. Students will explore migrations of humankind; the relationships between individuals and civilizations. Students will explore the impact that migration has on communities through a variety of viewing texts. They will be introduced to visual language. They will write and illustrate a narrative in the form of a picture book.

Key Concept: Connections

Related Concepts: Genres, Context, Intertextuality, Structure

Global Context: Orientation in space and time

Statement of Inquiry: Groups and communities may migrate in response to changes in environments.

Main Content Addressed:

- August Šenoa: *Zagrebu*
- Stjepan Jakševac: *Sjećanje*
- Iva Milley: *Panika u Strahogradu*
- August Šenoa: *Seljačka buna*
- Vladimir Nazor: *Tomislav*
- Tin Kolumbić: *Ivanov božićni san*
- Vjekoslav Majer: *Moj učitelj*
- Božica Jelušić: *Dobrodošlica Božiću*
- Vladimir Kovačić: *Hvaljen Isus, moja stara bako*
- Karakterizacija likova
- Interpretativno čitanje i krasnoslov
- Rečenični i pravopisni znakovi
- August Šenoa, *Povjestice*
- *zamjenice*
- Glagolski pridjev; radni i trpni,
- Glagolska imenica sa završetkom –nje
- Infinitiv
- Povijesni roman

Unit 3: Virtual Realities

Through exploring rights and responsibilities concerning virtual world, students will learn how to be safe (online). They will continue to develop understanding of different literary genres and text type, their ability to interact with non – fiction text. Students will collaborate on, create and publish an animation. Through Personal and cultural expression global context students will explore the ways in which we express feelings, nature, culture; the ways in which we extend and enjoy our creativity. Students will engage in a novel study of the text *The Tale of Despereaux*. They will focus on the key narrative features such as structure, character and theme. They will also analyse a range of poetic forms such as ballad, limerick and free verse that explore the concept of courage, with a focus on sounds and imagery.

Key Concept: Creativity

Related Concepts: Character, Theme, Setting, Style, Self-expression

Global Context: Personal and cultural expression

Statement of Inquiry: Writers can create characters through their stylistic choices in order to develop a particular theme.

Main Content Addressed:

- Present
- Perfekt
- Aorist
- Imperfekt
- Pluskvamperfekt
- Futur prvi
- Futur drugi
- Imperativ
- Kondicional prvi i drugi
- Stjepan Tomaš: *Mali ratni dnevnik*
- Božidar Prošenjak. *Najdraži gol*
- Zvonimir Balog: *Karneval*
- Šime Storić: *Fili + Livija*
- Miro Gavran: *Lukavi zaplet*
- Ivana Marinić: *Različitosti*
- Mila Jelavić: *Poruke djeci*
- Dijalektno pjesništvo
- D. Ivanišević: *Moj did*
- Dragutin Domjanić: *Kaj*
- *Drago Gervais: Moja zemlja*
- *Vanja Radauš: Prva rič što sam je čuo*
- Mark Twain: *Kraljević i prosjak*
- Razgovor
- Internet

Unit 4: "Presents" from the Past

Through exploring universal topic, students will identify the influence of the past on our world today developing their ability to respond to literature in an informed and reflective manner. They will develop their research skills by completing hero/heroine task and their writing skills in writing an essay. Students will explore the impact that natural disasters have on individuals and communities through reading, viewing and analysing a range of texts. They will demonstrate their research skills by investigating a natural disaster, taking notes and preparing an oral report describing aid organizations that have been established to respond to the needs of communities affected by natural disasters. Through Fairness and development global context, students will explore rights and responsibilities; sharing finite resources.

Key Concept: Communication

Related Concepts: Context, Purpose, Style, Point of view

Global Context: Fairness and development

Statement of Inquiry: Humans can respond in a range of ways to geological and atmospheric change.

Main Content Addressed:

- D. Cesarić: Slavonija
- Izražajna sredstva stripa: crtež, kvadrat, fabula prikazana kvadratima
- Zorica Klinžić: *Djeca nose svjetove na dlanu*
- *Ive vara dva duždeva sina* (narodna epska pjesma)
- *Ero s onoga svijeta* (narodna pripovijetka)
- Imenski predikat
- *Košuta i djevojka* (narodna lirski pjesma)
- *Oholica* (narodna anegdota)
- Pitalice, poslovice, zagonetke, bajke
- Usmena (narodna) književnost
- Stjepan Lice: *Čuvanje ljubavi*
- Darko Žubrinić: *Bašćanska ploča*
- Latinica, glagoljica i ćirilica
- Zlata Kolarić – Kišur: *Djetinjstvo u zlatnoj dolini*
- Anegdote o poznatim ljudima
- D. Tadijanović: *Da sam ja učiteljica*



Matija Gubec International School Zagreb

Subject Overviews

MYP 2

Language and literature

Croatian



MYP2: Croatian Language and Literature

Unit 1: Courageous Characters

Students will explore the concept of leadership. Cultures and communities can be defined by the heroes and the leaders, they choose to represent them. They will explore a range of myths and legends from the past and short stories and comics from the present to identify how heroes influence our lives today. Students will build their skills in Narrative (Creative) writing technique on topic: By the actions I take in my community - I am a hero, researching how are acts of courage revealed in literature and informational text developing their ability to use factual information to come to logical conclusions (inferencing and concluding). They will know to pair fictional story with a courageous character with related informational text from the same historical time period. Through Identities and relationships global context, students will explore identity; beliefs and values; cultures. The students will look at real life heroes and heroic qualities that transferred into storytelling as a result of the contributions of these individuals to their communities.

Key Concept: Connections

Related Concepts: Structure, Character, Setting, Genres, Intertextuality

Global Context: Identities and relationships

Statement of Inquiry: Narratives are created using conventions that work together to encourage readers to respond in certain ways.

Main Content Addressed:

- (AUTO)BIOGRAFIJA
- Nikola Tesla, Istraživač, izumitelj, genij
- Vjekoslav Majer, Od plinske lanterne do nebodera
- Mi djeca s kolodvora Zoo
- Sue Townsend, Novi jadi Adriana Molea
- V. Nazor: Voda
- V. Majer: Dnevnik malog Perice
- Od biografskog filma do filmskog dnevnika (Krešo Golik, Tko pjeva zlo ne misli)
- Ponavljanje gradiva MYP1 razreda
- Inicijalni ispit
- Upitne i odnosne zamjenice
- Neodređene zamjenice
- balada, sonet)
- Narodna balada, Asanaginica
- Dobriša Cesarić, Balada iz predgrađa
- William Shakespeare, Sonet XVIII / Francesco Petrarca, Ja mira nemam, a u rat ne hrlim
- Radni list: Antun Gustav Matoš, Jesenje večer
- Dobriša Cesarić: Pjesme
- Knjižnica, Povijest hrvatskoga književnoga jezika
- Naglasak
- Samoznačne i suznačne riječi
- Ponavljanje
- Veliko početno slovo u imenima društava, organizacija, udruga, pokreta i javnih skupova
- MITOVI I LEGENDE
- Miniprojekt: Mitovi o postanku svijeta
- Priče i slike iz klasične mitologije (Gustav Schwab, Dedal i Ikar, Orfej i Euridika)

- Howard Pyle, Priča o kralju Arthuru i njegovim vitezovima / Hrvoje Hitrec, Anka Neretljanka, Veronika Desinić
- D. Cesarić: Pjesme
- B. Primorac: Maturalac Vesterni i mitološki filmovi
- Jednostavna rečenica
- Objekt
- Priložne oznake
- Atribut
- Natuknica i bilješka (govorimo o sebi uz pomoć bilježaka)
- Pisanje neodređenih zamjenica
- Odnosi među riječima

Unit 2: Storytelling

The students will explore the art of storytelling: why people tell stories, how they communicate them, and the effect they can have on audiences. Students will analyse a range of texts and genres including: plays, short stories, picture books, graphic novels, comic books and cartoons, visual images and extracts from feature films. They will focus on the narrative and generic conventions of each text. Through different literary and texts, students will learn valuable life lessons through the experience of others. Through Croatian A, we will respond with empathy to the experiences of others. Students will understand that literature contains “messages” and “lessons”. They will begin to develop their ability to Infer Meaning from texts. Through Personal and cultural expression global context, students will explore the ways in which we express ideas, beliefs and values; the ways in which we extend and enjoy our creativity.

Key Concept: Creativity

Related Concepts: Structure, Character, Setting, Genres

Global Context: Personal and cultural expression

Statement of Inquiry: Narratives are created using conventions that work together to encourage a reader to respond in certain ways.

Main Content Addressed:

- Eshil, Okovani Prometej
- Jean Baptiste Poquelin Molière, Škrtac
- Anton Pavlovič Čehov, Tri sestre
- Apozicija
- Glagolske i imeničke dopune
- Pupačić: Tri moja brata
- T. Ujević: Dažd
- Slavko Mihalić, Treba više misliti na osamljene ljude
- Nikola Šop, Isus čita novine
- Bernard Jan: Potraži me ispod duge/D. Jelačić Bužimski: Balkanska mafija
- B. Prosenjak: Divlji konj
- Radio
- Složena rečenica
- Kako nastaje složena rečenica
- Nezavisno složena rečenica
- Kovačić: Mrak na svijetlim stazama
- Ramljak: Mali Učkarić
- Šenoa: Zlatarovo zlato
- D. Šimunović: Duga / V. Novak: Iz velegradskog podzemlja

- H. Hitrec: Smogovci
- Socijalna tematika na filmu; Charlie Chaplin, Mališan
- Televizijske emisije(Hrvoje Hitrec, Smogovci
- Sastavna i rastavna rečenica
- Suprotna rečenica
- Isključna i zaključna rečenica
- Izražajno čitanje dramskoga teksta po ulogama
- Uloga opisa u pripovijedanju (Stvaramo priču)
- Krasnoslov (načini sporazumijevanja - vrednote govorenoga jezika, nejz. sredstva sporazumijevanja)
- Izražavanje pjesničkim slikama
- Vijest i komentar
- Slušamo i pišemo novinske vijesti

Unit 3: I Won't Grow Up!

We are all unique and grow by sharing our strengths and weaknesses with one another! Reflections on childhood - from literature to poetry to student experiences. Students will understand how can poetry be a powerful medium for personal expression. Through Croatian Language and literature classes, we will express our feelings, thoughts and emotions in unique way. The students will build an understanding on a content specific vocabulary, related to poetry. They will develop the ability to analyse poetry texts. Through the study of a range of texts, the students will consider the influence of cultural practices of societies with specific reference to females. Texts will include: Djevojčica iz Afganistana by Deborah Ellis, Duga by Dinko Šimunović, analysis of marketing strategies reinforcing/breaking gender stereotypes, exploring some of the new advances of the suffragettes and viewing the documentaries Search for the Afghan Girl and My Big Fat Gypsy Wedding.

Key Concept: Perspective

Related Concepts: Context, Character, Theme, Gender, Culture

Global Context: Fairness and development

Statement of Inquiry: Gender roles are often stereotyped and reinforced through cultural texts.

Main Content Addressed:

- Charles Dickens, Oliver Twist
- Bernard Jan, Potraži me ispod duge
- Dobriša Cesarić, Vagonaši
- Mađer: U ljetne večeri
- H. Hitrec: Smogovci
- D. Šimunović: Duga
- V. Novak: Iz velegradskog podzemlja
- Zavisno složena rečenica
- Predikatna rečenica
- Subjektna rečenica
- Objektna rečenica
- Upravni i neupravni govor
- Pavao Pavličić, Dobri duh Zagreba
- Branka Primorac: Maturalac
- Deborah Ellis: Djevojčica iz Afganistana
- Kriminalistički film – Zoran Tadić, Ritam zločina

- Atributna rečenica
- Zarez u jednostavnoj i složenoj rečenici
- Pisanje – poštivanje pravopisne norme

Unit 4: Embracing Heritage

Students will read stories and informational text and discuss what they each reveal about our own country: the Republic of Croatia. Our “world” extends beyond our classroom; we make up the change we wish to see! Through a novel study and viewing a range of media, the students will gain an understanding of the issues facing the planet Earth, the need for sustainable living and ways in which they can make a difference. Students will examine short stories and poetry in order to use poetic and descriptive techniques in their own environmental poetry. Through Globalization and sustainability global context, students will explore the impact of decision-making on humankind and the environment.

Key Concept: Communication

Related Concepts: Character, Point of view, Setting, Structure, Theme

Global Context: Globalization and sustainability

Statement of Inquiry: Writers manipulate language and make stylistic choices in order to convey meaning to the reader.

Main Content Addressed:

- Mjesna rečenica
- Vremenska rečenica
- Načinska rečenica
- Ponavljanje i usustavljanje znanja o rečenicama
- Branka Kalauz, Čuj, Pigi, zaljubila sam se
- E. Vercol: Zašto mi nisi rekla?
- Slušanje radijskih i gledanje televizijskih emisija



Matija Gubec International School Zagreb

Subject Overviews

MYP 3

Language and literature

Croatian



MYP3: Croatian Language and Literature

Unit 1: Leadership - Exploring Context: Yesterday, Today, Tomorrow

Students will explore the concept of leadership. Cultures and communities can be defined by the heroes and the leaders, they choose to represent them. Through Orientation in space and time global context, students will explore turning points in humankind; the relationships between individuals and civilizations from personal, local and global perspectives. Through the analysis of the novel Alkar, students will explore the concept of context and how their own personal context influences their interpretation of the text. The themes and issues in the text will be investigated and revealed through narrative elements. Students will build their skills in Narrative (Creative) writing technique on topic: By the actions I take in my community - I am a hero, researching how are acts of courage revealed in literature and informational text developing their ability to use factual information to come to logical conclusions. They will know to pair fictional story with a courageous character with related informational text from the same historical time period.

Key Concept: Perspective

Related Concepts: Context, Character, Setting, Theme, Intertextuality, Structure, Point of view

Global Context: Orientation in space and time

Statement of Inquiry: Both context and narrative conventions can shape the reader's interpretation of a text.

Main Content Addressed:

- V. Nazon: Hrvatski jezik
- M. Krleža: Bonaca u predvečerje
- Z. Tomičić: Roda
- Slavko Kolar: Breza
- Antoine de Saint- Exupery: Mali princ
- Filmski stilovi Uvodni sat (javni govor)
- Različnost stilova
- Miniprojekt o stilovima
- Popunjavanje administrativnih obrazaca i pisanje admin. tekstova
- G. Matoš: Iz Samobora
- J. Horvat: Besa
- Nemčić: Putositnice
- K. Bruckner: Sadako hoće živjeti
- Dinko Šimunović: Alkar
- Dokumentarni film (Tadić: Druge)
- Glasovi
Glasovne promjene
Riječi s -ije/-je/-e/-i
- Pisanje i čitanje intervjua i reportaža
- Pisanje - poštivanje pravopisne norme
- Veliko početno slovo u višechlanim imenima
- M. Ganza: Traženje riječi za Vukovar
- S. Glavašević: Sjećanje na djetinjstvo (18.11.)
- Dnevnik Ane Frank
- F. Marković: U boj
- Dnevnik Ane Frank
- Karl Bruckner: Sadako hoće živjeti
- U potrazi za knjigom

- Nastajanje riječi
- Podrijetlo riječi
- Riječi jednaka oblika, a različita značenja
- Frazemi
- Pismo – osobno i otvoreno
- Ulomci iz filma Život je lijep

Unit 2: Express yourself!

Through an analysis of Shakespearean society and students will explore the historical and social context of Shakespeare's works, the genre of tragedy and the concepts of power and conflict. Students will read the play Romeo and Juliet and explore the emotions of love and hate as well as the conventions of a Shakespearean play. Students will explore issues of family loyalty, love and the right to pursue a love interest based on one's own free will. Students will discuss in detail the literary devices and dramatic conventions used by Shakespeare. The students will also develop their understanding of literary devices through a study of various poetic forms and techniques. Through Personal and cultural expression global context, students will explore the ways in which we express ideas, beliefs and values; the ways in which we reflect on creativity. Through different literary and non-literary texts, students will learn valuable life lessons through the experience of others. We will respond with empathy to the experiences of others. Students will understand that literature contains "messages" and "lessons". They will begin to develop their ability to infer meaning from texts.

Key Concept: Communication

Related Concepts: Genres, Style, Setting, Context, Theme, Character

Global Context: Personal and cultural expression

Statement of Inquiry: Conventions shape the nature of communication in different genres.

Main Content Addressed:

- K. Š. Gjalski: Na Badnjak
- M. Krleža: Bitka kod Bistrice Lesne
- D. Šimunović: Alkar
- Babaja: Breza Ispravak
- W. Shakespeare: Romeo i Julija
- Silvija Šesto: Debela
- R. Sremec: Zelena ljubav
- Povijest hrvatskog jezika 20. st.
- Čitanje po ulogama

Unit 3: Our strengths and weaknesses

We are all unique and grow by sharing our strengths and weaknesses with one another! Reflections on childhood - from literature to poetry to student experiences. Students will understand how poetry can be a powerful medium for personal expression. They will also analyse a range of poetic forms such as ballad, limerick and free verse that explore the concept of adversity with a focus on expressing our feelings, thoughts and emotions in unique way. The students will build an understanding on a content specific vocabulary, related to poetry. They will develop the ability to analyse poetry texts.

Key Concept: Perspective

Related Concepts: Point of view, Style, Theme, Identity

Global Context: Identities and relationships

Statement of Inquiry: Individuals make choices based on their cultural beliefs, values and perspectives.

Main Content Addressed:

- V. Nazor: Galiotova pesan
- M. Franičević: Pod maslinon
- D. Domjanić: Bele rože / F. Galović: Jesenski veter
- M. Krleža: Čežnja, Nemir
- Šimić: Ljubav, **Opomena**
- S. S. Kranjčević: Moj dom
- G. Matoš: Notturmo
- S. Mihalić: Prolazim Zrinjevcem
- J. Pupačić: More
- Antoine de Saint- Exupery: Mali princ
- Dragutin Tadijanović: Srebrne svirale
- Problemski članak

Unit 4: Fantasy World

Through Personal and cultural expression global context, students will explore the ways in which we discover and express ideas, culture, beliefs and values; the ways we reflect on, extend and enjoy our creativity. Our “world” extends beyond our classroom; we make up the change we wish to see! Through an analysis of fantasy films, as well as a fantasy convention, students will gain an understanding of film techniques and film construction.

Key Concept: Creativity

Related Concepts: Genres, Audience imperatives, Purpose, Theme, Character, Setting

Global Context: Personal and cultural expression

Statement of Inquiry: Film makers use conventions to communicate a narrative and position an audience.

Main Content Addressed:

- Homer: Ilijada
- M. Marulić: Judita
- Mažuranić, Držić, Gundulić
- Z. Balog: Gnjavator
- M. Gavran: Ručak kod moje bake
- S. Pilić: Sasvim sam popubertetio
- V. Desnica: Pravda
- Dragutin Tadijanović: Srebrne svirale
- Kratki igrani film: Pravda
- Zamjenjivanje zavisnih rečenica gl. prilozima
- Istovremenosti i prijevremenost

- Izricanje pogodbe, mogućnosti i želje
- Osvrt ili prikaz
- Red riječi u rečenici
- Ephraim Kishon: Kod kuće je najgore
- Richard Bach: Galeb Johanthan Livingston
- Zagrebačka škola crtanog filma
- Višestruko složena rečenica
- Đ. Sudeta: Mor
- M. Ende: Priča bez kraja
- Filmska bajka (Harry Potter, Gospodar prstenova)