

Subject group: Language and Literature Teacher: Tina Lešnik Email: tina.lesnik@os-leon.si

Course outline

<u>Unit Title</u>	Unit 1: Unfairness	Unit 2: Ancient Rome Interdisciplinary unit (English + History)	Unit 3: The Whale Rider	Unit 4: The Hitchhiker/Fool's Paradise
Statement of Inquiry	Awareness of context and different perspectives eliminates unfair prejudice.	Literature is a reflection of a civilization and its culture.	There is a strong connection between past events, relationships as well as the characters' future identity.	Different people in different contexts have different perspectives, views and opinions.
(Global context)	(Fairness and development)	(Orientation in space and time)	(Identities and relationships)	(Identities and relationships)
Inquiry into / Content	Unfair treatment, discrimination, analysing short stories and articles, discussions and debates, response to literature essay, language workshops.	Ancient Roman times, text analysis, reading comprehension, elements of a screenplay, vocabulary study, creative writing, language workshops.	Cultural and historical background of New Zealand – Maori culture, novel study, reading comprehension, narrative writing, language workshops.	Reading comprehension, different perspectives, text elements, explanatory writing, language workshops.
ATL skills clusters	II. CollaborationV. ReflectionVI. Information literacyVIII. Critical thinkingIX. Creative thinking	VIII. Critical thinking IX. Creative thinking	I. Communication II. Collaboration III. Organisation VI. Information literacy VIII. Critical thinking IX. Creative thinking	I. Communication II. Collaboration VI. Information literacy VIII. Critical thinking IX. Creative thinking

International-Mindedness	Exploring various English accents around the world, exploring culture and history of New Zealand, important
	poets and authors of students' home countries, etc.

Subject: English MYP2

Subject assessment criteria		Objectives	Max. level	
A	Analysing	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.	1 8	
В	Organizing	Using organizational structures that serve the context and intention; organizing opinions and ideas logically; using appropriate referencing and formatting tools.	8	
С	Producing text	Producing texts with insight and imagination; selecting relevant details and examples to develop ideas; using appropriate style.	8	
D	Using language	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.	8	

Interdisciplinary unit			
Subject assessment criteria		Objectives	Max. level
Α	Disciplinary grounding	Demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.	8
В	Synthesizing	Synthesizing disciplinary knowledge to demonstrate interdisciplinary understanding.	8
С	Communicating	Use appropriate strategies to communicate interdisciplinary understanding effectively; document sources.	8
D	Reflecting	Reflecting on yourself as a disciplinary and interdisciplinary student; explaining the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.	8

Sources	Prentice Hall: Literature World Masterpieces, books for sustained silent reading, handouts, magazines, bilingual and
	monolingual dictionaries, online sources, The Whale Rider by Witi Ihimaera etc.



Subject: MATHEMATICS

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

Subject group: Mathematics MYP2 Teacher: Sabina Petek Email: sabina.petek97@gmail.com

Unit Title	Unit 1:	Unit 2:	Unit 3:	Unit 4:
	Form and sustainability	Optimist or pessimist	Comparing and scaling	What do you expect?
Statement of Inquiry	Form helps us represent and build sustainable constructions that change local and global environments.	Communication with positive and negative numbers models, besides mathematical concepts, also quantity, feelings, and value.	Using different representations to compare quantities and examine relationships can help us make informed decisions.	Logical analysis of situations, with models, can help us represent situations and generalize whether fairness is present or not.
(Global context)				

	Globalization and sustainability	Personal and cultural expression	Scientific and technical innovation	Fairness and development
Learning objectives	Understand and apply knowledge of two dimensional geometry polygons, measurement of angles, angle sum of polygons, conditions for unique triangle, parallel lines and transversals in different contexts. Understand and apply knowledge of similarity enlarging a figure, effect of scale factors on perimeter and area, coordinate rules, ratios between and within similar figures; using similarity to find measures in different contexts.	Understand and apply knowledge of integers and rational numbers: addition, subtraction, multiplication and division of rational numbers, absolute value, opposites, order of operations, distributive property in different contexts. Understand and apply negative and positive exponents and laws. Understand and apply scientific notation.	Understand and apply the knowledge of Ratios, Rates, Percent, Proportions, unit rate, rate tables, constant of proportionality, solving proportions, Inc. mark-ups, discounts, commission, measurement, conversion in different contexts.	Understand and apply the knowledge of Probability and Expected Value: Probability models, experimental and theoretical probability, analysis of compound events in different contexts.
ATL skills clusters	V: Collaboration IX. Creative-thinking:	I. <u>Communication</u> II. <u>Organization</u>	VIII. Critical-thinking I. Communication	VIII. Critical-thinking VII. Media literacy

International-	Famous mathematical games: important mathematical games from their countries.
Mindedness	The language of mathematics: universal symbolic language used all around the world, same rules
	Numeration Systems and Units: from different countries.

Subject assessment criteria	Objectives	Max.
		level

A	KNOWING AND UNDERSTANDING	select appropriate mathematics when solving problems in both familiar and unfamiliar situations apply the selected mathematics successfully when solving problems solve problems correctly in a variety of contexts	
В	INVESTIGATING PATTERNS	select and apply mathematical problem-solving techniques to discover complex patterns describe patterns as relationships and/or general rules consistent with findings verify and justify relationships and/or general rules	
С	COMMUNICATING	use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations use appropriate forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models) to present information move between different forms of mathematical representation communicate complete and coherent mathematical lines of reasoning organize information using a logical structure	8
D	APPLYING MATHEMATICS IN REAL-LIFE CONTEXTS	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	8

Sources	 Vollmar, Haese and Humphries, Mathematics for the international students 7. Australia: Hease & Hariss Publications 2008 Gordon, Evans, Speed, Senior, Pearce, Maths Frameworking (2.12.3.). UK: Collins 2014



Subject: BIOLOGY MYP2

Subject group: SCIENCES Teacher: Jure Urekar Email: jure.urekar@gmail.com

Unit Title	Unit 1: Living versus dead or non-living things	Unit 2: Cell Structure and Function

Statement of Inquiry	In the natural world, organisms as living and their environment as non-living, interact and represent a functional organic system.	Cell is the basic unit of a form and function in all living things which carries out life processes.
(Global context)	Scientific and technical innovation	Scientific and technical innovation
Inquiry into / Content	Describe spontaneous generation theory Discuss Francesco Redi and Louis Pasteur and their contribution to the world Identify characteristics of living things Discuss needs of living things Analyse main classification groups (Bacteria, Fungi, Plants, Vertebrates, Invertebrates) Use Identifying Keys and Field Guides Develop inquirer and communicator attributes of the IB lp	Describe a development of the cell theory and microcope invention Identify parts of a microscope Use a microscope to observe cells Research on Robert Hooke, Anton van Leeuwenhoek Mathias Schleiden and Theodor Schwann Compare and contrast parts of cell and their functions Discuss cell processes: diffusion, osmosis and active Transport Design an experiment to show osmosis process Develop inquirer and caring attributes of the IB lp
ATL skills clusters	 I. Communication skills: Structure information in summaries, essays and reports. IX. 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. 	IX.Thinking: Creativity and Innovation: Use brainstorming and mind mapping to generate new ideas and inquiries, Make guesses and generate testable hypotheses, Apply existing knowledge to generate new ideas, products or processes, Use visible thinking stategies and techniques, Propose metaphors and analogies.

International-	Scientists around the world use common language and modes of expression to effectively communicate their research and
Mindedness	findings.

Sources	Science Insight: Exploring Living Things
	Science Insight: Exploring Energy and Matter
	Co-ordinated Science: Biology, Chemistry
	Discovery channel, youtube and other internet sources

Subject assessment criteria	Objectives	Max. level
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A	Knowing and understanding	Describe scientific knowledge Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations Analyse information to make scientifically supported judgments	8
В	Inquiring and designing	Describe a problem or question to be tested by a scientific investigation Outline and explain a testable hypothesis using correct scientific reasoning Describe how to manipulate the variables, and describe how sufficient, relevant data will be collected Design a logical, complete and safe method in which he or she selects appropriate materials and equipment	8
С	Processing and evaluating	Correctly collect, organize, transform and present data in numerical and/or visual forms Accurately interpret data and describe results using correct scientific reasoning Discuss the validity of a hypothesis based on the outcome of a scientific investigation Discuss the validity of the method based on the outcome of a scientific investigation Describe improvements or extensions to the method that would benefit the scientific investigation.	8
D	Reflecting on the impacts of science	Describe the ways in which science is applied and used to address a specific problem or issue Discuss and analyse the implications of using science and its application to solve a specific problem or issue, interacting with a factor Consistently apply scientific language to communicate understanding clearly and precisely Document sources completely.	8

Subject group: Sciences Teacher: Sabina Petek Email: sabina.petek97@gmail.com

Subject: Physics MYP2

Unit Title	Unit 1: Measuring with Scientific Units	Unit 2: Forces, Energy and power	Unit 3: Pressure
Statement of Inquiry	Scientific systems define structures and order in our environment.	To satisfy our energy needs humans must learn how to harvest, transform and control energy.	Relationships in sciences indicate the connections among variables through observation or experimentation in different environments.
			Scientific and technical innovation



Global context	Scientific and technical innovation	Scientific and technical innovation	
Inquiry into/content	Scientific units of measurement, Graphing, Converting units, Scientific notation, Practice problem solving, Prefixes for conversion, Science process skills, Density	Measuring mass, Measuring, drawing forces, Gravity, Forces are measured in newton's and the device for measuring is a newton meter, Describe the conditions which must be met to do work, Distinguish between work and power, Calculate work and power, Interpret data from a sample el. bill, Problem solving, Name and describe 5 forms of energy,	Everyday examples of where we use increased pressure and examples of reduced pressure. Calculating pressure of solids. The unit of pressure Pascal and converting it to different units Distinguish between mass and weight. Pressure in liquids depends on depth and density. Calculate pressure in liquids. Floating and sinking. Atmospheric pressure activities
ATL skills clusters	Communication Self-Management Research Transfer Thinking Reflection	Communication Organisation skills Information literacy skills	Communication Social Self-Management Reflection skills Research Thinking

International-	GAINING A NEW PERSPECTIVE AND ATTENDING TO DIFFERENCE.
Mindedness	

Subject assessment criteria		Objectives	
Α	Knowing and Understanding	 Outline scientific knowledge Apply scientific knowledge and understanding to solve problems set in familiar situations and suggest situations to problems set in unfamiliar situations Interpret information to make scientifically supported judgments. 	8
В	Inquiring and designing	 Outline an appropriate problem or research question to be tested by a scientific investigation Outline a testable prediction using scientific reasoning Outline how to manipulate the variables, and outline how data will be collected. Design scientific investigation 	8
С	Processing and Evaluating	 present collect and transform data interpret data and describe results using scientific reasoning Discuss the validity of the method 	8

		 Describe improvements or extensions to the method 	
D	Reflecting on the impact of science	 explain the ways in which science is applied and used to address a specific problem discuss the various implications of the use of science and its application in solving a specific problem or issue apply communication modes effectively 	8

Sources	Internet:
	 <u>http://www.batesville.k12.in.us/physics/apphynet/Measurement/Measurement_Intro.htm</u>
	 https://en.wikipedia.org/wiki/International_System_of_Units
	 https://en.wikipedia.org/wiki/Imperial_units
	 http://www.nuffieldfoundation.org/practical-physics/measuring-density
	 https://en.wikipedia.org/wiki/Dialogue_Concerning_the_Two_Chief_World_Systems
	 <u>http://www.inspiring-science-education.net/</u> (keywords: babies and the moon)
	 YT-element creation: <u>https://www.youtube.com/watch?v=Irc7NZA6SQI</u>
	 YT-Matter: <u>https://www.youtube.com/watch?v=nmi4tHc0Sds</u>
	 YT-Mater and energy: <u>https://www.youtube.com/watch?v=wKU2IDdvrCE</u>
	 YT-Renewable energy: https://www.youtube.com/watch?v=eA3PpIPfRXw
	Books: Science insights: Exploring matter and energy, Stephan Pople: Co-ordinated Physics

Subject group: SCIENCES Teacher: Petra Dremelj Email: <u>petra.dremelj1@gueest.arnes.si</u>

Subject: CHEMISTRY

Course outline

	Unit : Periodic Table	Unit 2: The Chemical experiment		
<u>Unit Title</u>				



INTER

Statement of Inquiry	The model of the modern periodic table represents the structural and functional relationship between the elements.	Being a scientist means gathering evidence on similarities and differences in nature to understand their relationships.	
Global context	Scientific and technical innovation	Scientific and technical innovation.	
Inquiry into / Content	Structure: periods, groups, Properties, classifications Describe Mendeleev periodic table Compare and contrast the modern periodic table to the Mendeleev one Analyse the structure of the modern periodic table Identify and discuss groups of elements with the periodic table Research on a chosen element and give examples of its uses in our daily life Understand an electron configuration within an element and give examples	 Position in the periodic table, electro negativity and mass of reactants, detected changes during the experiment and the resulting. Find out what scientists do, the way they ask questions, and how students can start to be scientists. Explore the working environment of scientists. Take action to help others think scientifically about media information. 	
ATL skills clusters	Communication skills Creative-thinking skills: Transfer skills	Critical-Thinking skills Creative- Thinking skills Collaboration skills Media and information literacy skills	

International- Mindedness	Learning Chemistry through independent practical investigations is fundamental to the inquiry approach in science.
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	Describe scientific knowledge Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations Analyse information to make scientifically supported judgments.	8

В	Inquiring and designing	Describe a problem or question to be tested by a scientific investigation Outline and explain a testable hypothesis using correct scientific reasoning Describe how to manipulate the variables, and describe how sufficient, relevant data will be collected Design a logical, complete and safe method in which he or she selects appropriate materials and equipment	8
С	Processing and evaluating	Correctly collect, organize, transform and present data in numerical and/or visual forms Accurately interpret data and describe results using correct scientific reasoning Discuss the validity of a hypothesis based on the outcome of a scientific investigation Discuss the validity of the method based on the outcome of a scientific investigation Describe improvements or extensions to the method that would benefit the scientific investigation.	8
D	Reflecting on the impacts of science	Describe the ways in which science is applied and used to address a specific problem or issue Discuss and analyse the implications of using science and its application to solve a specific problem or issue, interacting with a factor Consistently apply scientific language to communicate understanding clearly and precisely Document sources completely.	8

Sources	Science: MYP by Concept 2
	Science Insight: Exploring Energy and Matter
	Co-ordinated Science: Biology, Chemistry
	Discovery channel, you tube and other internet sources



Subject group: Individuals and societies Teacher: Nina Prelog Email: <u>nina.prelog@os-leon.si</u>

Subject: Geography MYP2

<u>Unit Title</u>	Unit 1: Introduction to Geography	Unit 2: Active Earth	Unit 3: Earth's Water	Unit 4: The Atmosphere
Statement of Inquiry	We explain processes and causalities of complex systems with simplified models.	Environments around us change on a massive scale.	Resources are found in many places but their management is causing various outcomes.	Governments and communities around the world are trying to stop the disruption of climate trends and patterns.
Global context	Scientific and technical innovation (during the unit students will be engaged in an inquiry into the laws of our planet).	Scientific and technical innovation (Students will explore the natural world and its laws; the interaction between people and the natural World).	Fairness and development (Students will do an inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things).	Scientific and technical innovation (during the unit students will be engaged in an inquiry of the impact of scientific and technological advances on societies and environments)
Inquiry into/content	 Physical and Human Geography 	Earth Structure Plate Tectonics	Surface WaterGroundwater	AtmosphereWeather
	• The Universe and the	Volcanoes and	• Oceans	Climate
	Solar System	Earthquakes	Glaciers	Global warming
	 Maps and Orientation 			
ATL skills clusters	I. Communication VIII. Critical thinking	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy	I. Communication VIII. Critical thinking

Subject assessment criteria		Objectives		
A	Knowing and understanding	A1 use a range of terminology in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.	8	
В	Investigating	B1 formulate/choose a clear and focused research question, explaining its relevance B2 formulate and follow an action plan to investigate a research question B3 use methods to collect and record relevant information B4 evaluate the process and results of the investigation, with guidance.	8	
С	Communicating	C1 communicate information and ideas in a way that is appropriate for the audience and purpose C2 structure information and ideas according to the task instructions C3 create a reference list and cite sources of information.	8	
D	Thinking critically	D1 analyse concepts, issues, models, visual representation and/or theories D2 summarize information to make valid, well-supported arguments D3 analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations D4 recognize different perspectives and explain their implications.	8	

International-	Gaining a new perspective and attending to difference.
Mindedness	

Sources	1. Gentzler, Yvonne S., Ph.D. Geography, Tools and Concepts. New Jersey: Prentice Hall, 2001.
	2. Spaulding, Nancy E. Earth Science. USA: McDougal Littel, 2005.
	3. Owen, Andy. Geography in Action, Series 1, 2, 3. Oxford: Heinemann, 1995.
	4. YouTube clip Physical Science (Rotation and Revolution).
	5. Wonders of the Solar System, 2012 (documentary)

6.	Into the Universe with Stephen Hawking, 2010 (documentary)
7.	Earth: The Power of the Planet - Volcanoes, 2007 (documentary)
8.	Earth: The Power of the Planet - Oceans, 2007 (documentary)
9.	Earth: The Power of the Planet - Ice, 2007 (documentary)
10.	. Earth: The Power of the Planet - Atmosphere, 2007 (documentary)
11.	An Inconvenient Truth, 2006 (documentary)



Subject: History MYP2

Leon Štukelj International School Maribor Middle Years Programme School Year 2024 – 2025

Subject group: Individuals and societies Teacher: Nina Prelog Email: <u>nina.prelog@os-leon.si</u>

Unit Title	Unit 1: Around the World I	Unit 2: Ancient Rome Interdisciplinary unit (English + History)	Unit 3: European Middle Ages	Unit 4: Around the World II
Statement of Inquiry	Civilizations are a product of global interaction and the interdependence between them.	Innovations and revolutions cause everlasting changes in civilizations.	In a times of crises special systems of governance emerge.	A culture or a civilization is a product of their time, place and space.
Global context	Orientation in space and time (students conduct an inquiry about different civilizations and the relationships and the interconnectedness of them).	Orientation in space and time (students will conduct an inquiry into orientation in place and time).	Orientation in space and time (students conduct an inquiry about the European Middle Ages and their special system of governance).	Orientation in space and time (students will do an inquiry about different civilizations and social histories).

Inquiry into/conten t	 India and China African Civilisations The Americas 	 Etruscans The Roman Kingdom The Roman Republic The Empire Legacy 	 Germanic Tribes Feudal System The Age of Chivalry Growth of Towns and Cities The Church A Century of Turmoil 	 The Muslim World Byzantines, Russians and Turks Empires in East Asia African Civilizations
ATL skills clusters	I. Communication	<u>. Communication</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u> <u>VII. Media literacy</u> <u>VIII. Critical thinking</u>	VIII. Critical thinking	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy

Sources	 Burrell, Roy. First Ancient History. Oxford: Oxford University Press, 1991. Gleason, Maud. Medieval Times to Today. New Jersey: Prentice Hall, 2003.
	Gleason, Maud. The Ancient World. New Jersey: Prentice Hall, 2003.
	Beck, Roger B, Ph.D. World History, Patterns of Interaction. USA: McDougal Littel, 2007.
	5. Rome: Rise and Fall of an Empire, 2008 (documentary).
	6. Human Planet, 2011 (documentary)
	7. The Dark Ages, 2007 (documentary)

International	Gaining a new perspective and attending to difference.
-Mindedness	

Subject assessment criteria		Objectives	Max. level
Α	Knowing and understanding	A1 use a range of terminology in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.	8
В	Investigating	B1 formulate/choose a clear and focused research question, explaining its relevance B2 formulate and follow an action plan to investigate a research question B3 use methods to collect and record relevant information B4 evaluate the process and results of the investigation, with guidance.	8
С		C1 communicate information and ideas in a way that is appropriate for the audience and purpose	

	Communicating	C2 structure information and ideas according to the task instructions	
		C3 create a reference list and cite sources of information.	
D	Thinking critically	D1 analyse concepts, issues, models, visual representation and/or theories D2 summarize information to make valid, well-supported arguments D3 analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations D4 recognize different perspectives and explain their implications.	8

Interdisciplinary unit Subject assessment criteria		Objectives	Max. level
А	Disciplinary grounding	A1 demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.	8
В	Synthesizing	B1 synthesizing disciplinary knowledge to demonstrate interdisciplinary understanding.	8
с	Communicating	C1 use appropriate strategies to communicate interdisciplinary understanding effectively C2 document sources.	8
D	Reflecting	D1 reflect on themselves as disciplinary and interdisciplinary learners D2 explain the benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.	8

Sources	1. Gentzler, Yvonne S., Ph.D. Geography, Tools and Concepts. New Jersey: Prentice Hall, 2001.
	2. Spaulding, Nancy E. Earth Science. USA: McDougal Littel, 2005.
	3. Owen, Andy. Geography in Action, Series 1, 2, 3. Oxford: Heinemann, 1995.
	4. YouTube clip Physical Science (Rotation and Revolution).
	5. Wonders of the Solar System, 2012 (documentary)
	6. Into the Universe with Stephen Hawking, 2010 (documentary)
	7. Earth: The Power of the Planet - Volcanoes, 2007 (documentary)
	8. Earth: The Power of the Planet - Oceans, 2007 (documentary)
	9. Earth: The Power of the Planet - Ice, 2007 (documentary)
	10. Earth: The Power of the Planet - Atmosphere, 2007 (documentary)
	11. An Inconvenient Truth, 2006 (documentary)



Subject: Visual Art MYP2

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

Subject group: Arts Teacher: Danijela Kajzer Email: danijela.kajzers-leon.si

Unit Title	Unit 1: Composition	Unit 2: Space in art works	Unit 3: Art styles
Statement of Inquiry	Original ideas redefine style and aesthetic to give art a new identity.	Art has always pushed the boundaries of existing narrative to communicate how people and cultures felt and observed.	Art often witnesses a repetition of form, structure or manner of representation, which transcends the boundaries of space and time.
(Global context)	Identities and relationships	Personal and cultural expression	Orientation in space and time
Inquiry into/Content	Balance of shapes Composition Still life Sculpture	Depth keys Balance of light and dark Chiaroscuro Tromp-l'oeil	Ornament Drawing of architecture Making a paper model Line, composition, style, proportions
ATL skills clusters	Thinking skills, Communication skills, Social skills, research skills	Self-management skills, Research skills, Social skills	Communication skills, Thinking skills, Social skills

International- Mindedness	The development of classic art all around Europe in comparison to art development around the world.	

Subject assessment criteria Objectives		Max. level	
Α		i. demonstrate awareness of the art form studied, including the use of appropriate language 8 ii. demonstrate awareness of the relationship between the art form and its context	

	Knowing and understanding	iii. demonstrate awareness of the links between the knowledge acquired and artwork created.	
В	Developing skills	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.	8
С	Thinking creatively	 i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas 	8
D	Responding	 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. 	8

Sources	Literature, online sources (articles, videos, web pages), galleries.

Subject group: **Arts MYP2** Teacher: **Urška Sedlar Email: urska.sedlar@guest.arnes.si** Subject: Theatre



Unit Title	Unit 1: Practical Performance	Unit 2: Identity and Self-discovery
Statement of Inquiry	The choices made in performance elements and techniques can effectively communicate and shape the interpretation of themes and ideas.	The exploration of personal and cultural identity through various forms of expression can reveal insights into the process of self- discovery and individual growth.

(Global context)	Personal and Cultural Expression	Identities and Relationships
Inquiry into /	Analysis of performance elements; themes interpretations; evaluation of choices	Investigating identity; exploring expression; reflect on growth
Content		
ATL skills	I. Communication	I. Communication
clusters	II. Collaboration	II. Collaboration
	VI. Information literacy	VIII. Critical thinking
	VIII. Critical thinking	IX. Creative thinking
	IX. Creative thinking	X. Transfer
	X. Transfer	

International-Mindedness Creating personal narratives, analysing characters in literature or drama, and reflecting on students' own experiences and cultural influences.

	Subject assessment criteria	Objectives	Max. level
Α	Knowledge and understanding	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.	8
В	Developing skills	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.	8
С	Thinking creatively	 i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas 	8
D	Responding	 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. 	8

Sources 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.



Subject group: Arts Teacher: Marko Furek Email: <u>marko.furek@os-leon.si</u> Subject: Music, MYP 2

Unit Title	Unit 1: Rhythm	Unit 2: Timbre
Statement of Inquiry	Communication and the process of artistic creation lead to self-discovery.	Voice and expression change in different situations.
(Global context)	Identities and relationships	Personal and cultural expressions
Inquiry into /	Whole, half, dotted half, quarter, eighth notes and	Vocal ranges
	equivalent rests	The families of instruments
Content	Meter	Brass instruments
	Rhythm patterns	Woodwind instruments
	Time signatures	Percussion instruments
	Syncopation	String instruments
		Tone colour differences
ATL skills	Communication skills, Thinking skills, Self-	Communication skills, Thinking skills, Self-management skills
clusters	management skills	

International-Mindedness	What part does music play in a changing culture?
	Can expressing yourself help you keep in touch with how you are feeling?

Subject assessment criteria		Objectives	Max. level
Α	Knowing and	Demonstrate awareness of rhythm and notation, including the use of musical terminology,	8
	understanding	demonstrate awareness of the relationship between music and its context.	

В	Developing skills	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.	8
С	Thinking creatively	Develop an imaginative and clear musical composition, demonstrate the exploration of ideas (to the point of realization).	8
D	Responding	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.	8

Sources	- S.B.Ginn: Music Connection 6, and selected other books
	- Online webpages (google.com; Wikipedia.com; etc.)
	- Worksheets on Music process skills
	- Different classroom and musical instruments



Subject group: Design Teacher: Oliver Buček Email: <u>oliver.bucek@os-leon.si</u>

Subject: Design and Technology

<u>Unit Title</u>	Unit 1: Upcycled Wood Furniture	Unit 2:: Intermediate Robotics and Programming with VEX IQ	Unit 3: Digital Storytellers: Crafting Interactive Narratives
Statement of Inquiry	Creative transformation of discarded	Developing more complex robotic	Interactive digital narratives can
	wood can lead to innovative furniture	systems allows for greater innovation in	revolutionize storytelling, allowing for
	designs that express personal and	how robots can perform tasks and solve	personal and cultural expression in an
	cultural identities.	problems.	increasingly digital world.

Global context	Personal and Cultural Expression	Scientific and Technical Innovation	Personal and Cultural Expression
Inquiry into/content	What types of discarded wood are suitable for upcycling into furniture? What are the basic techniques for refurbishing and repurposing wood? How can we reimagine the function and form of discarded wooden items? In what ways does upcycling impact sustainability and waste reduction? To what extent should upcycled furniture prioritize aesthetics over the visibility of its origins? Is upcycled furniture more valuable (culturally, economically, environmentally) than new furniture?	 What are the advanced components of a VEX IQ robot? How do different sensors enhance the functionality of a robot? How do programming and engineering principles integrate to create more advanced robotic functions? In what ways does innovation in robotics impact problem-solving capabilities? Is it better to design robots that are specialized for specific tasks or robots that are versatile in many functions? To what extent should robotics be integrated into education? 	 What are the basic elements of a story? How do different digital platforms support interactive storytelling? How does interactivity change the nature of storytelling? In what ways can digital media enhance or limit narrative expression? To what extent do interactive narratives provide a more engaging experience than traditional storytelling methods? Is the increasing digitalization of storytelling beneficial or detrimental to cultural preservation?
ATL skills clusters	Social Self-management Research Thinking Communication	Social Self-management Research Thinking Communication	Social Self-management Research Thinking

International-Mindedness GAINING A NEW PERSPECTIVE AND ATTENDING TO DIFFERENCE.

Subje	ct assessment criteria	Objectives	Max. Ievel
A	Inquiring and analysing	Unit 1: i. explain and justify the need for upcycled furniture ii. construct a research plan to explore sources of discarded wood and upcycling techniques iii. analyse existing upcycled furniture designs for inspiration iv. develop a design brief for an upcycled furniture piece Unit2: i. explain and justify the need for a solution to a problem	8

		ii. construct a research plan, which states and prioritizes the primary and secondary research needed to	
		develop a solution to the problem	
		iii. analyze a group of similar products that inspire a solution to the problem	
		iv. develop a design brief, which presents the analysis of relevant research	
		Unit 3:	
		i. explain and justify the need for innovative digital storytelling solutions	
		ii. construct a research plan to explore various interactive narrative techniques	
		iii, analyse a range of existing interactive stories that inspire new narrative creations	
		iv. develop a design brief presenting the analysis of digital storytelling research	
R	Developing ideas	i develop design specifications for an uncycled furniture piece	
		ii. present a range of furniture design ideas using discarded wood	8
		iii. present a range of furniture design deas using discarded wood	0
		in present the chosen furniture design and justify its selection	
		iv. develop accurate planning drawings for the chosen furniture design	
		Unit Z:	
		I. develop a design specification which outlines the success criteria for the design of a solution based on the	
		data collected	
		ii. present a range of feasible design ideas, which can be correctly interpreted by others	
		III. present the chosen design and outline the reasons for its selection	
		iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen	
		solution	
		Unit 3:	
		i. develop a story specification outlining the success criteria for an interactive narrative	
		ii. present a range of feasible interactive story ideas, which can be correctly interpreted by others	
		iii. present the chosen narrative design and outline the reasons for its selection	
		iv. develop accurate storyboards/flowcharts and outline requirements for the creation of the chosen interactive	
		narrative	
		Unit 1:	
С	Creating the solution	i. construct a logical plan for creating the upcycled furniture piece	
		ii. demonstrate woodworking and upcycling skills when making the furniture	8
		iii. follow the plan to create the furniture, ensuring it functions as intended	
		iv, explain any modifications made during the creation process	
		Unit 2:	
		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	
		ii. demonstrate excellent technical skills when making the solution	
		iii follow the plan to exect the collition, which functions as intended	
С	Creating the solution	 i. construct a logical plan for creating the upcycled furniture piece ii. demonstrate woodworking and upcycling skills when making the furniture iii. follow the plan to create the furniture, ensuring it functions as intended iv. explain any modifications made during the creation process Unit 2: 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 ii. demonstrate excellent technical skills when making the solution 	8

		iv. explain changes made to the chosen design and plan when making the solution	
		Unit 3: i. construct a logical plan for efficient use of time and resources in creating the interactive narrative ii. demonstrate excellent technical skills when developing the digital story iii. follow the plan to create the narrative, which functions as intended iv. explain changes made to the chosen design and plan when developing the interactive story	
_		Unit 1:	
D	Evaluating	 i. describe testing methods to evaluate the furniture's success ii. explain how well the furniture meets the design specifications iii. describe potential improvements to the uncycled piece 	8
		iv. explain the impact of the upcycled furniture on sustainability and personal/cultural expression	
		Unit 2:	
		i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution	
		ii. explain the success of the solution against the design specification iii. describe how the solution could be improved	
		iv. explain the impact of the solution on the client/target audience	
		Unit 3: i. describe detailed and relevant testing methods to measure the success of the interactive narrative ii. explain the success of the story against the design specification iii. describe how the interactive narrative could be improved	
		iv. explain the impact of the digital story on audience engagement and cultural expression	

Unit 1:
Discarded wood materials from various sources
Woodworking tools suitable for upcycling
Safety equipment (goggles, gloves, dust masks, etc.)
Design software for 3D modeling
Books and online resources on upcycling and furniture design
Unit 2:
VEX IQ robot kits with additional sensors
VEXcode IQ Blocks software
Computers/tablets for programming
Online tutorials and resources on advanced VEX IQ robotics
Design thinking materials (sticky notes, markers, etc.)

Reference books on advanced robotics and programming
Unit 3:
Computers with necessary software for interactive story development (e.g., Twine, Ren'Py)
Advanced digital storytelling tools (e.g., interactive video platforms, AR/VR tools)
Computers/tablets for creation and presentation
Online tutorials and resources on advanced interactive storytelling
Storyboarding and planning materials
Reference books on interactive media and technology



Subject: PHE

Subject group: PHE Teachers: Blaž Bezjak Email: <u>blaz.bezjak@os-leon.si</u>

Unit 2: Unit 4: Unit 5: **Unit Title** Unit 1: Unit 3: Unit 6: **ATHLETICS** VOLLEYBALL DANCE BASKETBALL **GYMNASTICS** SPORTMANSHIP Statement of Athletes analyse The process of Changing For creating and Different The choice of Inquiry current movement adaptation and movements can be perspectives and performing a lifestyle influences linked together and balanced routine the function of body patterns to refine refinement interaction their technique and develops skills and refined to create a between players adaptation within systems that understandings of affect human support health and maximize sequence of a team is aesthetic movement performance capability and required to form well-being rules. composition development of good energy. communication. relationships. Fairness and Personal and cultural Personal and Identities and development Global context cultural expression expression relationships

	r		r	1	1	
				Fairness and development	ldentities and relationships	
Inquiry into/content	Athletic ABC Long jump, high jump - improving techniques	Understanding of standard volleyball techniques and tactics Understanding of standard badminton techniques Understanding of standard tennis techniques Understanding of standard table tennis techniques	Choreograph a dance (group work) Participation in different dance styles (SPORTS DAY)	Basketball skills; Understanding of standard basketball tactics and plays; Communication between players and the referee and team members themselves; Ongoing discussion of each performance and additional possibilities for them.	Discussion on flexibility Students help each other practice gymnastic elements: Students compose a sequence that needs to include at least 3 basic gymnastic elements, 3 balance exercises, 3 strength exercises - they work in small groups and give each other feedback.	Exercises for: • strength • flexibility • cardiovascular endurance • strength endurance • body composition • ŠVK – Slovenian sports measurement s Collapsed day: SPORTMANSHIP different sports (net games, football, ball games, baseball)
ATL skills clusters	Communication (communication skills)	Thinking skills Critical thinking Social skills	Communication (communication skills)	Communication (communication skills)	Thinking skills. Critical thinking	Communication. communication)

Self-management / Affective skills)	Collaboration Self-management skills Affective skills	Social (Collaboration skills) Thinking (Creative thinking skills)	Social (collaboration skills) Thinking (critical thinking skills)	Social skills. Collaboration Self-management skills, Affective skills	Self-management organization skills Research Information literacy skills Thinking Critical – thinking skills
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International- Mindedness	 Share a game or dance from your country? Which national sports are popular in Slovenia? Find a country where P.E. is taught differently than in Slovenia? Dance in different countries; differences and similarities
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Objectives		Max. level
A Knowing and understanding	 explain physical health education factual, procedural and conceptual knowledge apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations apply physical and health terminology effectively to communicate understanding 	Maximum 8
B Planning for performance	 design, explain and justify plans to improve physical performance and health analyse and evaluate the effectiveness of a plan based on the outcome. 	Maximum 8
C Applying and performing	 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
D Reflecting and improving performance	 explain and demonstrate strategies that enhance interpersonal skills develop goals and apply strategies to enhance performance analyse and evaluate performance. 	Maximum 8

Sources	 Athletics events (video - YouTube) clue pictures – different athletic events PE lessons books– Atletski praktikum, Atletika
	 dictionaries – for athletics language (words)
	 World web - en.wikipedia.org/wiki/Athletics_(sport), www.iaaf.orgAthletics events (videos)

Subject: APPROACHES TO LEARNING Teacher: Tina Lešnik

Email: tina.lesnik@os-leon.si

Course outline

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



Grade: MYP 2

<u>Inquiry</u> <u>into /</u> <u>Content</u>	 What tools and strategies can you use to plan your week? How can you manage time to meet deadlines? Which planning strategies will help me take action to achieve personal and academic goals? What strategies can I use to organise complex information? 	 How does the research project connect to real life? How do I know my information is reliable (accurate, unbiased, current, and appropriate)? How do I know when I have enough information to answer my question thoroughly? How does the organisation of information impact the effectiveness of its communication? How does new information influence how I think and act? 	 What does it mean "to negotiate"? What are some negotiation myths? What are the elements of successful negotiation? Why should we negotiate? What is the difference between negotiating, compromising and building consensus? Which skills are needed to be persuasive? How do I negotiate effectively? How do we bridge the culture gap?
<u>ATL</u> <u>skills</u>	SELF-MANAGEMENT (Organization) THINKING (Creative)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION	THINKING (Critical thinking)

SOURCES:		
UNIT 1:	UNIT 2:	UNIT 3:
Tracy, Brian. Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get	Research project journal (in-school source)	 Mary Glasgow Magazines: Choices Sources on negotiation and conflict management (e.g. <u>https://ocw.mit.edu/courses/sloan-school-of-management/15-667-</u> pagetiation-and-conflict-management-spring-2001/(acture-notec/)
More Done in Less Time. Berrett-Koehler Publishers, Inc., 2017.		negotiation and connict management-sphing-200 meeture-notes/

Subject: HOMEROOM LESSONS Teacher: Jure Urekar *Email: jure.urekar@os-leon.si*

Course outline



Grade: MYP 2

Lessons	Objectives
Introduction	 School rules, Student Agenda, Portfolio, Getting to know each other, Code of conduct,

	Responsibilities of each student
	 Creating class rules and agreements
Manners	 Code of Conduct, Behaviour, How to talk to teachers, peers
Curriculum	 Preparing for a portfolio night – presentation to parents
night	
School climate	 Tolerance, positive class climate and environment in school
Looking out	 How to help each other, How to react in case of emergency
for each other	
Service as	 Volunteering, charity work in local community
action	
Understanding	 Controlling feelings and practicing self-control, personal identity, How we see ourselves
ourselves	
Relationships	 Boy-girl relationships, Friendships, Empathy and Group work