

**Subject group: English and Literature**

**Teacher: Tina Lešnik**

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**Subject: English MYP 1**

*Course outline*

<b>Unit Title</b>	<b>Unit 1: <i>Adaptation</i></b>	<b>Unit 2: <i>Puppetry</i></b>	<b>Unit 3: <i>Boy</i></b>	<b>Unit 4: <i>Poetry</i></b>
<b>Statement of Inquiry</b>	<b>Characters' interaction in different environments and adaptation influences their identity and relationships.</b>	<b>Creating a story and characters is achieved through developing structure and narrative of the performance.</b>	<b>Context shapes identities and influences points of view and perspectives.</b>	<b>Poetry along with its structure is a universal language of creation, expression and thought.</b>
<i>Global context</i>	Identities and relationships	Personal and cultural expression	Identities and relationships	Personal and cultural expression
<b>Inquiry into / Content</b>	Discussions and debates on customs, behaviour and stereotypes, analysing short stories, vocabulary study, onomatopoeia, compare and contrast essay, language workshops.	Script elements, genres, analysing drama scripts, writing a script based on a story and performing it, language workshops.	Autobiography/biography, life or Roald Dahl, impact of cultures and social environment, debate on corporal punishment, reading comprehension, vocabulary study, persuasive essay, language workshops.	Poetic elements, types of poetry and its history, analysing poems, expressing emotions through writing, writing poems, language workshops.
<b>ATL skills clusters</b>	I. Communication VI. Information literacy VIII. Critical thinking IX. Creative thinking	I. Communication II. Collaboration III. Organisation V. Reflection VI. Information literacy IX. Creative thinking	II. Collaboration skills VI. Information literacy VIII. Critical thinking IX. Creative thinking	II. Collaboration skills VI. Information literacy VIII. Critical thinking IX. Creative thinking

<b>International-Mindedness</b>	<b>We will meet poetry from different cultures and countries, as well as fairy tales, stories and oral traditions. We will get to know and compare school systems and routines around the world with our school.</b>
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Subject assessment criteria		Objectives	Max. level
<b>A</b>	<b>Analysing</b>	Analysing the content, context, language, techniques and style of texts, analysing the effect of the creator's choices on an audience; justifying opinions and ideas; evaluating similarities and differences across and within genres and texts.	<b>8</b>
<b>B</b>	<b>Organizing</b>	Using organizational structures that serve the context and intention; organizing opinions and ideas logically; using appropriate referencing and formatting tools.	<b>8</b>
<b>C</b>	<b>Producing text</b>	Producing texts with insight and imagination; selecting relevant details and examples to develop ideas; using appropriate style.	<b>8</b>
<b>D</b>	<b>Using language</b>	Using appropriate and varied vocabulary, sentence structures and forms of expression; writing and speaking in a register and style that serve the context and intention; using correct grammar, syntax and punctuation; spelling and pronouncing with accuracy; using appropriate non-verbal communication techniques.	<b>8</b>

Sources	Prentice Hall: Literature World Masterpieces, bilingual and monolingual dictionaries, Literature 6 Textbook, handouts, Boy: Tales of Childhood by Roald Dahl, various internet sources.
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**Leon Štukelj International School**  
Middle Years Programme  
School Year 2024-2025



**Subject group: MATHEMATICS**  
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**Subject: MATHEMATICS MYP 1**

### Course outline

<u><b>Unit Title</b></u>	<i>Unit 1: <b>PRIME TIME</b></i>	<i>Unit 2: <b>BITS AND PIECES</b></i>	<i>Unit 3: <b>COVERING AND SURROUNDING</b></i>
<b>Statement of Inquiry</b>  (Global context)	Using logic to develop various representation of number systems support us to organize and simplify daily life.  Personal and cultural expression	To compare quantities and examine relationships we adapted different representations.  Scientific and Technical Innovation	Measurements help us to form our immediate space.  Orientation in space and time

Content	<p>Understand development and application of different number systems</p> <p>Understand and apply number properties in Real number system</p> <p>Understand and apply the knowledge of factors, multiples, primes, composites, prime factorization; order of operations, distributive property, divisibility rules, estimation, exponents as a strategy in solving word problems</p> <p>Understand and create new numerical systems based on different values and symbols</p>	<p>Equivalent fractions, decimals, percent's</p> <p>Visualize FDP and their operations</p> <p>Order and compare FDP</p> <p>Convert FDP-understand relationship</p> <p>Estimate the sums, differences, products and quotients of FDP</p> <p>Solve real life problems involving FDP</p> <p>Develop and apply the appropriate method of computation, follow order of operation rules</p> <p>Select and apply different representations to compare quantities and examine relationships within real life context</p>	<p>Understand and apply the knowledge of points, lines, angles, polygons, triangles, quadrilaterals, units of measurement, scale, conversions in real life problem</p> <p>select and use appropriate tools to measure an object,</p> <p>Estimate measurements in standard and metric units, units conversions</p> <p>Area and perimeter relationships, area and perimeter of polygons, surface area and volume of rectangular prisms and capacity</p>
ATL skills clusters	<p>I. <u>Communication</u></p> <p>II. <u>Organization</u></p>	<p>V <u>Reflection</u></p> <p>VIII. <u>Critical-thinking</u></p> <p>X. <u>Transfer</u></p>	<p>IX. <u>Creative-thinking</u></p> <p>X. <u>Transfer</u></p>

International-Mindedness	<p><u>Numeration Systems</u>: from different civilizations</p> <p><u>Method of Operations</u>: different methods to adding, subtracting, dividing, multiplying from different countries</p> <p><u>Units</u>: Standard, Metric measurement systems</p> <p><u>Data</u>: <i>data for analyses used from all round the world</i></p>
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Subject assessment criteria		Objectives	Max. level
A	KNOWING AND UNDERSTANDING	<p>select appropriate mathematics when solving problems in both familiar and unfamiliar situations</p> <p>apply the selected mathematics successfully when solving problems</p> <p>solve problems correctly in a variety of contexts</p>	8
B	INVESTIGATING PATTERNS	<p>select and apply mathematical problem-solving techniques to discover complex patterns</p> <p>describe patterns as relationships and/or general rules consistent with findings</p> <p>verify and justify relationships and/or general rules</p>	8
C	COMMUNICATING	<p>use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations</p> <p>use appropriate forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models) to present information</p> <p>move between different forms of mathematical representation</p> <p>communicate complete and coherent mathematical lines of reasoning</p>	8

		organize information using a logical structure	
<b>D</b>	<b>APPLYING MATHEMATICS IN REAL-LIFE CONTEXTS</b>	identify relevant elements of authentic real-life situations select appropriate mathematical strategies when solving authentic real-life situations apply the selected mathematical strategies successfully to reach a solution explain the degree of accuracy of a solution describe whether a solution makes sense in the context of the authentic real-life situation	<b>8</b>

<b>Sources</b>	1. Vollmar, Haese and Humphries, Mathematics for the international students 6. Australia: Hease & Hariss Publications 2008 2. Gordon, Evans, Speed, Senior, Pearce, Maths Frameworking (1.1.-1.3.). UK: Collins 2014
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**Leon Štukelj International School Maribor**  
*Middle Years Programme*  
**School Year 2024 - 2025**

**Subject group: SCIENCES**  
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**Subject: SCIENCE MYP1**

*Course outline*

<u>Unit Title</u>	<b>Unit 1: Studying Science: Science skills and methods</b>	<b>Unit 2: Rocks and Minerals</b>	<b>Unit 3: Ourselves and Healthy Living</b>	<b>Unit 4: Human impact on resources in ecosystems</b>
<b>Statement of Inquiry</b>	By using distinctive tools and language, scientists interact with the world around them and thus cause changes over time.	The exploitation of the Earth's crust gives evidence of a constant change of rocks and minerals from one form to another.	Physical, emotional and social health contributes to efficient developmental changes and is evident in a balanced and healthy lifestyle.	Our decision towards the exploitation of natural resources has an impact on environmental changes.
<i>Global context</i>	<i>Scientific and technical innovation</i>	<i>Scientific and technical innovation</i>	<i>Identities and relationships</i>	<i>Globalization and sustainability</i>

<p>Inquiry into Content</p>	<p>Learn about science words' origins Identify and describe science branches Learn what science process skills are Identify sciences process skills and describe how they are applied to our daily life Analyse the work of a chosen scientist and evaluate its impact on our life Identify the tools that scientists use Know the scientific units of measurement (SI) Use (SI) in experimental work Learn how to analyse data and transform it into a graph form Learn about the Scientific Method</p>	<p>Define a mineral and a rock Distinguish between igneous, sedimentary and metamorphic rocks and their formation Explain metamorphism Discuss uses of rocks Identify rocks and minerals use in our life and evaluate their importance Describe the rock cycle and its connection to tectonic plates Understand formation of fossils Compare and contrast types of fossils Develop inquirer and thinker attributes of the IB Ip</p>	<p>Learn about the circulatory skeletal and muscular system Know requirements for a healthy teenage diet Analyse and evaluate various menus Design a healthy eating plan Understand why physical activity is important for general well-being Prepare individual fitness programme Discuss how harmful substances affect the body Know how to use refusal skills Learn about self-esteem and personality Understand connection between emotions and social interaction Develop caring and communicator attributes of the IB Ip</p>	<p>Define ecosystem, population, community, habitat, niche, biomes Understand importance of genetic diversity Identify food chains and webs Explain how energy pyramid functions Discuss competition for resources Compare and contrast relationships between organisms Analyse natural resources Evaluate human impact on natural resources Justify importance of conservation Develop thinker and caring attributes of the IB Ip</p>
<p>ATL skills clusters</p>	<p>VI. Media Literacy: locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media. I. Comm. skills: use appropriate form of written presentation and chose visual representation mode to orally share their work.</p>	<p>X. Creative-thinking skills: Create original works and ideas, use existing works and ideas in new ways; X. Transfer skills: Apply skills and knowledge in unfamiliar situations; Combine knowledge, understanding and skills to create your own product or solution.</p>	<p>VIII. Critical thinking skills: Propose and evaluate a variety of solutions IX. Creative-thinking skills: Apply existing knowledge to generate new ideas, products or processes</p>	<p><u>I.Communication</u> skills: Use appropriate forms of writing for different purposes and audiences, structure information in summaries, essays and reports. Research: VI: Information literacy skills: Make connections between various sources of information, collect and organize data to identify solutions and make informed decisions. X. Transfer skills: Inquire in different contexts to gain a different perspective. Make connections between subject groups and disciplines</p>

<b>International-Mindedness</b>	Scientists around the world use universal language to communicate efficiently. How is scientific work conditioned by culture of the country? Humans have biological adaptations just like all other organisms but they can also adapt to their environments behaviourally. What kinds of housing and clothing are used by various cultural or ethnic groups in different parts of the world?
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<b>Sources</b>	Science Insight: Exploring Living Things Go for Science! Environmental Science Science Exploration Discovery channel, youtube and other internet sources
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Subject assessment criteria		Objectives	Max. level
<b>A</b>	Knowing and understanding	Outline scientific knowledge Apply sc. Kn. And understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations Interpret information to make scientifically supported judgements	<b>8</b>
<b>B</b>	Inquiring and designing	Outline a problem or question to be tested by a scientific investigation Outline a testable prediction using scientific reasoning Outline how to manipulate the variables, and outline how sufficient, relevant data will be collected Design a logical, complete and safe method with appropriate materials and equipment	<b>8</b>
<b>C</b>	Processing and evaluating	Present collected and transformed data Interpret data and outline results using scientific reasoning Discuss the validity of a prediction based on the outcome of the scientific investigation Discuss the validity of the method Describe improvements or extensions to the method	<b>8</b>
<b>D</b>	Reflecting on the impacts of science	Summarize the ways in which science is applied and used to address a specific problem or issue Describe and summarize the implications of using science and its application in solving a specific problem or issue Apply communication modes effectively Document the work of others and sources of information used	<b>8</b>

**Leon Štukelj International School Maribor**  
*Middle Years Programme*  
**School Year 2024-2025**



**Subject group: Humanities**  
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**Subject: HUMANITIES MYP 1**

*Course outline*

<b><u>Unit Title</u></b>	<b><i>Unit 1: Introduction to Humanities and History</i></b>	<b><i>Unit 2: Early River Valley Civilizations</i></b>	<b><i>Unit 3: The Mediterranean Empires</i></b>	<b><i>Unit 4: Ancient Greece</i></b>
<b>Statement of Inquiry</b>	<b>The present is a sum of past choices.</b>	<b>A place for people's living and environment determines identity and culture.</b>	<b>Global interaction produces a desire for control over resources and power</b>	<b>Systems that are based on equity and choice can endure through history.</b>
<i>Global context</i>	<i>Orientation in time and space (students will do an inquiry into orientation in place and time and our personal histories).</i>	<i>Orientation in space and time (students will explore turning points in humankind and the relationships between individuals and civilizations)</i>	<i>Orientation in space and time (students will explore interaction, exchange and conflict between first Mediterranean kingdoms).</i>	<i>Fairness and development (students will do an inquiry about democracy, politics, government, civil society, inequality, rights, laws, justice, peace and conflict).</i>
<b>Inquiry into/content</b>	<ul style="list-style-type: none"> <li>• What is History? How do we learn about the past?</li> <li>• Timelines, Maps, Primary and Secondary Sources</li> </ul>	<ul style="list-style-type: none"> <li>• City States in Mesopotamia</li> <li>• Pyramids on the Nile</li> <li>• Planned cities on the Indus</li> <li>• River Dynasties in China</li> </ul>	<ul style="list-style-type: none"> <li>• The Phoenicians</li> <li>• The Hebrews</li> <li>• The Hittites</li> <li>• The Assyrians</li> </ul>	<ul style="list-style-type: none"> <li>• Myths, Religion, Gods</li> <li>• The Rise of Greek Civilisation</li> <li>• The Golden Age</li> <li>• The Persian War</li> <li>• Alexander the Great</li> </ul>
<b>ATL skills clusters</b>	VIII. Critical-thinking skills	I. Communication III. Organization VI. Information literacy VII. Media literacy V. Reflection skills	III. Organization VIII. Critical-thinking skills	I. Communication III. Organization VI. Information literacy VII. Media literacy V. Reflection skills

Subject assessment criteria		Objectives	Max. level
<b>A</b>	<b>Knowing and understanding</b>	A1 use vocabulary in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.	<b>8</b>
<b>B</b>	<b>Investigating</b>	B1 explain the choice of a research question B2 follow an action plan to explore a research question B3 collect and record relevant information consistent with the research question B4 reflect on the research process and results.	<b>8</b>
<b>C</b>	<b>Communicating</b>	C1 communicate information and ideas with clarity C2 organize information and ideas effectively for the task C3 list sources of information in a way that follows the task instructions.	<b>8</b>
<b>D</b>	<b>Thinking critically</b>	D1 identify the main points of ideas, events, visual representation or arguments D2 use information to give an opinion D3 identify and analyse a range of sources/data in terms of origin and purpose D4 identify different views and their implications.	<b>8</b>



**Leon Štukelj International School Maribor**  
*Middle Years Programme*  
**School Year 2024-2025**



**Subject group:** Arts  
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**Subject:** VISUAL ARTS MYP 1

*Course outline*

Unit Title	Unit 1: Elements of art	Unit 2: Visual communication and visual transformation
Statement of Inquiry	Ingenious artistic experimentation can give rise to unique and beautiful creations	A change of artistic presentations created new genres and identities.
<i>(Global context)</i>	<i>Personal and cultural expression</i>	<i>Identities and relationships</i>
Inquiry into/content	Visual art areas, visual elements, drawing, painting, printmaking, Motifs in visual artworks	Graphic design, product design, architecture
ATL skills clusters	Thinking skills, Social skills, Self-management skills	Communication skills, Self-management skills, Research skills

International-Mindedness	Designing, creating global narratives.
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Subject assessment criteria	Objectives	Max. level
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<b>A</b>	<b>Knowing and understanding</b>	i. demonstrate awareness of the art form studied, including the use of appropriate language ii. demonstrate awareness of the relationship between the art form and its context iii. demonstrate awareness of the links between the knowledge acquired and artwork created.	<b>8</b>
<b>B</b>	<b>Developing skills</b>	i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art.	<b>8</b>
<b>C</b>	<b>Thinking creatively</b>	i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas	<b>8</b>
<b>D</b>	<b>Responding</b>	i. identify connections between art forms, art and context, or art and prior learning ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.	<b>8</b>

<b>Sources</b>	Folco, J. , Neil, R. (1995). Art & Design standard grade. St. Andrews: Leckie & Leckie. National Gallery of Art. The Elements of Art. <a href="http://www.nga.gov/education/teachers/lessons-activities/elements-of-art.html">www.nga.gov/education/teachers/lessons-activities/elements-of-art.html</a> . Patel, N., Banka, R. (2021). Visual arts companion for IB Middle Years Programme. Singapore: Notion Press Media. PBS Learning Media. Elements of Art. <a href="https://www.pbslearningmedia.org/collection/elements-of-art/">https://www.pbslearningmedia.org/collection/elements-of-art/</a> . The Getty Museum. Elements of Art. <a href="http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html">www.getty.edu/education/teachers/building_lessons/formal_analysis.html</a> . YouTube. Videos for elements of art introduction: <a href="https://www.youtube.com/results?search_query=Elements+of+art...defined!+1%3A32">www.youtube.com/results?search_query=Elements+of+art...defined!+1%3A32</a>
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**Leon Štukelj International School Maribor**  
*Middle Years Programme*  
**School Year 2024-2025**



**Subject group: PERFORMING ARTS**  
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**Subject: THEATRE MYP 1**

*Course outline*

<u><b>Unit Title</b></u>	<b>Unit 1: Practical Performance</b>	<b>Unit 2: Identity and Self-discovery</b>
<b>Statement of Inquiry</b>  (Global context)	The choices made in performance elements and techniques can effectively communicate and shape the interpretation of themes and ideas.  <i>Personal and Cultural Expression</i>	The exploration of personal and cultural identity through various forms of expression can reveal insights into the process of self-discovery and individual growth.  <i>Identities and Relationships</i>
Inquiry into / Content	Analysis of performance elements; themes interpretations; evaluation of choices	Investigating identity; exploring expression; reflect on growth
ATL skills clusters	I. Communication II. Collaboration VI. Information literacy VIII. Critical thinking IX. Creative thinking X. Transfer	I. Communication II. Collaboration VIII. Critical thinking IX. Creative thinking X. Transfer

<b>International-Mindedness</b>	Creating personal narratives, analysing characters in literature or drama, and reflecting on students' own experiences and cultural influences.
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<b>Subject assessment criteria</b>		<b>Objectives</b>	<b>Max. level</b>
<b>A</b>	<b>Knowledge and understanding</b>	i. demonstrate awareness of the art form studied, including the use of appropriate language ii. demonstrate awareness of the relationship between the art form and its context iii. demonstrate awareness of the links between the knowledge acquired and artwork created.	<b>8</b>

<b>B</b>	<b>Developing skills</b>	i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art.	<b>8</b>
<b>C</b>	<b>Thinking creatively</b>	i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas	<b>8</b>
<b>D</b>	<b>Responding</b>	i. identify connections between art forms, art and context, or art and prior learning ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.	<b>8</b>

<b>Sources</b>	Literature and online sources on theatre, drama, character development. The chosen play – background research, character development. Videos (YouTube, etc.), guest speakers, previous plays – an analysis.
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**Leon Štukelj International School Maribor**  
*Middle Years Programme*  
**School Year 2024-2025**



**Subject group: ARTS**  
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**Subject: MUSIC MYP 1**

*Course outline*

<u>Unit Title</u>	<b>Unit 1: Rhythm</b>	<b>Unit 2: Timbre</b>
<b>Statement of Inquiry</b>  <i>(Global context)</i>	<b>Communication and the process of artistic creation lead to self-discovery.</b>  <i>Identities and Relationships</i>	<b>Voice and expression change in different situations.</b>  <i>Personal and cultural expression</i>

<b>Inquiry into / Content</b>	Whole, half, dotted half, quarter, eighth notes and equivalent rests Meter Rhythm patterns Time signatures Syncopation	Vocal ranges The families of instruments Brass instruments Woodwind instruments Percussion instruments String instruments Tone colour differences
<b>ATL skills clusters</b>	Communication skills, Thinking skills, Self-management skills	Communication skills, Thinking skills, Self-management skills

<b>International-Mindedness</b>	<b>What part does music play in a changing culture? Can expressing yourself help you keep in touch with how you are feeling?</b>
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<b>Subject assessment criteria</b>		<b>Objectives</b>	<b>Max. level</b>
<b>A</b>	<b>Knowing and understanding</b>	Demonstrate awareness of rhythm and notation, including the use of musical terminology, demonstrate awareness of the relationship between music and its context.	<b>8</b>
<b>B</b>	<b>Developing skills</b>	Demonstrate a level of acquisition and development of some of the skills and techniques in creation of music, demonstrate the application of skills and techniques to create and/or present art.	<b>8</b>
<b>C</b>	<b>Thinking creatively</b>	Develop an imaginative and clear musical composition, demonstrate the exploration of ideas (to the point of realization).	<b>8</b>
<b>D</b>	<b>Responding</b>	Identify connections between art forms, art and context, or art and prior learning, recognise that the world contains inspiration or influence for art, evaluate certain elements or principles of artwork.	<b>8</b>

<b>Sources</b>	<ul style="list-style-type: none"> <li>- S.B.Ginn: Music Connection 6, and selected other books</li> <li>- Online webpages (google.com; Wikipedia.com; etc.)</li> <li>- Worksheets on Music process skills</li> <li>- Different classroom and musical instruments</li> </ul>
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**Leon Štukelj International School Maribor**  
*Middle Years Programme*  
**School Year 2024-2025**

**Subject group: DESIGN**  
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**Subject: DESIGN MYP 1**

*Course outline*

Unit Title	Unit 1: Sustainable Wooden Toys	Unit 2: Introduction to Robotics with VEX IQ	Unit 3: Blast Off! Exploring Water Rockets
<b>Statement of Inquiry</b>	<b>Sustainable design in wooden toy production can promote environmental consciousness while maintaining functionality and appeal.</b>	<b>Understanding the basic components and functions of robotic systems can inspire innovation in solving everyday problems.</b>	<b>Exploring simple systems like water rockets helps us understand how energy changes can create movement.</b>
<b>Global context</b>	<i>Globalisation and Sustainability</i>	<i>Scientific and Technical Innovation</i>	<i>Scientific and Technical Innovation</i>
<b>Inquiry into/content</b>	<p>What types of sustainable wood are suitable for toy making?</p> <p>What are the basic woodworking techniques used in toy production? How can we balance aesthetics and functionality in toy design? In what ways does sustainable toy production impact the environment?</p> <p>To what extent should sustainability compromise the design of toys? Are wooden toys superior to plastic toys in terms of sustainability and child development?</p>	<p>What are the key components of a VEX IQ robot? How do basic mechanical systems work in robotics? How do mechanical components contribute to the overall function of a robot? In what ways can robotics be applied to solve everyday problems?</p> <p>Should robots be integrated into everyday life for all tasks? To what extent can robotics replace human labour?</p>	<p>What are the main parts of a water rocket? How does a water rocket work? How does changing the amount of water in the rocket affect how it flies? Why is the shape of the rocket important? Are water rockets a good way to learn about real rockets? How can playing with water rockets help us solve real-world problems?</p>
<b>ATL skills clusters</b>	Social, research, thinking, communication skills	Social, research, self-management, thinking, communication skills	Social, research, self-management, thinking skills

<b>International-Mindedness</b>	<b>Gaining a new perspective and attending to differences.</b>
<b>Sources</b>	<p>Unit1:</p> <p>Sustainable wood materials</p> <p>Woodworking tools suitable for beginners</p> <p>Safety equipment (goggles, gloves, etc.)</p> <p>Design software for 3D modeling</p> <p>Books and online resources on sustainable toy design</p> <p>Unit 2:</p> <p>VEX IQ robot kits</p> <p>VEXcode IQ Blocks software</p> <p>Computers/tablets for programming</p> <p>Online tutorials and resources on VEX IQ robotics</p> <p>Design thinking materials (sticky notes, markers, etc.)</p> <p>Reference books on basic robotics and engineering</p> <p>Unit 3:</p> <p>Simple water rocket kits or materials (plastic bottles, cardboard)</p> <p>Bicycle pumps for launching</p> <p>Safety goggles</p> <p>Measuring tapes</p> <p>Stopwatches or smartphone timers</p> <p>Colorful materials for decorating rockets</p> <p>Picture books about rockets and space</p>

Subject assessment criteria		Objectives	Max. level
A	<b>Inquiring and analysing</b>	<p>Unit 1:</p> <p>i. explain and justify the need for sustainable wooden toys</p> <p>ii. construct a research plan to explore sustainable wood sources and toy designs</p> <p>iii. analyse existing sustainable wooden toys for inspiration</p> <p>iv. develop a design brief for a sustainable wooden toy</p> <p>Unit 2:</p> <p>i. explain and justify the need for a solution to a problem</p>	8

		<ul style="list-style-type: none"> <li>ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem</li> <li>iii. analyze a group of similar products that inspire a solution to the problem</li> <li>iv. develop a design brief, which presents the analysis of relevant research</li> </ul> <p>Unit 3:</p> <ul style="list-style-type: none"> <li>i. explain why we study water rockets</li> <li>ii. describe the basic science behind water rockets</li> </ul>	
<b>B</b>	<b>Developing ideas</b>	<p>Unit 1:</p> <ul style="list-style-type: none"> <li>i. develop design specifications for a sustainable wooden toy</li> <li>ii. present a range of toy design ideas</li> <li>iii. present the chosen toy design and justify its selection</li> <li>iv. develop accurate planning drawings for the chosen toy design</li> </ul> <p>Unit 2:</p> <ul style="list-style-type: none"> <li>i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected</li> <li>ii. present a range of feasible design ideas, which can be correctly interpreted by others</li> <li>iii. present the chosen design and outline the reasons for its selection</li> <li>iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution</li> </ul> <p>Unit 3:</p> <ul style="list-style-type: none"> <li>i. create a simple design for a water rocket</li> <li>ii. make a plan to test how well the rocket flies</li> </ul>	<b>8</b>
<b>C</b>	<b>Creating the solution</b>	<p>Unit 1:</p> <ul style="list-style-type: none"> <li>i. construct a logical plan for creating the wooden toy</li> <li>ii. demonstrate woodworking skills when making the toy</li> <li>iii. follow the plan to create the toy, ensuring it functions as intended</li> <li>iv. explain any modifications made during the creation process</li> </ul> <p>Unit 2:</p> <ul style="list-style-type: none"> <li>i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</li> <li>ii. demonstrate excellent technical skills when making the solution</li> <li>iii. follow the plan to create the solution, which functions as intended</li> <li>iv. explain changes made to the chosen design and plan when making the solution</li> </ul> <p>Unit 3:</p> <ul style="list-style-type: none"> <li>i. collect data from rocket launches</li> <li>ii. interpret the data to see what makes a good rocket</li> </ul>	<b>8</b>



<b>D</b>	<b>Evaluating</b>	<p><b>Unit 1:</b></p> <ul style="list-style-type: none"> <li>i. describe testing methods to evaluate the toy's success</li> <li>ii. explain how well the toy meets the design specifications</li> <li>iii. describe potential improvements to the toy</li> <li>iv. explain the impact of the sustainable wooden toy on children and the environment</li> </ul> <p><b>Unit 2:</b></p> <ul style="list-style-type: none"> <li>i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution</li> <li>ii. explain the success of the solution against the design specification</li> <li>iii. describe how the solution could be improved</li> <li>iv. explain the impact of the solution on the client/target audience</li> </ul> <p><b>Unit 3:</b></p> <ul style="list-style-type: none"> <li>i. explain how water rockets relate to real-world science</li> <li>ii. discuss how rockets have changed the way we live</li> <li>i. explain how water rockets relate to real-world science</li> <li>ii. discuss how rockets have changed the way we live</li> </ul>	<b>8</b>
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**Leon Štukelj International School Maribor**  
*Middle Years Programme*  
**School Year 2024-2025**



**Subject group: PHYSICAL EDUCATION**

**Teacher: Blaž Bezjak**

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**Subject: PHE MYP 1**

*Course outline*

<b><u>Unit Title</u></b>	<b><i>Unit 1: ATHLETICS</i></b>	<b><i>Unit 2: VOLLEYBALL</i></b>	<b><i>Unit 3: BASKETBALL</i></b>	<b><i>Unit 4: DANCE</i></b>	<b><i>Unit 5: GYMNASTICS</i></b>	<b><i>Unit 6: SPORTSMANSHIP</i></b>
<b>Statement of Inquiry</b>	<b>Through balance our</b>	<b>Developing responsive movement patterns and</b>	<b>Communication and interaction can contribute to increased human</b>	<b>The creation of movement in space is influenced by</b>	<b>Performers respond and adapt to changing</b>	<b>Fair play and sportsmanship help a game to function.</b>

	<b>health and well-being changes.</b>	<b>maintaining positional balance requires team communication</b>	<b>capability and development.</b>	<b>relationships between different perspectives.</b>	<b>movement patterns, challenges and situations to create a final product.</b>	
<i>Global context</i>	<i>Identities and relationships</i>	<i>Identities and relationships</i>	<i>Fairness and development</i>	<i>Personal and cultural expression</i>	<i>Personal and cultural expression</i>	<i>Identities and relationships</i>
<b>Inquiry into/content</b>	<p>Short distance running Long distance running 60 meters 600 meters, 1000 meters</p> <p>Measuring heart rate at running events - optimum heart rate, determine target heart rate</p> <p>Presenting balanced physical workout Talking about stamina and endurance</p>	<p>Understanding of standard volleyball technique, tactics and plays:</p> <p>SET PASS FOREARM PASS LOWER SERVE ROTATIONS IN GAME PLAY 3:3</p>	<p>Rules of basketball – basketball rules test</p> <p>Understanding of standard basketball technique (dribbling, passing, shooting), tactics (attack) and a game play</p> <p>Ongoing discussion of each performance (in pairs) and other possibilities for it.</p>	<p>Choreograph a dance (group work)</p> <p>Participation in different dance styles (SPORTS DAY)</p>	<p>Students help each other practice gymnastic elements: roll forward, backward, handstand, cartwheel, candle, bird, turns, jumps...</p> <p>Students compose a sequence that needs to include at least 4 basic gymnastic elements, 2 balance elements and dance elements they work in a small group and give each other feedback.</p>	<p>Understanding of standard floorball technique and tactics and plays:</p> <p>(Floorball polygon, working in pairs, <b>shutting from different positions, game 5:5</b>)</p> <p>Get to know different sports</p> <p>(football, ball games)</p> <p>Promoting fair play to younger students</p> <p>Collapsed day: Sportsmanship (get to know different sports)</p>
<b>ATL skills clusters</b>	Communication (communication skills)	<p>Social (collaboration skills)</p> <p>Self – management (Affective skills)</p>	Communication (communication skills)	Communication (communication skills)	Thinking (Transfer skills)	Communication (communication skills)

	Self-management /Affective skills)		Social (collaboration skills)	Social (Collaboration skills)	Social (collaboration skills)	Social (Collaborating skills)
	Self – management (Reflection skills)		Thinking (critical thinking skills)	Thinking (Creative thinking skills)	Self-management (Affective skills)	

<b>International-Mindedness</b>	<ul style="list-style-type: none"> <li>• <b>Share a game or dance from your country?</b></li> <li>• <b>What national sports are popular in Slovenia?</b></li> <li>• <b>Find a country where P.E. is taught differently than in Slovenia?</b></li> <li>• <b>Dance in different countries; differences and similarities</b></li> </ul>
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Subject assessment Criteria		Max. level
<b>A Knowing and understanding</b>	i. explain physical health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding	Maximum 8
<b>B Planning for performance</b>	i. design, explain and justify plans to improve physical performance and health ii. analyse and evaluate the effectiveness of a plan based on the outcome.	Maximum 8
<b>C Applying and performing</b>	i. demonstrate and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and movement concepts iii. analyse and apply information to perform effectively.	Maximum 8
<b>D Reflecting and improving performance</b>	i. explain and demonstrate strategies that enhance interpersonal skills ii. develop goals and apply strategies to enhance performance iii. analyse and evaluate performance.	Maximum 8

Sources	<ul style="list-style-type: none"> <li>• Athletics events (video - YouTube)</li> <li>• clue pictures – different athletic events</li> <li>• PE lessons</li> <li>• books– Atletski praktikum, Atletika</li> <li>• dictionaries – for athletics language (words)</li> <li>• World web - en.wikipedia.org/wiki/Athletics_(sport), www.iaaf.orgAthletics events (videos)</li> </ul>
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**Leon Štukelj International School Maribor**  
*Middle Years Programme*  
**School Year 2024-2025**



**Subject group: HOMEROOM LESSON**

**Teacher: Jure Urekar**

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**Subject: HOMEROOM MYP 1**

*Course outline*

Unit Title	Unit 1 <b><u>Bouncing back</u></b>	Unit 2 <b><u>Research project</u></b>	Unit 3 <b><u>The art of communication</u></b>
Statement of Inquiry	Overcoming challenges sometimes requires thinking in <b>new ways</b> .	An effective investigation requires a <b>systematic</b> approach to information gathering, collation, analysis and evaluation.	People have the same feelings all over the world, but <b>communicate</b> them in different ways.
Global context	<i>Identities and relationships</i>	<i>Scientific and technical innovations</i>	<i>Personal and cultural expression</i>
Inquiry into / Content	<ul style="list-style-type: none"> <li>• What is mindfulness?</li> <li>• How can we practice focus and concentration to overcome distractions?</li> <li>• What strategies help reduce stress and anxiety?</li> <li>• How can I “bounce back” after adversity, mistakes and failures?</li> <li>• How can I manage my time and tasks effectively?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the research project connect to real life?</li> <li>• How do I know which resources fit my needs?</li> <li>• How do I know my information is reliable (accurate, unbiased, current, and appropriate)?</li> <li>• How do I know when I have enough information to answer my question thoroughly?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we listen actively?</li> <li>• What is empathy?</li> <li>• How can I manage my emotions?</li> <li>• What strategies help overcome impulsiveness and anger?</li> <li>• How can we resolve conflicts and build consensus?</li> </ul>

<b>ATL skills</b>	SELF-MANAGEMENT (Affective) SELF-MANAGEMENT (Organisation)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION	SELF-MANAGEMENT (Affective) SOCIAL (Collaboration)
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## SOURCES:

<b>UNIT 1:</b>  1. Siegel, Daniel J. <i>Brainstorm: the Power and Purpose of the Teenage Brain</i> . Langara College, 2017. 2. Snel, Eline. <i>Sitting Still like a Frog: Mindfulness Exercises for Kids (and Their Parents)</i> . Shambhala, 2013. 3. <i>The MindUp Curriculum. Brain-Focused Strategies for Learning-and Living</i> . Scholastic, 2011.	<b>UNIT 2:</b>  Research project journal (in-school source)	<b>UNIT 3:</b>  1. Picture books (with messages relating to managing the state of mind) 2. Plummer, Deborah. <i>Anger Management Games for Children</i> . Jessica Kingsley Publishers, 2008. 3. <a href="https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf">https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf</a>
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**Leon Štukelj International School Maribor**  
Middle Years Programme  
School Year 2024 - 2025



**Subject: APPROACHES TO LEARNING**

**Teacher: Tina Lešnik**

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**Subject: ATL MYP 1**

*Course outline*

<u>Unit Title</u>	Unit 1 <u>Making the most out of your time</u>	Unit 2 <u>Research project</u>	Unit 3 <u>Win-win negotiation</u>
<u>Statement of Inquiry</u>	<b>Development</b> of time management and organisational skills increases productivity and efficiency.	New information may result in a new idea or a <b>change</b> of stance.	Willingness to communicate and effective negotiation enhances <b>relationships</b> .

<b><u>Inquiry into / Content</u></b>	<ul style="list-style-type: none"> <li>• What tools and strategies can you use to plan your week?</li> <li>• How can you manage time to meet deadlines?</li> <li>• Which planning strategies will help me take action to achieve personal and academic goals?</li> <li>• What strategies can I use to organise complex information?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the research project connect to real life?</li> <li>• How do I know my information is reliable (accurate, unbiased, current, and appropriate)?</li> <li>• How do I know when I have enough information to answer my question thoroughly?</li> <li>• How does the organisation of information impact the effectiveness of its communication?</li> <li>• How does new information influence how I think and act?</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean “to negotiate”?</li> <li>• What are some negotiation myths?</li> <li>• What are the elements of successful negotiation?</li> <li>• Why should we negotiate?</li> <li>• What is the difference between negotiating, compromising and building consensus?</li> <li>• Which skills are needed to be persuasive?</li> <li>• How do I negotiate effectively?</li> <li>• How do we bridge the culture gap?</li> </ul>
<b><u>ATL skills</u></b>	SELF-MANAGEMENT (Organization) THINKING (Creative)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION	THINKING (Critical thinking)

## SOURCES:

<b>UNIT 1:</b>  Tracy, Brian. <i>Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time</i> . Berrett-Koehler Publishers, Inc., 2017.	<b>UNIT 2:</b>  Research project journal (in-school source)	<b>UNIT 3:</b> 1) Mary Glasgow Magazines: Choices 2) Sources on negotiation and conflict management (e.g. <a href="https://ocw.mit.edu/courses/sloan-school-of-management/15-667-negotiation-and-conflict-management-spring-2001/lecture-notes/">https://ocw.mit.edu/courses/sloan-school-of-management/15-667-negotiation-and-conflict-management-spring-2001/lecture-notes/</a> )
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