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

Subject group: LANGUAGE AND LITERATURE ***Subject: Language and Literature MYP 4***
Teacher: Urška Sedlar
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Course outline

Unit Title	*Unit 1:* **The Language of Visual Texts**	*Unit 2:* **Animal Farm**	*Unit 3:* **Poetry around the world**	*Unit 4:* **Power and Ambition**
Statement of Inquiry *(Global context)*	The language of visual texts influences and reflects cultural and personal perspectives through the use of design elements and media techniques. (Personal and cultural expression)	The manipulation of language can shape societies and influence the perception of truth. (Globalisation and sustainability)	Certain genres allow for a more creative expression of historical insights in a personal, yet universal way. (Orientation in space and time)	Language that is both purposefully chosen and adaptable connects readers to universal messages that defy time and place. (Personal and cultural expression)
Inquiry into / Content	Exploring different visual arts; media techniques; developing creative expressions, writing, language workshops, reflections.	Analysing language expression and manipulation and its effect on people; research, reflecting workshops.	Investigating different forms of poetry in different times in history; exploring identities and diversity; analysing; creative thinking and writing workshops.	Analysis of fiction and non-fiction texts; MacBeth by W. Shakespeare; English dialects and accents; developing creative writing; language workshops.
ATL skills clusters	I. Communication II. Collaboration VI. Information literacy VIII. Critical thinking IX. Creative thinking X. Transfer	I. Communication VI. Information literacy VIII. Critical thinking IX. Creative thinking	I. Communication II. Collaboration III. Organisation VIII. Critical thinking IX. Creative thinking	I. Communication VI. Information literacy VIII. Critical thinking IX. Creative thinking X. Transfer

International-Mindedness	**Examine how the role of power and propaganda resonates across different cultures.**

Subject assessment criteria		**Objectives**	**Max. level**
A	**Analysing**	i. Analysing the content, context, language, techniques and style of texts ii. analysing the effect of the creator's choices on an audience iii. justifying opinions and ideas iv. evaluating similarities and differences across and within genres and texts.	**8**
B	**Organizing**	i. Using organisational structures that serve the context and intention ii. organising opinions and ideas logically iii. using appropriate referencing and formatting tools.	**8**
C	**Producing text**	i. Producing texts with insight and imagination ii. selecting relevant details and examples to develop ideas iii. using appropriate style.	**8**
D	**Using language**	i Using appropriate and varied vocabulary, sentence structures and forms of expression ii. writing and speaking in a register and style that serve the context and intention iii. using correct grammar, syntax and punctuation iv. spelling and pronouncing with accuracy v. using appropriate non-verbal communication techniques.	**8**

Sources	Prentice Hall: Literature World Masterpieces, books for sustained silent reading, handouts, magazines, bilingual and monolingual dictionaries, Animal Farm by Victor Orwell; MacBeth by William Shakespeare; various online sources.

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

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

Subject: MATHEMATICS 4

Course outline

Unit Title	*Unit 1:* ***How can we move in space?***	*Unit 2:* ***How is technical innovation changing our ideas of public and private space?***	*Unit 3:* ***How many forms has a quadratic?***
Statement of Inquiry *(Global context)*	Applying mathematical logic to spatial dimensions can open personal, cultural and social entrepreneurship opportunities. (personal and cultural expression)	Modelling allows us to solve new spatial relationships problems arising from technical innovation. (scientific and technical innovation)	Representing relationships visually and algebraically can allow us to find and optimize 'best case scenarios' and sustainable solutions. (globalization and sustainability)
Inquiry into / Content	Find out how to apply linear equation understanding in the new context of coordinate geometry calculations for technological innovations. Explore what information we can find and use from groups of points on a planar space.	Find out about drones and what they have to do with trigonometry. Explore Pythagoras' theorem, geometric shapes and trigonometric relationships.	Find out how quadratics have a variety of representations and how each one tells us something different. Explore the real-world applications of quadratics in architecture, projectiles and design.
ATL skills clusters	- Communication skills - Collaboration skills - Critical-thinking skills - Creative-thinking skills - Transfer skills - Media literacy skills	- Information literacy skills - Critical-thinking skills - Creative-thinking skills - Transfer skills - - Communication skills	- Communication skills - Reflection skills - Information literacy skills

International-Mindedness	We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Subject assessment criteria		**Objectives**	**Max. level**
A	**Knowing and understanding**	i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts.	**8**
B	**Inquiring and designing**	i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify and justify relationships and/or general rules.	**8**
C	**Processing and evaluating**	i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete and coherent mathematical lines of reasoning v. organize information using a logical structure.	**8**
D	**Reflecting on the impacts of science**	i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies successfully to reach a solution iv. explain the degree of accuracy of a solution v. explain whether a solution makes sense in the context of the authentic real-life situation.	**8**

Sources	R. Bateson, Mathematics for the IB MYP 4 & 5

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

Subject group: SCIENCES ***Subject: BIOLOGY MYP 4***
Teacher: Jure Urekar
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Course outline

Unit Title	Unit 1: **Biotechnology**	Unit 2: **Sustainability**	Unit 3: **How people affect their environment**	Unit 4: **Adapt to survive**
Statement of Inquiry *(Global context)*	Biotechnology creates new options in industry and health	Systems in living organisms transfer energy and nutrients from the environment to cells, where they are used to maintain the balance of life.	As a result of the choices humans make, the environment has undergone and will continue to undergo change.	Organisms are more likely to survive when they are adapted to interact with their own local surroundings and changes therein.
Inquiry into / **Content**	The development and use of biotechnology to change and transform genes, cells and organisms helps create new options, choices and opportunities in industry and health.	Diets can be affected by many factors, in humans specifically by personal and cultural choices.	Humans have the ability to understand the consequences of their actions and to act to restore balance in ecosystems and work towards a sustainable future.	Organisms have to invest more energy to adapt to changes that are not present in their everyday surroundings.

ATL skills clusters	V. Reflection skills VI. Information literacy skills VIII. Critical- thinking skills IX. Creative thinking skills	I. Communication skills II. Collaboration skills VI. Information literacy skills X. Transfer skills	III. Organization skills IX. VI. Information literacy skills VIII. Critical thinking skills IX. Creative thinking skills	I. Communication skills III. Organization skills VI. Information literacy skills X. Transfer skills

International-Mindedness	Examine how the choices humans make influence their environment, surroundings and other living beings in their local as well as global localities.

	Subject assessment criteria	**Objectives**	**Max. level**
A	Knowing and understanding	i. select appropriate scientific systems when solving problems in both familiar and unfamiliar situations ii. apply the selected scientific systems successfully when solving problems iii. solve problems correctly in a variety of contexts.	**8**
B	Inquiring and designing	i. select and apply scientific problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify and justify relationships and/or general rules	**8**
C	Processing and evaluating	i. use appropriate scientific language in both oral and written explanations ii. use appropriate forms of scientific representation to present information iii. move between different forms of scientific representation iv. communicate complete and coherent scientific lines of reasoning v. organize information using a logical structure.	**8**

D	Reflecting on the impact of science	i. identify relevant elements of authentic real-life situations ii. select appropriate scientific strategies when solving authentic real-life situations iii. apply the selected scientific strategies successfully to reach a solution	**8**

Sources	Andrew Davis, Patricia Deo – Biology – MYP by Concept 4 & 5

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

Subject group: SCIENCES ***Subject: CHEMISTRY MYP4***
Teacher: Petra Dremelj
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Course outline

Unit Title	***Unit 1:*** **Matter maters**	***Unit 2:*** **Atomic Structure and Reactivity in the Periodic Table**	***Unit 3: Atoms***	***Unit 4*****: Atmospheric Emissions and Environmental Impact**
Statement of Inquiry	Changing conditions for matter has allowed people to make attractive products that express who they are and where they are from.	Scientific and technological innovation has allowed people to identify patterns in the properties of chemical elements and so built system to classify them.	Chemical and physical properties provide evidence of the relationships both between and within atoms.	Balancing the chemical inputs and outputs of Earth's systems is a prerequisite to sustain environment that is hospitable to human life.

(Global context)	Personal and cultural expressions	Scientific and technological innovation	Identities and relationships	Globalization and sustainabillity
Inquiry into / Content	Element and Compound Homogeneous and heterogeneous Solute, solvent and suspension Emulsions and gels Separating solids and liquids Purifying substances Chromatography	Periodic table Alkali Metals creating solids Electrolysis and reduction Halogens and oxidation Alkaline earth metals REEs reactivity Noble gases Transition metals with more valency Mass number, Electrons, Protons and Neutrons	Metallic bonding Ionic bonding Covalent bonding Patterns of electronegativity Allotrope and Semiconductor Polar Diatomic gases Lattice and empirical formula Valency balance atoms in compound	Emissions Structure of the atmosphere Gasses from the air Greenhouse gases contribute to Global warming and climate change How individuals, societies and companies can reduce greenhouse gas emission Investigating the environmental impacts of drinking bottled water
ATL skills clusters	Organization skills, Affective skills, Critical thinking skills, Creative thinking skills, Transfer skills	Communication skills, Collaboration skills, Organizations skills, Reflection skills, Creative-thinking skills	Communications skills, Collaborating skills, Organizations skills, Critical-thinking skills, Information literacy skills	Collaboration skills, Communication skills, Organization skills, Information literacy skills, Critical-thinking skills, Transfer skills, Information literacy skills, Collaboration skills

International-Mindedness	**Balancing the chemical inputs and outputs of Earth's systems in a prerequisite to sustain an environment, that is hospitable to human life.**

Sources	Myp by Concept 4&5, Chemistry, Annie Termaat & Christopher Talbot

Subject assessment criteria		**Objectives**	**Max. level**
A	**Knowing and understanding**	A 1 outline scientific knowledge A 2 apply scientific knowledge and understanding o solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations A 3 interpret information to make scientifically supported judgments.	**8**
B	**Inquiring and designing**	B 1 outline a problem or question to be tested by a scientific investigation B 2 outline a testable prediction using scientific reasoning B 3 outline how to manipulate the variables, and outline how sufficient, relevant data will be collected B4 design a logical, complete and safe method in which they select appropriate materials and equipment.	**8**
C	**Processing and evaluating**	C 1 correctly collect, organize, transform and present data in numerical and /or visual forms C 2 accurately interpret data and outline results using correct scientific reasoning C 3 discus the validity of a prediction based on the outcome of a scientific investigation C 4 discus the validity of the method based on the outcome of a scientific investigation C 5 describe improvements or extensions to the method that would benefit the scientific investigation.	**8**
D	**Thinking critically**	D 1 summarize the ways in which science is applied and used to address a specific problem or issue D 2 describe and summarize the implications of using science and its application to solve a specific problem or issue, interacting with a factor D 3 consistently apply scientific language to communicate understanding clearly and precisely D 4 document sources completely.	**8**

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

Subject group: SCIENCES ***Subject: PHYSICS MYP 4***
Teacher: Sabina Petek
Email: sabina.petek97@gmail.com

Unit Title	*Unit 1:* ***How can we communicate?***	*Unit 2:* ***Where are we in the Universe?***	*Unit 3:* ***How is our climate changing?***
Statement of Inquiry *(Global context)*	New global relationships have become possible as humanity has learned to communicate through energy transferred as wave motion. (personal and cultural expression)	As we extend the reach of our observations, we better understand the relationships that form our models of the Universe, and so our place in the cosmos. (orientation in space and time)	Scientific evidence shows that human activity is leading to major changes in global environments. (globalization and sustainability)
Inquiry into / Content	Find out how we communicate using kinds of wave energy, how waves move, and how they are affected by what they move through. Explore how our personal experience of different kinds of wave energy is related to the form of the waves themselves, and how we can use wave energy to communicate better.	Find out how the earliest space scientists explored the Solar System and the objects in it, and about the optical instruments such as the human eye, lenses and telescopes that are used to manipulate light and achieve magnification of distant objects. Explore other forms of observational evidence available to astronomers as they looked further out into deep space, such as spectroscopy; the implications of a finite speed of light, and of the expanding Universe, for our own understanding of our place in space and time.	Find out how the Earth's atmosphere helps maintain the conditions that make life possible. Explore the physics behind the processes that keep the Earth's climate in balance, and the factors that are affecting that balance.

ATL skills clusters	- Critical-thinking skills - Creative-thinking skills - Communication skills - Transfer skills	- Information literacy skills - Critical-thinking skills - Transfer skills	- Critical-thinking skills - Creative-thinking skills - Communication skills - Transfer skills - Information literacy skills - Media literacy skills - Collaboration skills

International-Mindedness	We will explore how the physics of waves enables us to communicate better and express ourselves in different ways. We will reflect on our interdependence with others, and consider different perspectives on issues.

Subject assessment criteria		**Objectives**	**Max. level**
A	**Knowing and understanding**	i. explain scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse and evaluate information to make scientifically supported judgments.	**8**
B	**Inquiring and designing**	i. explain a problem or question to be tested by a scientific investigation ii. formulate a testable hypothesis and explain it using scientific reasoning iii. explain how to manipulate the variables, and explain how data will be collected iv. design scientific investigations.	**8**
C	**Processing and evaluating**	i. present collected and transformed data ii. interpret data and explain results using scientific reasoning iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation iv. evaluate the validity of the method v. explain improvements or extensions to the method.	**8**

D	**Reflecting on the impacts of science**	i. explain the ways in which science is applied and used to address a specific problem or issue ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue iii. apply scientific language effectively iv. document the work of others and sources of information used.	**8**

Sources	P. Morris: Physics (MYP by Concept 4 & 5)

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

Subject group: Individuals and Societies ***Subject: Geography MYP4***
Teacher: Iva Kladošek
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Course outline

Unit Title	*Unit 1:* **EARTH'S TECTONIC**	*Unit 2:* **LANDFORMS**	*Unit 3:* **CLIMATE and ECOSYSTEMS**	Unit 4: **FARMING**
Statement of Inquiry *(Global context)*	**Different communities and individuals can develop strategies for living in hazardous environments and responding to tectonic hazards.** Orientation in Time-Space	**Landforms have a significant effect on human life and activities.** Orientation in space and time	**Some believe that advances in technology have changed the ecosystems beyond breaking point**	**Local circumstances and values reflect in trends of food production.** Scientific and technical innovation

			Globalization and sustainability	
Inquiry into / Content	Structure of the Earth Plate tectonics and its consequences The impacts, short-term and long-term consequences of hazard responses and solutions to tectonic hazards in LEDCs and MEDCs. - Awareness and understanding of the need to develop effective warning systems, proper response and importance of education to cope with tectonic hazards. - Solutions or suggestions how to decrease risk of hazards and damage done.	- Land forming processes - Types of river and coastal landforms, their creation and change - Impacts, short-term and long-term consequences of changes in landforms and floods -Dealing with floods in LEDC's and MEDC's; the need to develop effective flood protection methods, proper response and importance of education to cope with it.	-Weather, climate types and ecosystems compare and contrast natural and human environments and their change - Climate change and related hazards, with short-term and long-term consequences, human impact on it and possible solutions for mismanagement of the ecosystems - The need to develop proper response and effective approach for managing fragile ecosystems such as Amazon rainforest or Sahel.	Farming types, processes and their change in LEDCs and MEDC - Farming methods and their changes to the environment and human life. - The need to develop effective farming methods (impact and consequences of technological innovations) that also consider proper management of the environments - Consider options such as introducing GMC and organic farming.
ATL skills clusters	I. Communication II. Social VI. Thinking VIII. Self -management	Communication Social Research Self -management Thinking	Communication Social Thinking Self -management	Communication Social Research Self -management Thinking

International-Mindedness	Developing the awareness and a commitment to sustainable practices that benefit both local and global communities, recognizing that the Earth's systems know no national boundaries.

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

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

Subject group: Individuals and Societies ***Subject: History***
MYP
Teacher: Nina Prelog
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Course outline

Unit Title	*Unit 1:* **Historians at work - use of historical tools**	*Unit 2:* **The new way of thinking**	*Unit 3:* **Revolutionary movements**	*Unit 4:* ***From farm to factory***	*Unit 5:* ***Building national identity***
Statement of Inquiry *(Global context)*	**Historians use concepts of time, space and causality to form a specific perspective of the past and to build a picture of civilisation in specific era.** (Orientation in space and time)	**Culture and scientific innovation enabled European societies to form a society based around educated individuals.** (Personal and cultural expression, scientific and technical innovation)	**Revolutionary movements caused change in governance of the people based on human and citizen rights of individuals.** (Identities and relationships)	**Industrial and agricultural revolution enabled development of societies at the expense of some social groups and environment exploration**. (Fairness and development)	**Communities started looking for new identities and relationships in society to build a nation state and national identity.** (Identities and relationships)
Inquiry into / Content	● Historical time and space	● The Renaissance	● The American Independence War	● The Industrial Revolution	● Unification of Italy ● Unification of Germany

	● Cause and consequences ● Historical sources	● The Reformation ● The Scientific revolution ● The Enlightenment	● The French Revolution ● Modern Revolutions	● The Agricultural Revolution	
ATL skills clusters	VI. Information literacy VII.Media literacy VIII.Critical Thinking	VI Information literacy VII Media literacy VIII Critical thinking	III Organization VI Information literacy VIII Critical thinking	III Organization V Reflection VIII Critical thinking IX Creative thinking	IV Affective V Reflection VIII Critical thinking IX Creative thinking

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

Subject assessment criteria		**Objectives**	**Max. level**
A	**Knowing and understanding**	A1 use a wide range of terminology in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, through developed descriptions, explanations and examples.	**8**
B	**Investigating**	B1 formulate a clear and focused research question, explaining its relevance B2 formulate and follow an action plan to investigate a research question B3 use research methods to collect and record appropriate, varied and relevant information B4 evaluate the process and results of the investigation.	**8**
C	**Communicating**		**8**

		C1 communicate information and ideas effectively using and appropriate style for the audience and purpose C2 structure information and ideas in way that is appropriate to the specific format C3 document sources of information using a recognised convention.	
D	**Thinking critically**	D1 discuss concepts, issues, models, visual representation and theories D2 synthesize information to make valid, well-supported arguments D3 analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations D4 interpret 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.

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

Subject group: Arts
Teacher: Danijela Kajzer
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Subject: Visual Art MYP4

Course ouline

Unit Title	*Unit 1:* **Composition**	*Unit 2:* ***Space in art works***	*Unit 3:* ***Unit 3:*** **Art styles**

Statement of Inquiry *(Global context)*	**Original ideas redefine style and aesthetic to give art a new identity.** Identities and relationships	**Art has always pushed the boundaries of existing narrative to communicate how people and cultures felt and observed.** Personal and cultural expression	**Art often witnesses a repetition of form, structure or manner of representation, which transcends the boundaries of space and time.** 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 skils	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	**8**

		ii. demonstrate the application of skills and techniques to create, perform and/or present art.	
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
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Subject group: Design Technology ***Subject: MYP 4***
Teacher: Oliver Buček
Email:

Course outline

Unit Title	*Unit 1:* **Traditional Woodworking Techniques and Cultural Heritage**	*Unit 2:* **: Robotics for Social Good with VEX IQ**	*Unit 3:* **Toy Design for Change: Creating Solutions to Support Refugee Children**

Statement of Inquiry *(Global context)*	**Traditional woodworking techniques are a reflection of cultural identity and heritage, preserving important aspects of human history**. Identities and Relationships	**Robotics can drive social change by providing innovative solutions to ethical and humanitarian challenges**. Fairness and Development	**Thoughtful toy design can improve the quality of life for refugee children by addressing their unique needs and providing opportunities for development and emotional support.** Fairness and Development
Inquiry into / Content	What are some traditional woodworking techniques from different cultures? How have traditional woodworking methods influenced modern practices? How do traditional woodworking techniques reflect cultural identity? In what ways can preserving traditional craftsmanship benefit future generations? Should traditional woodworking methods be preserved in an increasingly mechanized world? To what extent can traditional craftsmanship coexist with modern manufacturing?	What are the current applications of robotics in humanitarian efforts? How can robots be designed to address specific social or ethical issues? How does the development of robotics influence social change? What ethical considerations must be taken into account when designing robots for social good? Is it ethical to use robots in situations where human jobs are at risk? To what extent can robots be trusted to handle sensitive social issues?	What are the specific challenges faced by refugee children? What types of toys are beneficial for children in crisis situations? How can toy design be adapted to meet the needs of children in challenging environments? In what ways can toys support emotional and cognitive development for refugee children? Should toy designs prioritize practicality over entertainment for children in refugee camps? Can toy design significantly impact the well-being and development of children in crisis situations?

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	**8**

		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. 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 3:** i. explain the challenges faced by refugee children and their impact on well-being ii. research existing toys and tools designed for children in crisis situations iii. analyse examples of toys that address specific needs of children in refugee camps iv. develop a design brief for a toy aimed at improving the life of a refugee child based on research findings	
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 **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 outlining the criteria for the toy (e.g., safety, durability, educational value) ii. present a range of feasible design ideas for toys that could benefit refugee children iii. justify the selection of the final design based on its ability to address identified needs	**8**

		iv. create technical drawings and models for the chosen toy design	
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 **Unit2:** 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. plan and construct a prototype of the toy ii. demonstrate technical skills in building and testing the toy prototype iii. follow the plan to ensure the toy meets design specifications and is suitable for the target audience iv. document any modifications made during the prototype development	**8**
D	**Evaluating**	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 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	**8**

		Unit 3: i. design methods to test the functionality and safety of the toy ii. assess how well the prototype meets the design criteria and supports the needs of refugee children iii. suggest improvements to enhance the toy's effectiveness and usability iv. explain the potential impact of the toy on the well-being and development of refugee children	

Leon Štukelj International School
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Subject group: Arts ***Subject: Music, MYP 4***
Teacher: Marko Furek
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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

Course outline

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 Maribor
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Subject group: ARTS ***Subject: THEATRE MYP 4***
Teacher: ***Urška Sedlar***
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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
Middle Years Programme
School Year 2024-2025

Subject group: Subject: ***MYP 3-4 Homeroom***
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 reflection	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	Planning, goal-setting, and collaboration affects our choices and fosters leadership skills.	**Communities** are strongest when people take active roles in maintaining them.	**Reflection** helps identify the steps to pursue one's goals.
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/.