**OPERATIVNI NASTAVNI PLAN I PROGRAM**

**ŠKOLA: MEDICINSKA SKOLA U RIJECI**

**RAZRED: IV-3, IV-4, IV-5, IV-7**

**NASTAVNI PREDMET: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Hrvatski jezik \_\_\_\_Dodatna nastava\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**BROJ SATI: 32/1 tjedno ŠKOLSKA GODINA: 2017./18.**

**NASTAVNICA: LILJANA PAVLOVIĆ**

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| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | EDNI BROJ SATA | NASTAVNI SADRŽAJ | | OPERACIONALIZIRANI CILJEVI | | KLJUČNI POJMOVI | | NAPOMENA | | | 1. 2. | UVODNI SATI  KAKO NAPISATI ESEJ   * teorija eseja, | | Učenici će:  upoznati se s planom i programom rada za prirpemu za državnu maturu, literaturom , upoznati karakteristike i strukturu eseja | | - plan i program  državna matura  esej : elementi eseja, pravila pisanja eseja na državnoj maturi | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | | 3.4. | ZNANOST O KNJIŽEVNOSTI  EPOHE I PRAVCI, KNJIŽEVNI RODOVI I VRSTE  -obrada | | Učenici će:  navesti i objasniti osnovne pojmove znanosti o književnosti  -izdvajati ključne pojmove iz vezanoga teksta,djelotvorno se služiti bilješkama i natuknicama | | -znanost o književnosti: povijest književnosti – epohe i pravci, teorija književnosti – književni rodovi i vrste, književna kritika, književna metodologija | |  | | |  |  | |  | |  | |  | | | 5. 6. | LIRIKA, LIRSKA PJESMA  -obrada i usutavljanje | | Učenici će:  -objasniti postanak i razvoj lirike, prepoznati strukturi lirske pjesme; prepoznati vrstu i osobitosti lirske pjesme | | - značajke lirike, lirske vrste, interpretacija, tema, motiv, stih, strofa, pjesnički jezik, ritam, rima | |  | | | 7.8. | PRAVOPIS: Veliko i malo slovo  -uvježbavanje | | Učenici će:  - primjenjivati pravopisna pravila  - koristiti se samostalno pravopisom u pisanju velikog i malog slova | | -pravopisna norma, pisanje velikog i malog slova | |  | | | 9.10. | FONETIKA I FONOLOGIJA, FONEM, GRAFEM, FON I ALOFON | | Učenici će:  istražiti i protumačiti pojmove fonem, alofon, fonetika i fonologija, osvijestiti ulogu fonema u jeziku | |  | |  | | |  | FONETIKA – razdioba glasova  usustavljanje | | -aktivno slušati zapisujući bilješke o govornim organima i podjeli glasova; oprimjeriti akustička, artikulacijska i funkcionalna svojstva glasova, | | - govorni organi, otvornici i zatvornici, samoglasnici i suglasnici, podjela otvornika i zatvornika | |  | | | 11. | EPIKA  obilježja književnog roda  usustavljanje | | Učenici će:  -objasniti nastanak i razvoj epike, uočiti obilježja i strukturu epskog djela, navesti epske vrste, razlikovati epiku u prozi i epiku u stihu | | - epika, obilježja književnog roda, sturktura epskog djela, epske tehnike, epika u prozi, epika u stihu | |  | | | 12. | DRAMA  sinteza  -usustavljivanje | | Učenici će:  -ponoviti književno-teorijske pojmove  - napisati sažetak ili izraditi umnu mapu, grozd, tablicu | | -drama, dramske vrste, dramske tehnike, ustrojstvo dramskog djela, drama i kazalište, predgled dramskih djela prema katalogu | |  | | | 13. | ANTIČKA KNJIŽEVNOST  -usustavljanje | | Učenici će:  -objasniti pojmove «klasika», «antika»; prikazati grčku i rimsku kulturu i književnost u pregldu | | - klasika, antika, grčka i rimska književnost – predstavnici, književne vrste | |  | | | 14. | HOMER I HOMERSKO PITANJE  Homer: «Ilijada» i “Odisjeja”- obrada s elementima interpretacije usustavljanje | | Učenici će:  -objasniti pojam homerskog pitanja  -čitati odabrani ulomak i prepričati sadržaj  -uočiti temu i glavnog junaka te povod ratu  -uočiti heksametar | | -homersko pitanje, ep, invokacija, *in medias res*, heksametar, formulaičan način izražavanja,Trojanski rat, srdžba Ahilejeva, antropomorfizacija | |  | | |  |  | |  | |  | |  | | |  | Eshil: “Okovani Prometej”  -obrada s elementima interpretacije | | Učenici će:  -uočiti značajke grčke tragedije  -povezati tematiku Eshilove tragedije s grčkom mitologijom  -iznijeti svoje mišljenje o kazni koju određuje Zeus | | - grčka mitologija, prometejstvo, univerzalnost značenja | |  | | | 15. | SREDNJOVJEKOVLJE  usutavljanje | | Učenici će:  Usutaviti znanja o srednjovjekovnoj europskoj i hrvatskoj književnosti srednjovjekovno shvaćanje svijeta i čovjeka, odrediti vremenski i pojmovno srednjovjekovnu književnost, objasniti odnos srednjovjekovne prema antičkoj književnosti, imenovati srednjovjekovne književne vrste i njihove značajke | | -srednjovjekovlje i srednjovjekovni svjetonazor, najznačajniji hrvatski srednjovjekovni tekstovi, jezik | |  | | | 16. | HUMANIZAM I PREDRENESANSA, RENESANSA , HRVATSKA RENESANSA  Usustavljanje | | Učenici će:  -objasniti pojmove «predrenesansa» i «humanizam», utvrditi vremenski okvir razdoblja, istražiti značajke humanizma kao kulturnog i književnog pokreta | | -humanizam, predrenesansa, najznačajniji predstavnici (Dante, Petrarca, Boccaccio), hrvatska renesansa, vrijeme, renesansni krugovi, predsatvnici, djela | |  | | | 17.  18. | **Vrste riječi**  **Sintaksa – vrste rečenica -** vježba i usustavljanje | | Učenici će:  Analizirati na tekstu vrste riječi i odrediti vrste rečenica  Definirati vrste riječi, gramatičke kategorije | | Promjenjive i nepromjenjive vrste riječi, imenice, glagoli, zamjenice …  Nezavisne i zavisnosložene rečenice | |  | | | 19. | BAROKNA KNJIŽEVNOST (europska i hrvatska)  -usustavljanje | | Učenici će:  - prikazati pojedine barokne književne krugove i reprezentativna djela  - usporediti i raščlaniti razliku između baroka i renesanse | | - barok, barokni krugovi, renesansa | |  | | | 20. | **Klasicizam i prosvjetiteljstvo**  **usustavljanje** | | Učenici će:  - opisati povijesni kontekst u kojem se javlja klasicizam i prosvjetiteljstvo  - prepoznati elemente antičke poetike, prosvjetiteljski svjetonazor | | - klasicizam, prosvjetiteljstvo  .- racionalizam | |  | | | 21. | **Romantizam prva moderna književna epoha** | | Učenici će:  imenovati obilježja književno razdoblja  navesti tematiku romantizma , predstavnike i djela  - usporediti racionalizam s  romantičarskim svjetonazorom | | - romantizam, osjećaji, pojam “svjetske boli” | |  | | | 22.23 | **Realizam u europskim književnostima i naturalizam** | | Učenici će:   * primijeniti stečena književno-teorijska znanja o realizmu * navesti predstavnike, glavna djela, definirati obilježja | | 3 načela realizma proza – glavno izražajno sredstvo realističkih pisacapozitivizam, scijantizam, estetika ružnoće | |  | | |  | |  | |  | |  | | | 24. | **Modernizam**  Usutavljanje | | Učenici će:  povezivati stečena književnopovijesna i književnoteorijska znanja navesti predstavnike, književne vrste, djela objasniti pojam larpurlartizma | | pojam modernizma  slobodan stih  skandinavska drama  okretanje unutrašnjosti likova umjetnost zbog umjetnosti | |  | | | 25. | **M. Cihlar Nehajev “Bijeg”, roman** | | Učenici će :  Primjeniti stečena znanja o modernizmu i modernističkim junacima  Pronaći mmodernističke elemente | | Modernizam, hrvatska moderrna | |  | | | 26. | **M. Krleža: Povratak Filipa Latinovicza , roman , obrada s elementima interpretacije** | | Učenici će:,  Analizirati elemente modernog romana u djelu, definirati tehniku unutarnjeg monologa, objasniti višeslojnost romana | | Moderni roman, asocijativni roman, roman toka svijesti , pripovijedač | |  | | | 27. | **Ranko Marinković : Kiklop, roman, obrada s elementima interpretacije** | | Učenici će:  Primjeniti stečena znanja o moderrnom romanu, tehnici pripovijedanja, egzistencijalna problematika | | Moderni roman, egzistencijalni roman | |  | | | 28. | “**Kako se zove naše vrijeme ?” - postmodernizam , usutavljanje** | | Učenici će :  Usutaviti svoja znanja o postmodernizmu, pluralizmu stilova, predstavnicima suvremene književnosti | | Postmodernizam, pluralizam stilova, poetika postmodernizma | |  | | | 29.30. | **Državna matura – pitanja i odogovori, rad na testu** | | Učenici će: odgovorati na pitanja iz testa s državne mature, uočavati eventulane manjkavosti | | Test državne mature | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | |  |  | |  | |  | |  | | | 136. | PREDSTAVLJANJE KNJIGE  -projekt  LEKTIRA | | Učenici će:  -samostalno odabrati ,pročitati i analizirati književno djelo (ponuđena izborna lektira) primjenjujući književno-teorijska znanja i predstaviti je suučenicima | | -vrsta, tema, likovi, jezik i stil, sadržaj, problematika | |  | | | 137.  138. | PROVJERA ZNANJA | | Učenici će:  provjeriti usvojenost gradiva | | - ocjene | |  | | | 139. 140. | ZAKLJUČIVANJE OCJEA | | Učenici će:  -analizirati osobni napredak, samovrednovati osobna postignuća i osvijestit važnost redovitog i sustavnog rada | | - ocjene | |  | | |  |  |  |  |
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