



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

Subject Group: Language Acquisition
Teacher: Katja Kokol Marko
Email: katja.kokol-marko@quest.arnes.si

Subject: Slovenian Language (Phase 4-5)

Course outline

<u>Unit title</u>	Unit 1 <u>How to be(come) a Slovene?</u>	Unit 2 <u>Fables (Basni)</u>	Unit 3 <u>Is this love? (Je to ljubezen?)</u>
Statement of Inquiry	Meaningful and purposeful communication supports relationships.	The purpose of writing messages in fables is to reflect and change our behaviour.	Love is one of the biggest themes in literature and connects people over the world until this present day.
<i>Global context</i>	<i>Personal and Cultural Expression (exchange and interaction).</i>	<i>Global context: Personal and cultural expression</i>	<i>Global context: Orientation in Space and Time.</i>
<u>Inquiry into / Content</u>	Describing countries (Slovenia, home countries, ...). My country and the country I'm living in. Culture - differences. Variety. Work with visual and spoken, written texts. Reading advanced texts with understanding and responding in spoken and in written form. Pronunciation and intonation.	Reading and responding to reading. Understanding of phrases. Metaphors. Creative writing. Paraphrasing. Slovenian and international fables and its characteristics. Past tense. Interrogative pronouns. Possessive pronouns. Reported speech.	Motivation for reading (Slovenian Reading Badge). Responses to literature. Universal theme of love in literary or historical texts. Comparison with Romeo and Juliet, Orpheus and Eurydice, ... Exploration of history, culture, relationships, ...regional characteristics. Writing a love letter, designing invitation cards. Descriptive and creative writing. Capitals. Comparison of adjectives.

			Pronouns. Adverbs of place. Reported speech: direct and indirect speech
<u>ATL skills</u>	COMMUNICATION SELF-MANAGEMENT (Organization) SOCIAL (Collaboration)	COMMUNICATION SELF-MANAGEMENT (feelings, reflection) SOCIAL (collaboration, empathy)	COMMUNICATION SELF-MANAGEMENT (Reflection) SOCIAL (collaboration, empathy)

Subject assessment		Max. level
Criteria	Objectives	
A Listening	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	Maximum 8
B Reading	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	Maximum 8
C Speaking	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	Maximum 8

D Writing	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	Maximum 8
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Sources	<ul style="list-style-type: none"> • CAJHEN, Nana idr.: Gradim slovenski jezik 6 (učbenik) • KNEZ, Mihaela: Čas za Sloveščino 2 (učbenik) • BOLHAR, Alojzij: Slovenske basni in živalske pravljice • EZOP: Basni • ČUDEN, Milena: Brihtna glavca. Slovenščina 7, 8, 9. • DOBER DAN, ŽIVLJENJE, berilo za slovenščino v 8. razredu osnovne šole. • KRAMARIČ, Mira: Komunikacijske igre s poudarkom na bogatenju besedišča. • SCHLAMBERGER – BREZAR, Mojca: Učimo se slovenščino 3. • SKRIVNO ŽIVLJENJE BESED, berilo za slovenščino v 9. razredu osnovne šole. • SREČA SE MI V PESMI SMEJE, učbenik za slovenščino-književnost v 7. razredu osnovne šole. • VOGEL, Jerica idr.: Slovenščina 7, 8, 9. Učbenik za slovenščino – jezik.
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2024 - 2025

Subject Group: Language Acquisition
Teacher: Urška Sedlar
Email: urska.sedlar@guest.arnes.si

Subject: Slovenian Language (Phase 1-3)

Course outline

<u>Unit Title</u>	Unit 1 <u>To sem jaz. This is me.</u>	Unit 2 <u>Moje leto-praznovanja. A year in my life-celebrations.</u>	Unit 3 <u>Fairy tales from around the World</u>
Statement of Inquiry	Meaningful and purposeful communication supports relationships.	One of the purposes of the celebration is to build our individual and cultural identity.	The universal elements of fairy tales allow creative expression of our diverse cultural and personal experiences.
<i>Global Context</i>	<i>Personal and Cultural Expression (exchange and interaction).</i>	<i>Global context: Personal and cultural expression</i>	<i>Global context: Orientation in Space and Time.</i>
<u>Inquiry into / Content</u>	Describing myself, my family and others My classroom and my school Counting Clothes and colours Hobbies Work with visual and spoken, written texts Reading simple texts with understanding and responding in spoken and in written form	Describing seasons and yearly routines Slovenian and international festivals and celebrations Season's greetings Reading short texts with understanding and responding in oral and written form, producing simple written texts Grammar-Present Tense, Nominative, Accusative, Adjectives, Numbers and Dates	Best known Slovenian and international fairy tales and folktales The elements and characteristics of these genres Personal descriptions (physical appearance and character) Simple discourse connectors Reading short texts with understanding and responding in oral and written form, producing simple written texts Grammar – Present and Past Tense, Interrogative pronouns, Ordinal Numbers

<u>ATL</u> <u>skills</u>	COMMUNICATION SELF-MANAGEMENT (Organization) SOCIAL (Collaboration)	COMMUNICATION	COMMUNICATION SELF-MANAGEMENT (Reflection)
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Subject assessment		Max. level
Criteria	Objectives	
A Listening	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	Maximum 8
B Reading	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	Maximum 8
C Speaking	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	Maximum 8
D Writing	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	Maximum 8

Sources	<ul style="list-style-type: none"> • CAJHEN, Nana idr.: Gradim slovenski jezik 6 (učbenik) • KNEZ, Mihaela: Čas za Sloveščino 2 (učbenik) • ČUDEN, Milena: Brihtna glavca. Slovenščina 7, 8, 9. • DOBER DAN, ŽIVLJENJE, berilo za slovenščino v 8. razredu osnovne šole. • KRAMARIČ, Mira: Komunikacijske igre s poudarkom na bogatenju besedišča. • SCHLAMBERGER – BREZAR, Mojca: Učimo se slovenščino 3. • SKRIVNO ŽIVLJENJE BESED, berilo za slovenščino v 9. razredu osnovne šole. • SREČA SE MI V PESMI SMEJE, učbenik za slovenščino-književnost v 7. razredu osnovne šole. • VOGEL, Jerica idr.: Slovenščina 7, 8, 9. Učbenik za slovenščino – jezik.
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Leon Štukelj International School

Middle Years Programme



School Year 2024-2025

Subject group: Language acquisition German

Subject: English Emergent

Course outline

Teacher: Mirtha Vesna Božič

Email: mirtha.bozic@gmail.com

<u>Unit Title</u>	<i>Unit 1: Das bin ich (This is me)</i>	<i>Unit 2: Köstlich (Delicious)</i>
Statement of Inquiry	Meaningful and purposeful communication supports relationships.	Communication depends on the purpose and influences decisions.
<i>(Global context)</i>	<i>(Identities and relationships)</i>	<i>(Personal and cultural expression)</i>

<p>Inquiry into /</p> <p>Content</p>	<p>Describing myself, my family and others</p> <p>My classroom and my school</p> <p>Time (numbers, days, months, seasons)</p> <p>Clothes and colours</p> <p>Hobbies</p> <p>Reading simple texts with understanding and responding in oral and written form</p> <p>Grammar:</p> <p>Using basic grammar structures: Capitalisation, Punctuation, Nominative, Accusative</p>	<p>Inquiry into vocabulary:</p> <p>Food and Drinks Shopping</p> <p>In a restaurant</p> <p>At the market</p> <p>Recipes</p> <p>Reading simple texts with understanding and responding in oral and written form</p> <p>Grammar:</p> <p>Using basic grammar structures: Plurals, Introducing Dative, Locative, Present and Past Tense</p>
<p>ATL skills clusters</p>	<p>Communication Skills</p> <p>Self- Management Skills (Organisation)</p> <p>Social Skills(Collaboration)</p>	<p>Using basic grammar structures: Plurals, Introducing Dative, Locative, Present and Past Tense</p>

<p>International-Mindedness</p>	<p>Why is it important to learn and speak foreign languages? How do our differences and similarities bring us together? Do we use polite expressions in the same way across different languages?</p>
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Subject assessment		Max. level
Criteria	Objectives	
A Listening	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	Maximum 8
B Reading	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	Maximum 8
C Speaking	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	Maximum 8
D Writing	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	Maximum 8

Sources	Magazines, online sources (videos, interactive tools, handouts), monolingual and bilingual dictionaries, worksheets
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Leon Štukelj International School
Middle Years Programme
School Year 2024-2025

Subject group: Language acquisition German
Teacher: Mirtha Vesna Božič
Email: mirtha.bozic@gmail.com

Subject: German Capable

Course outline

<u>Unit Title</u>	<i>Unit 1: Die Welt in meiner Hand (The World in my Hand)</i>	<i>Unit 2: Medien (Media)</i>	<i>Unit 3: Meine Meinung (My opinion)</i>
Statement of Inquiry <i>(Global context)</i>	One's culture is shaped by the context and structure of the relationships in one's world . (Identities and relationships)	Communication gives us an opportunity to form messages according to our cultural background. (Personal and cultural expression)	Communication expresses an identity through a personal point of view . (Identities and relationships)
Inquiry into / Content	Different countries, languages, my identity, daily routine, telling stories Writing: summaries, short reports, narrative paragraph.	Media, advertising, billboards, social media, reflecting on IB learner profile (thinker, communicator and knowledgeable) Inquiry into grammar: comparison of adjectives, imperative, personal and possessive pronouns, declination (Akkusativ).	The importance of media in my life, most common media in your life, use of media through life, the influence of media on our lives. Inquiry into vocabulary: Vocabulary about media, journalism, advertising, jobs, work, timetables.
ATL skills clusters	I. Communication VI. Information literacy VIII. Critical thinking IX. Creative thinking	I. Communication II. Collaboration III. Organisation V. Reflection VI. Information literacy IX. Creative thinking	II. Collaboration skills VI. Information literacy VIII. Critical thinking IX. Creative thinking

International-Mindedness	We will meet poetry from different cultures and countries, as well as fairy tales, stories and oral traditions. We will get to know and compare school systems and routines around the world with our school.
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Subject assessment		Max. level
Criteria	Objectives	
A Listening	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	Maximum 8
B Reading	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	Maximum 8
C Speaking	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	Maximum 8
D Writing	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	Maximum 8

Sources	<p>Prentice Hall: Literature World Masterpieces, bilingual and monolingual dictionaries, Literature 6 Textbook, handouts, Boy: Tales of Childhood by Roald Dahl, various internet sources.</p> <p>Text books: <i>Odkrivajmo slovenščino</i>, <i>Gremo naprej. Slovenska beseda v živo</i> 2. <i>Moja slovenščina</i> 5. <i>Moja slovenščina</i> 4.</p> <p>E-material: <i>Učim se slovensko: e-gradivo za učence v tujini</i></p> <p>Monolingual and bilingual dictionaries</p> <p>Worksheets</p>
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Leon Štukelj International School
Middle Years Programme
School Year 2024-2025

Subject group: Language acquisition German

Teacher: Mirtha Vesna Božič

Email: mirtha.bozic@gmail.com

Subject: German Proficient MYP 1-4

Course outline

<u>Unit Title</u>	<i>Unit 1: Die Welt in meiner Hand (The World in my Hand)</i>	<i>Unit 2: Medien (Media)</i>	<i>Unit 3: Meine Meinung (My opinion)</i>
Statement of Inquiry <i>(Global context)</i>	<p>One's culture is shaped by the context and structure of the relationships in one's world .</p> <p>(Identities and relationships)</p>	<p>Communication gives us an opportunity to form messages according to our cultural background.</p> <p>(Personal and cultural expression)</p>	<p>Communication expresses an identity through a personal point of view .</p> <p>(Identities and relationships)</p>
	<p>Inquiry into:</p> <p>different countries, languages, traditions through literature (novel),</p>	<p>Inquiry into:</p> <p>media through literature (novel),</p>	<p>Inquiry into:</p> <p>the importance of media in my life, most common media in your life, use</p>

Inquiry into / Content	telling stories, writing: summaries, narrative paragraph, expressing	different types of articles and different types of language used	of media through life, the influence of media on our lives.
International-Mindedness	We will meet poetry from different cultures and countries, as well as fairy tales, stories and oral traditions. We will get to know and compare school systems and routines around the world with our school.	reflecting on IB learner profile (thinker, communicator and knowledgeable) writing summaries, expressing opinions. Inquiry into grammar: declension, adjective declension	as well as fairy tales, stories and oral traditions. vocabulary about media, journalism, advertising, jobs, work, timetables. Media through literature (novel) - book presentation
			Inquiry into grammar: future tenses if sentences
ATL skills clusters	I. Communication VI. Information literacy VIII. Critical thinking IX. Creative thinking	I. Communication II. Collaboration III. Organisation V. Reflection VI. Information literacy IX. Creative thinking	II. Collaboration skills VI. Information literacy VIII. Critical thinking IX. Creative thinking

International-Mindedness	We will meet poetry from different cultures and countries, as well as fairy tales, stories and oral traditions. We will get to know and compare school systems and routines around the world with our school.
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Subject assessment		Max. level
Criteria	Objectives	
A	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	Maximum 8

Listening		
B Reading	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	Maximum 8
C Speaking	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	Maximum 8
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Sources	<i>Books</i> E-material Monolingual and bilingual dictionaries Worksheets
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