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

Subject group: LANGUAGE AND LITERATURE ***Subject: Language and Literature MYP 3***

Teacher: Urška Sedlar
Email: urska.sedlar@guest.arnes.si

Course outline

Unit Title	*Unit 1:* **Do advertisements run the world?**	*Unit 2:* **Shakespeare**	*Unit 3:* ***Parson's Pleasure***	*Unit 4:* ***The Kite Runner***
Statement of Inquiry *(Global context)*	**Advertisements share a common purpose where writers communicate ideas and messages through linguistic and stylistic choices to appeal to audiences on a global scale.** (Globalisation and sustainability)	**All literary works are all timeless products of creative thinking, self-expression and artistry.** (Personal and cultural expression)	**Context shapes characters and influences people's perspectives and their moral values.** (Identities and relationships)	**Connections between people form their character and relationships.** (Identities and relationships)
Inquiry into / Content	Different types of advertisements; Analysis of different ad components; Creation of ads; Linguistic workshops.	The English Renaissance, William Shakespeare, his life and contemporaries, Shakespearean sonnet, Elizabethan Theatre; language workshops.	Short story analysis, developing creative writing; language workshops.	Cultural and historical background of Central Asia, bullying; chapter study; language workshops.
ATL skills clusters	I. Communication II. Collaboration VI. Information literacy VIII. Critical thinking IX. Creative thinking X. Transfer	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	I. Communication II. Collaboration VI. Information literacy VIII. Critical thinking IX. Creative thinking

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

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.	**8**
B	**Organizing**	Using organizational structures that serve the context and intention; organizing opinions and ideas logically; using appropriate referencing and formatting tools.	**8**
C	**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**

Sources	Prentice Hall: Literature World Masterpieces, books for sustained silent reading, handouts, magazines, bilingual and monolingual dictionaries, The Kite Runner by Khaled Hosseini; various online sources.

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

Subject group: MATHEMATICS ***Subject: MATHEMATICS MYP 3***

Teacher: Sabina Petek
Email:sabina.petek97@gmail.com

Course outline

Unit Title	*Unit 1:* ***Say it with symbols***	*Unit 2:* ***Growing, growing, growing***	*Unit 3:* ***Linear function***

Statement of Inquiry (Global context)	Symbols present a simple language created to communicate concepts and ideas. Personal and cultural expression	Finding and using patterns expresses relationship and constructs viable arguments to understand and generalize scientific principles. Scientific and technical innovations	Models are used to represent relationships and improve, simplify and justify decision-making. Identities and Relationships
Learning objectives	Understand and apply knowledge of expressions and equations, equivalent expressions, solving linear and quadratic equations in different contexts to develop metacognition and abstract thinking skills.	**Understand and apply knowledge of expressions, equations, shape growing, sequence of numbers, patterns, models, generalization, relation, function, graph, coordinates and coordinate plane in different contexts.**	Understand and apply the knowledge of linear equation, ordered pairs, Coordinate plane, graphing, relation, function, slope, intercept, writing equation, system of equations, inequalities in different contexts.
ATL skills clusters	I. Communication: VII. Critical-thinking	VII. Critical-thinking X. Transfer	III. Organization VI. Information Literacy skills

International-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	**8**
B	**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	**8**
C	**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	1. Vollmar, Haese and Humphries, Mathematics for the international students 8. Australia: Hease & Hariss Publications 2008 2. Gordon, Evans, Speed, Senior, Pearce, Maths Frameworking (3.1.-3.3.). UK: Collins 2014 3. New York Cop

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

Subject group: SCIENCES ***Subject: BIOLOGY MYP 3***
Teacher: Jure Urekar
Email: jure.urekar@os-leon.si

Course outline

Unit Title	UNIT 1: Classification and identification of living things	UNIT 2: Infectious diseases	UNIT 3: Characteristics of non-flowering plants
Statement of Inquiry Global context	Systems of classification are based on organisms' form and genetic patterns what explains their evolutionary relationships. Scientific and technical innovation (systems)	The immune system defends the body against infectious diseases that are spread through human interactions and are evident in acquired physical symptoms. Identity and relationships	The way how plants evolve and adapt is directly related to their form and function. Identities and relationships
Inquiry into / Content	Research on history of classification Understand levels of classification in natural world	Understand and discuss the difference between infectious versus non-infectious diseases	Describe plant origins Justify plant classification

	Apply use of language to explain the meaning of scientific names Distinguish between the five kingdoms Identify organisms by using taxonomic keys and field guides Develop skills of classifying, communicating, inferring, observing, organizing data, researching, identifying, and applying. Develop thinker and communicator attribute of the IB lp.	Identify pathogens (viruses, bacteria, protozoa, fungi) Explain the principle of the spreading of infectious disease Discuss how the body's natural defences work Show understanding about the immune system and active vs passive immunity Evaluate vaccines and antibiotics that fight diseases Explain how an infection with HIV happens Analyse social aspects of AIDS Show understanding of how STDs happen and how to avoid them Develop experimental skills	Discuss adaptations of plants considering their geographic appearance Understand how photosynthesis and respiration are interconnected energy processes Discuss how non-flowering plants affect our life Analyse chemical interactions of plants Research life cycles of non-flowering plants Use research findings to plan an experiment Develop experimental skills Develop thinker and caring attributes of the IB lp
ATL skills clusters	X. Transfer skills: Apply skills and knowledge in unfamiliar situations, combine knowledge, understanding and skills to create your own product.	I. Communication skills: Find information for disciplinary and interdisciplinary inquiries, using a variety of media. VI. Information literacy skills: Make connections between various sources of information, collect, record, verify data and interpret data, create references and citations, construct a bibliography according to recognized conventions.	VIII. Critical-thinking skills: practice observing carefully to recognize problems, gather and organize relevant information to formulate an argument, interpret data, test generalizations and conclusions, draw reasonable conclusions and generalizations, formulate factual, conceptual and debatable questions, identify trends and forecast possibilities.

International-Mindedness	We are human beings: what makes a male, male and a female, female? What is sexuality? What are male-female relationships in different cultures like?

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**
B	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	**8**

		Design a logical, complete and safe method in which he or she selects appropriate materials and equipment	
C	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 Insight: Exploring Living Things Science Insight: Exploring Energy and Matter Co-ordinated Science: Biology, Chemistry Discovery channel, YouTube and other internet sources

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

Subject group: SCIENCES ***Subject: CHEMISTRY MYP3***
Teacher: Petra Dremelj
Email: petra.dremelj1@guest.arnes.si

Course outline

Unit Title	UNIT 1: Properties of matter	UNIT 2: Chemical reactions	UNIT 3: Chemical bonding

Statement of Inquiry Global context	A particle model of matter demonstrates the law of energy conservation and how matter changes its form. Scientific and technical innovation Exploration into the natural world and its laws	In the processes of chemical reactions, substances change by interaction and redistribution of energy, which is evident in new products. Scientific and technical innovation (Processes, products, models)	The model of chemical bonding provides evidence of the relationships that naturally exist both between and within atoms. Scientific and technical innovation (the natural world and its laws)
Inquiry into / Content	Understand how the particle model of matter functions Describe phases of matter Analyse weather patterns with phase changes Explain Boyle's Law and Charles' Law Identify the gas laws in everyday situations Discuss what plasma is Compare and contrast physical and chemical changes in matter changes and apply these changes to physical and chemical weathering Develop the thinker and communicator attributes of the IB learner profile	Know characteristics of chemical reactions Understand structure of chemical equations Through practical work identify types of chemical reactions Compare and contrast chemical and physical changes Explain mechanics of chemical reactions Discuss endothermic and exothermic chemical reactions in connection to everyday life Understand and balance chemical equations Explain energy and reaction rate connection Give definition and examples of catalysts, explain their role in chemical processes Apply science process skills to plan and perform experiments	Know the atomic structure Give definition of an atom, element and compound Explain what valency is Discuss how chemical bonds condition stability of a given compound Use diagrams to show ionic and covalent bonding Identify ionic and covalent substances and their uses in everyday life Use chemical formulas and word naming for different compounds Develop research skills and skills for practical, experimental work in a pair and group Develop knowledgeable and inquirer attributes of the IB learner profile
ATL skills clusters	X.Transfer skills: Apply skills and knowledge in unfamiliar situations. VIII. Critical-thinking skills: Gather and organize relevant information to formulate an argument; Draw reasonable conclusions and generalizations; Identify trends and forecast possibilities.	I. Communication skills: Use appropriate form of writing; Negotiate ideas and knowledge with your audience. IX. Creative-thinking skills: Create novel solutions to authentic problems.	VI. Information literacy skills: Collect, record and verify data, make connections between various sources of information, understand and implement intellectual property rights, create reference and citations, construct a bibliography according to recognized conventions.

International-Mindedness	How have scientific and technological applications in societal fields changed the cultural life of people worldwide?

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**
B	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**
C	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 Insight: Exploring Energy and Matter, Addison-Wesley Co-ordinated Science: Chemistry

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

Subject group: SCIENCES ***Subject: PHYSICS MYP 3***
Teacher: Sabina Petek
Email: sabina.petek97@gmail.com

Course outline

Unit Title	*Unit 1:* ***Forces, energy and motion***	*Unit 2:* ***Energy resources***	*Unit 3:* ***Electricity***
Statement of Inquiry (Global context)	Energy causes changes in motion. Scientific and technical innovation	In order to meet growing demands for energy, societies often turn to new technologies that interact with the natural world. Fairness and development	Understanding electricity as the key to understanding the energy form of the future Globalization and sustainability
Inquiry into / Content	Calculating speed Graphing speed Compare frames of reference Different kind of speeds Relativity and space-Time Solving practice problems involving constant and average speed Acceleration (calculating and graphing) Motion in circles Energy and motion Gravity and energy Forces and gravity Falling objects Newton's Laws of motion Friction and forces in circular motion Universal motion	Calculating work and power Using appropriate units Distinguish between 5 forms of energy 6 simple machines Mechanical advantage Efficiency of a machine Complex machines Sources of energy Production of electricity Alternative sources of energy and environment Power plants	Static electricity, Lightning, Safety with electricity, Electrical charges, Calculating electrical charges, Electrical circuits and symbols for drawings, Effects of electrical current, Electrical current, Voltage and electrical sources, Electrical resistance, Ohm's Law Practice problem solving, Units and electricity
ATL skills clusters	Communication Self-Management Research	Communication Collaboration skills Critical thinking skills	Communication Social Self-Management

	Transfer Thinking Reflection	Information literacy skills	Reflection skills Research Thinking

International-Mindedness	How have scientific and technological applications in societal fields changed the cultural life of people worldwide?

Subject assessment criteria		**Objectives**	Max. level
A	**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
B	**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
C	**Processing and Evaluating**	- present collect and transform data - interpret data and describe results using scientific reasoning - Discuss the validity of the method - Describe improvements or extensions to the method	8
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

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

Subject group: SOCIAL STUDIES ***Subject: GEOGRAPHY MYP 3***
Teacher: Iva Kladošek
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Course outline

Unit Title	*Unit 1:* **Population**	*Unit 2:* **Resources**	*Unit 3:* **European Union**	*Unit 4:* **Tourism**
Statement of Inquiry Global context	**Cultures change sets of systems according to their environment.** **Identities and relationships** (students will explore identity, beliefs and values of different cultures).	**Different locations and history have caused disparity in human and economic development.** **Fairness and development** (students will explore how to share finite resources with other people and living things).	**Civilization benefits from certain political and economic systems.** **Identities and relationships** (students will explore identity, beliefs and values of communities and cultures).	**In a globalized world diversity and sustainability are at risk.** **Globalization and sustainability** (students conduct an inquiry into how tourists' activities affect an environment).
Inquiry into/content	• A Growing Population • Migrations • World Cultures • Settlements • Economic and Political Systems	• Mineral Resources • Energy Resources • Environmental Issues	• What is the EU? • Institutions • Pros and Cons	• World Tourism • History of Tourism • Sustainable Tourism
ATL skills clusters	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy VIII. Critical thinking	I. Communication	I. Communication VIII. Critical thinking	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy

Subject assessment criteria		Objectives	Max. level
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**
B	**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**
C	**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**

Sources	1. Gentzler, Yvonne S., Ph.D. Geography, Tools and Concepts. New Jersey: Prentice Hall, 2001. 2. Owen, Andy. Geography in Action, Series 1, 2, 3. Oxford: Heinemann, 1995. 3. Fahrey Jr., John M., Student Atlas of the World - Third Edition. Washington, D.C: National Geographic, 2009 4. Human planet, 2011 (documentary) 5. Human Footprint, 2007 (documentary)

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

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

Subject group: INDIVIDUALS AND SOCIETY ***Subject: HISTORY MYP 3***
Teacher: Nina Prelog
Email: nina.prelog@os-leon.si

Course outline

Unit Title	*Unit 1:* **European Renaissance and Reformation**	*Unit 2:* **Age of Explorations**	*Unit 3:* **Absolute Monarchs in Europe**	**The Enlightenment and the Scientific Revolution**
Statement of Inquiry *(Global context)*	**Embracing new and old ideologies causes conflicts and leads to significant changes**. Orientation in time and space (students conduct an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values)	**Global interaction causes conflicts among cultures** Orientation in time and space (students conduct an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values)	**Changes in governance can cause conflicts** Orientation in time and space (students conduct an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values)	**Human innovations and revolutions can trigger significant changes.** Personal and cultural expression (students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values)
Inquiry into / Content	New Ideas in Art, Philosophy, Architecture ... Italy: Patrons, Power of the Popes Northern Renaissance Da Vinci, Michelangelo, Rafael, Machiavelli, ... The Causes and the Consequences. Martin Luther	Exploration of the East Exploration of the West	The Tudors Spain's Empire France's Absolute Monarchs Russian Czars	The Scientific Revolution The Enlightenment in Europe
ATL skills clusters	I. Communication VIII. Critical thinking	I. Communication: III. Organization: V. Reflection skills VI. Information literacy VII. Media literacy	I. Communication VIII. Critical thinking	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy

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

Subject assessment criteria		**Objectives**	**Max. level**
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**
B	**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**
C	**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**

Sources	Gleason, Maud. Medieval Times to Today. New Jersey: Prentice Hall, 2003. Beck, Roger B, PhD World History, Patterns of Interaction. USA: McDougal Little, 2007. Carter M., Culpin C., Kinloch N. Past into Present 2 1400 - 1700. London: Collins Educational, 1995. Crash Course History - The Renaissance (YouTube video clip) Martin Luther - Reluctant Revolutionary (documentary) Crash Course History - Indian Ocean Trade (YouTube video clip) Crash Course History - Atlantic Slave Trade (YouTube video clip) Peter the Great (YouTube video clip) The Story of Science, 2010 (BBC documentary)

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

Subject group: Arts ***Subject: Visual Art MYP3***
Teacher: Danijela Kajzer
Email: danijela.kajzers-leon.si

Course outline

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**
A	Knowing 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**
B	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**
C	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.

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

Subject group: ***Arts*** ***Subject: Theatre MYP 3***
Teacher: ***Urška Sedlar***
Email: ***urska.sedlar@guest.arnes.si***

Course outline

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

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**
A	**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**

B	**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**
C	**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.

Leon Štukelj International School

Middle Years Programme

School Year 2024-2025

Subject group: Arts

2

Subject: Music, MYP

Teacher: Marko Furek

Email: marko.furek@os-leon.si

Course outline

Unit Title	**Unit 1: Rhythm**	**Unit 2: Timbre**
Statement of Inquiry *(Global context)*	**Communication and the process of artistic creation lead to self-discovery.** *Identities and relationships*	**Voice and expression change in different situations.** *Personal and cultural expressions*

Inquiry into / **Content**	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
ATL skills clusters	Communication skills, Thinking skills, Self-management skills	Communication skills, Thinking skills, Self-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**
A	**Knowing and understanding**	Demonstrate awareness of rhythm and notation, including the use of musical terminology, demonstrate awareness of the relationship between music and its context.	**8**
B	**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**
C	**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

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

Subject group: Design ***Subject: Design***
Teacher: Oliver Buček
Email: oliver.bucek@os-leon.si *Course outline*

Unit Title	***Unit 1:* Woodcraft and Sustainable Design**	***Unit 2:* Advanced Robotics and Problem-Solving with VEX IQ**	***Unit 3:* Trash to Treasure: Designing Upcycled Products - Eco-friendly Bird Feeder**
Statement of Inquiry Global context	Sustainable woodworking practices can be developed to create functional and aesthetically pleasing products that have a positive impact on the environment. Globalization and Sustainability	Advanced robotic systems rely on effective communication between components and collaborative innovation to solve complex spatial and temporal challenges. Orientation in Space and Time	Creative design thinking can transform waste materials into functional and innovative products, promoting sustainability. Globalization and Sustainability
Inquiry into/content	What are the basic tools and materials used in woodworking? How can wood be sustainably sourced and utilized? How does the choice of materials impact the sustainability of a product? What role does craftsmanship play in sustainable design? To what extent should we prioritize sustainability over aesthetics in design? Is traditional woodworking more sustainable than modern manufacturing techniques?	What are the key communication protocols used in VEX IQ robotics? How do robots process and respond to spatial and temporal data? How does communication within a robot affect its ability to perform tasks? In what ways does collaboration enhance innovation in robotics? Should robots be used to solve human-related spatial and temporal challenges (e.g., disaster response)? To what extent is collaboration necessary in the field of robotics?	What are the principles of upcycling in design? How can everyday waste materials be repurposed into useful products? How do design principles ensure the functionality and durability of upcycled products? In what ways can upcycled products contribute to environmental sustainability? To what extent can upcycled products compete with commercially produced items in terms of functionality and aesthetics? What are the challenges and limitations of upcycling as a sustainable practice?
ATL skills clusters	**Social:** **Self-management:**	**Social** **Self-management**	**Research** **Thinking**

	Research **Thinking** **Communication**	**Research** **Thinking** **Communication**	**Self-management:**

international-mindedness	**Gaining a new perspective and attending to difference.**

Subject assessment criteria		**Objectives**	**Max. level**
A	**Inquiring and analysing**	Unit 1: i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. analyse 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 2: i. explain and justify the need for a solution to a problem 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 an eco-friendly bird feeder ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop the bird feeder iii. analyze various upcycled product designs for inspiration iv. develop a design brief, which presents the analysis of relevant research	**8**
B	**Developing ideas**	Unit 1: 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	**8**

		Unit 2: 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 design specification which outlines the success criteria for the bird feeder 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 diagrams and outline requirements for the creation of the bird feeder	
C	**Creating the solution**	Unit 1: 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 create the solution, which functions as intended iv. explain changes made to the chosen design and plan when making the solution 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 create the solution, which functions as intended iv. explain changes made to the chosen design and plan when making the solution Unit 3: 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 bird feeder ii. demonstrate excellent technical skills when making the bird feeder iii. follow the plan to create the bird feeder, which functions as intended iv. explain changes made to the chosen design and plan when making the bird feeder	**8**
D	**Evaluating**	Unit 1: 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	**8**

		iii. describe how the solution could be improved iv. explain the impact of the solution on the client/target audience 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, which generate accurate data, to measure the success of the bird feeder ii. explain the success of the bird feeder against the design specification iii. describe how the bird feeder could be improved iv. explain the impact of the bird feeder on the environment and community	

Sources	Unit 1: • Basic woodworking tools (e.g., saws, chisels, hammers) • Sustainable wood and other materials • Computers/tablets for research and documentation • Online tutorials and resources on woodworking and sustainable design • Design thinking materials (sticky notes, markers, etc.) • Reference books on woodworking and sustainability Unit 2: • VEX IQ robot kits with advanced sensors • VEXcode IQ Blocks software • Computers/tablets for programming • Online tutorials and resources on communication protocols and problem-solving • Design thinking materials (sticky notes, markers, etc.) • Reference books on advanced robotics and communication protocols Unit 3: • Upcycled materials (e.g., plastic bottles, tin cans, old wood) • Basic tools for construction (e.g., scissors, glue, screws) • Design and planning materials (sticky notes, markers) • Reference books on sustainable design and upcycling

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

Sources	• http://www.btc-city.com/trgovina/349/mladi-tehnik • http://www.btc-city.com/trgovina/202/magic-shop • http://www.btc-city.com/trgovina/349/mladi-tehnik • educational games in the school kindergarten • families, experts and other primary sources in the school and the community • Teachers handouts and printed articles • https://www.huffingtonpost.com/alicia-chang/how-to-design-smart-toys-_b_6464838.html • https://www.pinterest.com/explore/educational-toys/?lp=true • http://www.technologystudent.com/joints/edu5.htm

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

Subject group: PHE ***Subject: Physical and Health Education MYP3***
Teachers: Blaž Bezjak
Email: blaz.bezjak@os-leon.si

Course outline

Unit Title	*Unit 1:* *Athletics*	*Unit 2:* *Basketball*	*Unit 3:* *Let's move*	*Unit 4:* *Volleyball*	*Unit 5:* *Motor skills*	*Unit 6:* *Sportsmanship and fair play in Health related activities*

Statement of Inquiry	**Using your energy to improve technique and strategies will change your personal efficacy and agency**.	**A good system and balance of players on court is very important.**	**The creation of choreography is inspired by different perspectives.**	**Complementary relationships and good volleyball skills are needed for a team to function effectively.**	**Using your energy to choose and perform different gymnastic movements you can show control of your body in space.**	**It takes time and motivation to develop the right beliefs, values and attitudes.**
(Global context)	Identities and relationships	identities and relationships	Personal and cultural expression	Identities and relationships	Personal and cultural expression	Identities and relationships
Content/Inquiry into	Improving (with some guidance) elements of ball, vortex, discus throw, shot put, improving 60m run, 600m run and 1000m run	Learning and improving techniques and tactics: attacks. Laws and rules of the game	Create and learn (with some guidance) dance routine.	Learning and improving techniques and tactics: attacks. Laws and rules of the game	Combine (with some guidance) gymnastics elements and motor skills in one routine.	Are aware about sportsmanship and a healthy way of life – Healthy lifestyle
ATL skills clusters	*Self – management:* (Reflection): Develop new skills, techniques and strategies for effective learning *Thinking skills:* (Transfer skills): Apply skills and knowledge in unfamiliar situations	*Self – management skills:* (Reflection): describing and demonstrating strategies to enhance interpersonal skills *Thinking skills:* (Transfer skills): Apply skills and knowledge in unfamiliar situations	*Self-management skills*: (Reflection skills) keep a journal to record reflections *Thinking skills*: (Transfer skills) Apply skills and knowledge in unfamiliar situations	*Communication skills:* (Communication skills) Develop systems of non-verbal communication to execute team movement effectively *Thinking skills*: (Transfer skills) Apply skills and knowledge in unfamiliar situations	*Self-management skills*: (Organization) – create plans to prepare for summative assessments (Reflection) – keep a journal to record reflections *Thinking skills*: (Transfer skills) – Apply skills and knowledge in unfamiliar situations	*Communication skills:* (communication) Give and receive meaningful feedback *Self-management skills:* (organization skills) Plan short- and long- term assignments; Set goals that are challenging and realistic

International-Mindedness	**Share a game from your country.** **What national sports are popular in Slovenia?** **Find a country where P.E. is taught differently than in Slovenia.** **Explain differences and similarities**

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.org

Subject assessment criteria		**Objectives**	**Max. level**
A	**Knowing and understanding**	Describe physical health education factual, procedural and conceptual knowledge Apply physical and health terminology effectively to communicate understanding . Apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations	Maximum 8
B	**Planning for Performance**	Design and explain a plan for improving physical performance and health Explain the effectiveness of a plan based on the outcome	Maximum 8
C	**Applying and Performing**	Demonstrate and apply a range of skills and techniques Demonstrate and apply a range of strategies and movement concepts Outline and apply information to perform effectively.	Maximum 8
D	**Reflecting and improving performance**	Describe and demonstrate strategies to enhance interpersonal skills Outline goals and apply strategies to enhance performance Explain and evaluate performance	Maximum 8

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

Subject group: Homeroom MYP 3 ***Subject: Homeroom MYP 3-4***
Teacher: Urška Sedlar
Email: urska.sedlar@guest.arnes.si

Course outline

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; Assessment criteria
Manners	Code of Conduct; Acceptable behaviour; How to talk to teachers and peers; How we help each other
Overviews and reflections	Weekly and monthly overviews and self-reflection activities
School climate	Tolerance; Positive class climate and environment in school
Service as action	Volunteering, charity work in local community
Understanding ourselves	Controlling and recognising feelings and practising self-control; Personal identity; How we see ourselves
ATL Skills Clusters	I. Communication II. Collaboration VIII. Critical thinking IX. Creative thinking X. Transfer

International-Mindedness	Fostering a global perspective and promoting an understanding of different cultures, perspectives, and global issues. Encouraging students to think beyond their local or national context and to develop respect, empathy, and appreciation for the diversity of the world around them.

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

Subject group: Approaches to Learning ***Subject: ATL 3-4***
Teacher: Tina Lešnik
Email: tina.lesnik@os-leon.si *Course outline*

Unit Title	Unit 1 **The 7 Habits of Highly Effective Me**	Unit 2 **Community project**	Unit 3 **What about tomorrow?**
Statement of Inquiry *Global context*	Planning, goal-setting, and collaboration affects our choices and fosters leadership skills. *Identities and realtionship*	**Communities** are strongest when people take active roles in maintaining them. *Fairnes and development*	**Reflection** helps identify the steps to pursue one's goals. *Identities and realtionship*
Inquiry into / Content	• What does it mean to be a leader? • Which habits cause us to be effective or ineffective? • What is the relationship between decisions and consequences? • How can a person's decisions and actions change his/her life? • How can a person plan and set goals to achieve personal and academic goals?	• What is the value of my work? • What are the consequences if I do not accept my personal responsibilities in my community? • How do my actions impact others in a community? • How can my purposes and passions support the needs of the local and global community?	• To which possible career choices do my personal preferences, skills, strengths, and abilities connect to? • How can my purposes and passions support the needs of the local and global community when considering career choices? • How do my curriculum choices and co-curricular activities influence my career paths? • What steps are needed to move closer towards my career goals?
ATL skills	SELF-MANAGEMENT (Organization) SOCIAL (Collaboration) THINKING (Critical, creative)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION	THINKING (Critical thinking) TRANSFER

SOURCES:		
UNIT 1: 1. Covey, Sean. *The 7 Habits of Highly Effective Teens*. Turtleback Books, 2014. **2.** Covey, Sean. *The 7 Habits of Highly Effective Teens: Personal Workbook*. Touchstone Book/Simon & Schuster, 2014.	**UNIT 2:** Community project journal (in-school source)	**UNIT 3:** "The Leader in Me." *The Leader In Me*, www.theleaderinme.org/.