

Obrazac „Metodičkih preporuka za ostvarivanje odgojno-obrazovnih ishoda predmetnih kurikuluma i međupredmetnih tema za osnovnu i srednju školu“	
OSNOVNI PODACI	
Ime i prezime	Sanja Špoljarić
Zvanje	prof. engleskog jezika
Naziv škole u kojoj ste trenutačno zaposleni	Srednja škola Marka Marulića Slatina
Adresa elektroničke pošte	sanja.spoljaric@skole.hr
Naslov metodičkih preporuka	E.A. Poe: The Tell-Tale Heart (1. dio)
Predmet (ili međupredmetna tema)	engleski jezik
Za međupredmetnu temu obavezno navesti u sklopu kojega nastavnoga predmeta se izvodi. <i>Dodatno može i sat razrednika ili izvannastavna aktivnost, ali najmanje jedan nastavni predmet je obavezan.</i>	Ishodi međupredmetnih tema <i>Učiti kako učiti, Uporaba IKT-a i Zdravlje</i> ostvareni su kroz sat nastavnog predmeta Engleski jezik.
Razred	1. razred srednje škole
OBVEZNI ELEMENTI	
Odgojno-obrazovni ishod (oznaka i tekst iz kurikuluma predmeta ili međupredmetnih tema objavljenih u NN)	ODGOJNO-OBRAZOVNI ISHODI KURIKULUMA ENGLESKI JEZIK: SŠ (1) EJ A.1.1. Učenik analizira jednostavan prilagođen ili izvoran tekst srednje dužine pri slušanju i čitanju. SŠ (1) EJ A.1.2. Učenik čita prilagođene književne tekstove. SŠ (1) EJ A.1.5. Učenik sudjeluje u dužemu planiranom i jednostavnome neplaniranom razgovoru. SŠ (1) EJ C.1.5. Učenik izabire različite vještine kritičkoga mišljenja i koristi se njima pri tumačenju i vrednovanju mišljenja, stavova i vrijednosti povezanih s osobnim iskustvima i poznatim temama. MEĐUPREDMETNE TEME: uku A.4/5.4. Kritičko mišljenje. Učenik samostalno kritički promišlja i vrednuje ideje.



	<p>ikt A. 4.2. Učenik se koristi društvenim mrežama i mrežnim programima uz upravljanje različitim postavkama funkcionalnosti.</p> <p>zdr B.4.2.B Obrazlaže utjecaj zaštitnih i rizičnih čimbenika na mentalno zdravlje.</p>
Tijek nastavnoga sata	<p>NAPOMENA: Tijek nastavnog sata detaljno je prikazan u OneNote bilježnici za koju se poveznica nalazi na kraju ovog obrasca.</p> <p>Učenici na početku sata promišljaju o svojim najvećim strahovima te putem menti.com navode koji su to strahovi.</p> <p>Prije gledanja videa o E.A. Poeu nastavnik postavlja pitanja za motivaciju. Tijekom gledanja videa učenici rješavaju zadatke.</p> <p>Slijedi zadatak koji je diferenciran za učenike različitog znanja jezika prije slušanja priče The Tell-Tale Heart. Jedna grupa učenika radi na vokabularu, dok druga pretpostavlja kakva bi priča mogla biti te glavne događaje u njoj.</p> <p>Priča se zaustavlja na nekoliko mjesta kako bi se učenici aktivno uključili, a oni moraju pretpostaviti što se dalje događa.</p> <p>Učenici rješavaju zadatak razumijevanja putem obrasca Microsoft Forms.</p> <p>Samoprocjenom na kraju sata učenici pokazuju svoje razumijevanje teksta.</p>
Opis svih aktivnosti (što rade učenici, a što učitelj/nastavnik)	<p>NAPOMENA: Aktivnosti nastavnika i učenika detaljno su prikazane u OneNote bilježnici za koju se poveznica nalazi na kraju ovog obrasca.</p> <p>NASTAVNIK: Na početku motivira učenike postavljanjem pitanja na menti.com. Ista se aktivnost može napraviti i s post-it papirićima.</p> <p>Priprema učenike za gledanje videa o Poeu i nakon svakog od dva gledanja provjerava zadatke.</p> <p>Prije sata nastavnik priprema razne izraze iz priče printanjem i postavljanjem na zid učionice (riječi treba pokriti prije same aktivnosti).</p>



	<p>Potiče učenike da pretpostave priču i da provjere značenje riječi prije slušanja.</p> <p>Tijekom slušanja priče zaustavlja snimku na četiri mjesta te traži od učenika ideju za nastavak priče.</p> <p>Analizira zadatak provjere razumijevanja s učenicima.</p> <p>Analizira rezultate samoprocjene učeničkog razumijevanja teksta (crveno, žuto, zeleno).</p> <p>UČENICI: Učenici na početku sata promišljaju o svojim najvećim strahovima te putem menti.com navode koji su to strahovi.</p> <p>Pretpostavljaju kakav je bio autorov život. Gledanjem videa provjeravaju svoje pretpostavke. Ponovno gledaju i odgovaraju na pitanja.</p> <p>Učenici slušaju priču, a na dijelovima na kojima se snimka zaustavi pretpostavljaju kakva bi priča mogla biti te glavne događaje u njoj.</p> <p>Uz kopiju teksta učenici rješavaju zadatak razumijevanja putem obrasca Microsoft Forms.</p> <p>Na kraju sata provode samoprocjenu svoje razine razumijevanja teksta.</p>
Sadržaji koji se koriste u aktivnostima	Sadržaji i materijali koji se koriste u aktivnostima na satu nalaze se na dnu ovoga obrasca. Osim toga, poveznica na OneNote bilježnicu koja se nalazi u rubrici <i>Poveznice na multimedijске i interaktivne sadržaje</i> , sadrži sve sadržaje u obliku privitaka koji se mogu printati ili koristiti u digitalnom obliku.
Primjeri vrednovanja za učenje, vrednovanja kao učenje ili naučenog uz upute	Vrednovanje za učenje: prilikom izlaska iz učionice, učenici odabirom boje crveno, žuto ili zeleno pokazuju svoje zadovoljstvo vlastitim razumijevanjem priče. To se može napraviti tako da na klupu zalijepi post-it papirić u odgovarajućoj boji (crveno, žuto, zeleno) ili da prilikom izlaska iz učionice dodirnu semafor koji se nalazi kod vrata. Najučinkovitiji je način korištenjem alata classroomscreen.com koji bilježi rezultate.



Razrađeni problemski zadaci, zadaci za poticanje kritičkog razmišljanja, kreativnosti i/ili istraživački zadaci; ovisno o predmetu i nastavnoj temi

Učenici trebaju zamisliti život američkog pisca 19. stoljeća i ukratko opisati jedan dan u njegovu životu. Učenici pretpostavljaju o čemu se radi u priči koristeći se zadanim izrazima.

DODATNI ELEMENTI¹

<p>Poveznice na više odgojno-obrazovnih ishoda različitih predmeta ili očekivanja međupredmetnih tema</p>	<p>Poveznica s međupredmetnom temom Učiti kako učiti: Učenici kritički promišljaju o priči koju slušaju.</p> <p>Poveznica s međupredmetnom temom Uporaba IKT-a: Učenici putem digitalnih alata rješavaju zadatke vezane uz tekst.</p> <p>Poveznica s međupredmetnom temom Zdravlje: Učenici objašnjavaju koji su rizični čimbenici glavnom liku priče ugrozili njegovo mentalno zdravlje.</p>
<p>Aktivnost u kojima je vidljiva interdisciplinarnost</p>	<p>Korelacija s kurikulumima drugih predmeta nije ostvariva kroz ovu nastavnu jedinicu, ali se može postići kroz projektne aktivnosti koje se nadovezuju na ovaj sat. Primjerice, kroz projekt u kojemu učenici trebaju istražiti suvremenike E.A. Poea jednostavno se može povući korelacija s hrvatskim jezikom (ako se odaberu hrvatski pisci istog razdoblja) ili nekim predmetom STEM područja (život znanstvenika).</p>
<p>Aktivnosti koje obuhvaćaju prilagodbe za učenike s teškoćama</p>	<p>Aktivnost koja obuhvaća prilagodbu za učenike s teškoćama je aktivnost prije slušanja priče u kojoj učenici umjesto pretpostavljanja o čemu se u priči radi provjeravaju ključni vokabular kako bi se pripremili za slušanje. Učenicima se također može dati tekst za vrijeme slušanja kako bi lakše pratili priču (u OneNote bilježnici se nalazi tekst koji se može koristiti kod disleksije). Također, učenici umjesto prepričavanja događaja iz priče mogu nacrtati što se događa.</p>
<p>Aktivnosti za motiviranje i rad s darovitim učenicima</p>	<p>Daroviti učenici u zadatku prije slušanja mogu ispričati priču pomoću ključnog vokabulara ukoliko su im svi izrazi poznati. Također, tijekom slušanja priče, kada se zaustavlja snimka kako bi učenici nastavili priču, nastavnik može prepustiti taj zadatak darovitim učenicima, budući da učenici s teškoćama imaju tekst pred sobom. Također, daroviti učenici mogu samostalno ili uz preporuku nastavnika odabrati</p>

¹ Sastavni elementi prijave koji omogućuju dodanu vrijednost provedbi javnoga poziva. Nisu obvezni, ali nose dodatne bodove u skladu s kriterijima procjene metodičkih preporuka.



	još jednu Poeovu priču, pročitati ju te napisati svoje dojmove.
Upute za kriterijsko vrednovanje kompleksnih i problemskih zadataka i/ili radova esejskoga tipa	
Projektne zadaci (s jasnim scenarijima, opisima aktivnosti, rezultatima projekta, vremenskim okvirima)	Kao projektne zadatke, učenici mogu istražiti suvremenike Edgara Alana Poea i usporediti život jednog ili više njih s životom E. A. Poea. Isto tako, učenici mogu usporediti dvije priče E.A. Poea. Učenici dobiju smjernice za usporedbu (npr. likovi, usporedba zapleta, sličnosti i razlike).
Poveznice na multimedijске i interaktivne sadržaje	Poveznica na One Note bilježnicu u kojoj je detaljno prikazan nastavni sat s uputama za nastavnike i svim materijalima potrebnim za sat: http://bit.ly/2G9TRx0 Here is the link to the comprehension task. (Microsoft Forms) Svi ostali materijali nalaze se ispod ovog obrasca.
Prijedlozi vanjskih izvora i literature	The video about E.A. Poe (3'49") The text and the audio (11'58"), The tell-Tale Heart Mentimeter (for teachers), www.menti.com (with a code, for students) classroomscreen.com



1. What is E. A. Poe called by many?
2. When and where was he born?
3. What happened to him at the age of two?
4. Which family took him as a foster child?
5. Why did he have to withdraw from university?
6. Who did Poe marry?
7. How old was his wife when she died?
8. Did he make a fortune from his writing?
9. What was his breakthrough?
10. How old was he when he died?

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The Tell-Tale Heart

IT'S TRUE! YES, I HAVE BEEN ILL, very ill. But why do you say that I have lost control of my mind, why do you say that I am mad? Can you not see that I have full control of my mind? Is it not clear that I am not mad? Indeed, the illness only made my mind, my feelings, my senses stronger, more powerful. My sense of hearing especially became more powerful. I could hear sounds I had never heard before. I heard sounds from heaven; and I heard sounds from hell!



Listen! Listen, and I will tell you how it happened. You will see, you will hear how healthy my mind is.

It is impossible to say how the idea first entered my head. There was no reason for what I did. I did not hate the old man; I even loved him. He had never hurt me. I did not want his money. I think it was his eye. His eye was like the eye of a vulture, the eye of one of those terrible birds that watch and wait while an animal dies, and then fall upon the dead body and pull it to pieces to eat it. When the old man looked at me with his vulture eye a cold feeling went up and down my

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back; even my blood became cold. And so, I finally decided I had to kill the old man and close that eye forever!

So you think that I am mad? A madman cannot plan. But you should have seen me. During all of that week I was as friendly to the old man as I could be, and warm, and loving.

Every night about twelve o'clock I slowly opened his door. And when the door was opened wide enough I put my hand in, and then my head. In my hand I held a light covered over with a cloth so that no light showed. And I stood there quietly. Then, carefully, I lifted the cloth, just a little, so that a single, thin, small light fell across that eye. For seven nights I did this, seven long nights, every night at midnight. Always the eye was closed, so it was impossible for me to do the work. For it was not the old man I felt I had to kill; it was the eye, his Evil Eye.

And every morning I went to his room, and with a warm, friendly voice I asked him how he had slept. He could not guess that every night, just at twelve, I looked in at him as he slept.

The eighth night I was more than usually careful as I opened the door. The hands of a clock move more quickly than did my hand. Never before had I felt so strongly my own power; I was now sure of success.

The old man was lying there not dreaming that I was at his door. Suddenly he moved in his bed. You may think I became afraid. But no. The darkness in his room was thick and black. I knew he could not see the opening of the door. I continued to push the door, slowly, softly. I put in my head. I put in my hand, with the covered light. Suddenly the old man sat straight up in bed and cried, "Who's there??!"

I stood quite still. For a whole hour I did not move. Nor did I hear him again lie down in his bed. He just sat there, listening. Then I heard a sound, a low cry of fear which escaped from the old man. Now I knew that he was sitting up in his bed, filled with fear; I knew that he knew that I was there. He did not see me there. He could not hear me there. He felt me there. Now he knew that Death was standing there.

Slowly, little by little, I lifted the cloth, until a small, small light escaped from under it to fall upon — to fall upon that vulture eye! It was open — wide, wide open, and my anger increased as it looked straight at me. I could not see the old man's face. Only that eye, that

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hard blue eye, and the blood in my body became like ice.

Have I not told you that my hearing had become unusually strong? Now I could hear a quick, low, soft sound, like the sound of a clock heard through a wall. It was the beating of the old man's heart. I tried to stand quietly. But the sound grew louder. The old man's fear must have been great indeed. And as the sound grew louder my anger became greater and more painful. But it was more than anger. In the quiet night, in the dark silence of the bedroom my anger became fear — for the heart was beating so loudly that I was sure some one must hear. The time had come! I rushed into the room, crying, "Die! Die!" The old man gave a loud cry of fear as I fell upon him and held the bedcovers tightly over his head. Still his heart was beating; but I smiled as I felt that success was near. For many minutes that heart continued to beat; but at last the beating stopped. The old man was dead. I took away the bedcovers and held my ear over his heart. There was no sound. Yes. He was dead! Dead as a stone. His eye would trouble me no more!



So I am mad, you say? You should have seen how careful I was to put the body where no one could find it. First I cut off the head, then the arms and the legs. I was careful not to let a single drop of blood fall on the floor. I pulled up three of the boards that formed the floor, and put the pieces of the body there. Then I put the boards down again, carefully, so carefully that no human eye could see that they had been moved.

As I finished this work I heard that someone was at the door. It was now four o'clock in the morning, but still dark. I had no fear, however, as I went down to open the door. Three men were at the door, three officers of the



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police. One of the neighbors had heard the old man's cry and had called the police; these three had come to ask questions and to search the house.

I asked the policemen to come in. The cry, I said, was my own, in a dream. The old man, I said, was away; he had gone to visit a friend in the country. I took them through the whole house, telling them to search it all, to search well. I led them finally into the old man's bedroom. As if playing a game with them I asked them to sit down and talk for a while.

My easy, quiet manner made the policemen believe my story. So they sat talking with me in a friendly way. But although I answered them in the same way, I soon wished that they would go. My head hurt and there was a strange sound in my ears. I talked more, and faster. The sound became clearer. And still they sat and talked.

Suddenly I knew that the sound was not in my ears, it was not just inside my head. At that moment I must have become quite white. I talked still faster and louder. And the sound, too, became louder. It was a quick, low, soft sound, like the sound of a clock heard through a wall, a sound I knew well. Louder it became, and louder. Why did the men not go? Louder, louder. I stood up and walked quickly around the room. I pushed my chair across the floor to make more noise, to cover that terrible sound. I talked even louder. And still the men sat and talked, and smiled. Was it possible that they could not hear??

No! They heard! I was certain of it. They knew! Now it was they who were playing a game with me. I was suffering more than I could bear, from their smiles, and from that sound. Louder, louder, louder! Suddenly I could bear it no longer. I pointed at the boards and cried, "Yes! Yes, I killed him. Pull up the boards and you shall see! I killed him. But why does his heart not stop beating?! Why does it not stop!?"



E. A. POE, THE TELL-TALE HEART

madman

vulture

fall upon

pull something to pieces

cloth

hands of a clock

cry of fear

anger

tightly

to trouble somebody

bedcover

police officers

manner

louder



FOLDABLE TENT FOR SELF-EVALUATION

I got it

I have a question

I need more help

