Leon Štukelj International School
Middle Years Programme
School Year 2025-2026

Subject group: English and Literature ***Subject: English MYP 1***
Teacher: Tina Lešnik
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Course outline (Carousel year 1)

Unit Title	*Unit 1:* ***Adaptation***	*Unit 2:* ***Puppetry*** ***Interdisciplinary unit (Theatre)***	*Unit 3:* ***Boy***	*Unit 4:* ***Poetry***
Statement of Inquiry	**Characters' interaction in different environments and adaptation influences their identity and relationships.**	**Puppetry shows how humans across space and time have used creative ways to express traditions and culture.**	**Context shapes identities and influences points of view and perspectives.**	**Poetry along with its structure is a universal language of creation, expression and thought.**
Global context	Identities and relationships	Personal and cultural expression	Identities and relationships	Personal and cultural expression
Key concept	Global interactions	Creativity	Perspective	Creativity
Related concepts	Character, adaptation	Expression, character	Point of view, context	Purpose, structure
Inquiry into / Content	Discussions and debates on customs, behaviour and stereotypes, analysing short stories, vocabulary study, onomatopoeia, compare and contrast essay, language workshops.	Script elements, genres, analysing drama scripts, writing a script based on a story and performing it, language workshops.	Autobiography/biography, life or Roald Dahl, impact of cultures and social environment, debate on corporal punishment, reading comprehension, vocabulary study, persuasive essay, language workshops.	Poetic elements, types of poetry and its history, analysing poems, expressing emotions through writing, writing poems, language workshops.
Assessment tasks	After reading and analysing two short stories students write an essay (B,C,D).	Writing a script based on a story/stories (C, D).	With the knowledge of the book, additional research, personal experience and interview with parents, students write a comparative and contrastive essay (A, B, D).	Students take the role of a poet. They have to write 3 original poems (A, C, D).
ATL skills	I. Communication	I. Communication	II. Collaboration skills	II. Collaboration skills

clusters	VI. Information literacy VIII. Critical thinking IX. Creative thinking	II. Collaboration III. Organisation V. Reflection VI. Information literacy IX. Creative thinking	VI. Information literacy VIII. Critical thinking IX. Creative thinking	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.**

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**

Interdisciplinary unit **Subject assessment criteria**		**Objectives**	**Max. level**
A	**Evaluating**	i. analyse disciplinary knowledge. ii. evaluate interdisciplinary perspectives.	**8**
B	**Synthesizing**	i. create a product that communicates a purposeful interdisciplinary understanding. ii. justify how your product communicates interdisciplinary understanding.	**8**
C	**Reflecting**	i. discuss the development of your interdisciplinary learning. ii. discuss how new interdisciplinary understanding enables action.	**8**

Sources	Prentice Hall: Literature World Masterpieces, bilingual and monolingual dictionaries, Literature 6 Textbook, handouts, Boy: Tales of Childhood by Roald Dahl, various internet sources.

Leon Štukelj International School
Middle Years Programme
School Year 2025-2026

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

Teacher: Dinka Fazlič
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Course outline

Unit Title	*Unit 1:* ***PRIME TIME***	*Unit 2:* ***BITS AND PIECES***	*Unit 3:* ***COVERING AND SURROUNDING***
Statement of Inquiry	**Using logic to develop various representation of number systems helps to express, organize and simplify daily life.**	**Different representations of quantities highlight equivalence and relationships, showing how mathematical thinking supports innovation and problem-solving.**	**Measurements help us form and make sense of our immediate space.**
Global context	Personal and cultural expression	Scientific and Technical Innovation	Orientation in space and time
Key concept	Logic	Relationship	Form
Related Concepts	System, Representation	Equivalence, Representation, Quantity	Space, Measurement
Assessment tasks	End of the unit test (A) Investigation of number system (B,C)	End of the unit test (A) investigation in real real-world context (C,D)	Design Packaging for Aquarium Fish Food (B,D)
Content	Understand development and application of different number systems Understand and apply number properties in Real number system	Equivalent fractions, decimals, percent's Visualize FDP and their operations Order and compare FDP Convert FDP-understand relationship	Understand and apply the knowledge of points, lines, angles, polygons, triangles, quadrilaterals, units of measurement, scale, conversions in real life problem

	Understand and apply the knowledge of factors, multiples, primes, composites, prime factorization; order of operations, distributive property, divisibility rules, estimation, exponents as a strategy in solving word problems Understand and create new numerical systems based on different values and symbols	Estimate the sums, differences, products and quotients of FDP Solve real life problems involving FDP Develop and apply the appropriate method of computation, follow order of operation rules Select and apply different representations to compare quantities and examine relationships within real life context	select and use appropriate tools to measure an object, Estimate measurements in standard and metric units, units conversions Area and perimeter relationships, area and perimeter of polygons, surface area and volume of rectangular prisms and capacity
ATL skills clusters	I. Communication II. Organization	V Reflection VIII. Critical-thinking X. Transfer	IX. Creative-thinking X. Transfer

International-Mindedness	Numeration Systems: from different civilizations Method of Operations: different methods to adding, subtracting, dividing, multiplying from different countries Units: Standard, Metric measurement systems Data*: data for analyses used from all round the world*

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	**8**

		explain the degree of accuracy of a solution describe whether a solution makes sense in the context of the authentic real-life situation	

Sources	1. Vollmar, Haese and Humphries, Mathematics for the international students 6. Australia: Hease & Hariss Publications 2008 2. Gordon, Evans, Speed, Senior, Pearce, Maths Frameworking (1.1.-1.3.). UK: Collins 2014

Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025 - 2026

Subject group: SCIENCES ***Subject: SCIENCE MYP1***
Teacher: Katerina Malinova
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Course outline

Unit Title	***Unit 1:* Introduction to sciences**	***Unit 2: Healthy lifestyle***	***Unit 3:* Rocks and minerals**	***Unit 4:* Human impact on ecosystems**
Statement of Inquiry	**Recognizing patterns and using evidence allows us to develop scientific ideas that connect to technological innovations.**	**Understanding how lifestyle changes affect body function helps people make balanced decisions to maintain health, wellbeing and relationships with others.**	**Studying the form and function of rocks and minerals uncovers system patterns that guide human interaction with Earth's resources and global sustainability.**	**Changes in human activity affect ecosystems, leading to environmental consequences that influence sustainability on local and global scales.**
Global context	Scientific and technical innovation	Identities and relationships	Globalization and sustainability	Globalization and sustainability
Key concept	Connections	Change	Systems	Change

Related Concepts	Form, evidence, patterns	Function, consequences, balance	Form, function	Environment, consequences
Assessment tasks	Students will design and conduct a simple scientific investigation to answer a question they pick. (B, C, D)	Students will track and analyse their own lifestyle habits. They will present their findings. (A, B, C)	Students investigate the form, properties, and functions of rocks and minerals, conduct tests to identify them, and explore how their characteristics influence human use and interactions with the environment.(A, B)	Students will investigate the ecosystems on their school premises and surrounding areas, record human activities that affect plants, animals, and the environment, analyze the consequences of these impacts, and propose practical solutions to promote sustainability. (B, C, D)
Inquiry into Content	Learn about science words' origins Identify and describe science branches Learn what science process skills are Identify sciences process skills and describe how they are applied to our daily life Analyse the work of a chosen scientist and evaluate its impact on our life Identify the tools that scientists use Know the scientific units of measurement (SI) Use (SI) in experimental work Learn how to analyse data and transform it into a graph form Learn about the Scientific Method	Define a mineral and a rock Distinguish between igneous, sedimentary and metamorphic rocks and their formation Explain metamorphism Discuss uses of rocks Identify rocks and minerals use in our life and evaluate their importance Describe the rock cycle and its connection to tectonic plates Understand formation of fossils Compare and contrast types of fossils	Define a mineral and a rock Distinguish between igneous, sedimentary and metamorphic rocks and their formation Explain metamorphism Discuss uses of rocks Identify rocks and minerals use in our life and evaluate their importance Describe the rock cycle and its connection to tectonic plates Understand formation of fossils Compare and contrast types of fossils Develop inquirer and thinker attributes of the IB lp	Define ecosystem, population, community, habitat, niche, biomes Understand importance of genetic diversity Identify food chains and webs Explain how energy pyramid functions Discuss competition for resources Compare and contrast relationships between organisms Analyse natural resources Evaluate human impact on natural resources Justify importance of conservation Develop thinker and caring attributes of the IB lp
ATL skills clusters	VII. Media Literacy: locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media. I. Comm. skills: use appropriate form of written presentation and chose visual	IX. Creative-thinking skills: Create original works and ideas, use existing works and ideas in new ways;	IX. Creative-thinking skills: Create original works and ideas, use existing works and ideas in new ways; X. Transfer skills: Apply skills and knowledge in unfamiliar	I.Communication skills: Use appropriate forms of writing for different purposes and audiences, structure information in summaries, essays and reports.

	representation mode to orally share their work.	X. Transfer skills: Apply skills and knowledge in unfamiliar situations; Combine knowledge, understanding and skills to create your own product or solution.	situations; Combine knowledge, understanding and skills to create your own product or solution.	Research: VI: Information literacy skills: Make connections between various sources of information, collect and organize data to identify solutions and make informed decisions. X. Transfer skills: Inquire in different contexts to gain a different perspective. Make connections between subject groups and disciplines

Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	Outline scientific knowledge Apply sientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations Interpret information to make scientifically supported judgements	**8**
B	Inquiring and designing	Outline a problem or question to be tested by a scientific investigation Outline a testable prediction using scientific reasoning Outline how to manipulate the variables, and outline how sufficient, relevant data will be collected Design a logical, complete and safe method with appropriate materials and equipment	**8**
C	Processing and evaluating	Present collected and transformed data Interpret data and outline results using scientific reasoning Discuss the validity of a prediction based on the outcome of the scientific investigation Discuss the validity of the method Describe improvements or extensions to the method	**8**
D	Reflecting on the impacts of science	Summarize the ways in which science is applied and used to address a specific problem or issue Describe and summarize the implications of using science and its application in solving a specific problem or issue Apply communication modes effectively Document the work of others and sources of information used	**8**

International-Mindedness	Scientists around the world use universal language to communicate efficiently. How is scientific work conditioned by culture of the country? Humans have biological adaptations just like all other organisms but they can also adapt to their environments behaviourally. What kinds of housing and clothing are used by various cultural or ethnic groups in different parts of the world?

Sources	Science Insight: Exploring Living Things

	Go for Science! Environmental Science Science Exploration Discovery channel, youtube and other internet sources

Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025-2026

Subject group: Humanities ***Subject: HUMANITIES MYP 1***
Teacher: Nina Prelog
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Course outline

Unit Title	*Unit 1:* **Introduction to Humanities and History**	*Unit 2:* **Early River Valley Civilizations**	*Unit 3:* **The Mediterranean Empires**	*Unit 4:* **Ancient Greece**
Statement of Inquiry	**The present is a sum of past choices.**	**Scientific and technological innovations shape identities and cultures by influencing how people adapt to their time, place and space.**	**Global interaction produces a desire for control over resources and power across different times and places.**	**Systems that are based on equity and choice can endure through history and influence how societies address fairness and developmen.**
Global context	Orientation in time and space	Scientific and technological innovations	Orientation in space and time	Fairness and development
Key concept	Time/place and space	Time/place and space	Global Interaction	Systems
Related Concepts	Identity, choice	Identity, culture,	Power, Resources	Equity, Choice
Assessment tasks	Students take a role of a historian and investigate personal history of their family member/one historical figure (source criticism and analysis	Write an anecdote in the style of Confucius. In the anecdote students need to meaningfully use chosen historical terms from the units	Analysis of four different sources about the big flood, OR presentation about one of the Mediterranean empires (A,D)	Research paper about an Ancient Greek God/Goddess/personality and a presentation (B,C)

	of primary and secondary sources, D, C)	vocabulary. They also need to fill a blank map about ancient river valley civilisations (A, B)		
Inquiry into/content	Students will do an inquiry into orientation in place and time and our personal histories. ● What is History? How do we learn about the past? ● Timelines, Maps, Primary and Secondary Sources	Students will explore turning points in humankind and the relationships between individuals and civilizations. ● City States in Mesopotamia ● Pyramids on the Nile ● Planned cities on the Indus ● River Dynasties in China	Students will explore interaction, exchange and conflict between first Mediterranean kingdoms. ● The Phoenicians ● The Hebrews ● The Hittites ● The Assyrians	Students will do an inquiry about democracy, politics, government, civil society, inequality, rights, laws, justice, peace and conflict. ● Myths, Religion, Gods ● The Rise of Greek Civilisation ● The Golden Age ● The Persian War ● Alexander the Great
ATL skills clusters	VIII. Critical-thinking skills	I. Communication III. Organization VI. Information literacy VII. Media literacy V. Reflection skills	III. Organization VIII. Critical-thinking skills	I. Communication III. Organization VI. Information literacy VII. Media literacy V. Reflection skills

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

Subject assessment criteria		**Objectives**	**Max. level**
A	**Knowing and understanding**	A1 use vocabulary in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.	**8**
B	**Investigating**	B1 explain the choice of a research question B2 follow an action plan to explore a research question B3 collect and record relevant information consistent with the research question B4 reflect on the research process and results.	**8**

C	**Communicating**	C1 communicate information and ideas with clarity C2 organize information and ideas effectively for the task C3 list sources of information in a way that follows the task instructions.	**8**
D	**Thinking critically**	D1 identify the main points of ideas, events, visual representation or arguments D2 use information to give an opinion D3 identify and analyse a range of sources/data in terms of origin and purpose D4 identify different views and their implications.	**8**

Leon Štukelj International School Maribor

Middle Years Programme
School Year 2025-2026

Subject group: ***Arts*** ***Subject: VISUAL ARTS MYP 1***
Teacher: Danijela Kajzer
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Course outline (Carousell Year 1)

Unit Title	*Unit 1:* **Elements of art**	*Unit 2:* **Visual communication and visual transformation**	*Unit 3:* **Colours all around**
Statement of Inquiry	**Artistic experimentation with form and presentation can transform aesthetics, producing creations that reflect personal experiences and cultural expression.**	**Visual culture helps people to communicate and transform the way we see identities and relationships.**	**Through the use of colour, artists shape form to create expressions that reflect personal and cultural perspectives.**
Global context	Personal and cultural expression	Identities and relationships	Personal and cultural expresion
Key concept	Aesthetics	Communication	Form
Related concept	Presentation	Visual culture	Expresion

Inquiry into/content	Visual art areas, visual elements, drawing, sculpting, printmaking, Subjects of art in artworks	Graphic design, product design Composition (non-objective, patterns – collaborative unit)	Painting Colour theory
Assessment Tasks	Describe/analyse an artwork (A) Evaluating students artworks (D)	Developing artworks (B) Creating artworks([C) Grasp scenario for designed image/product (B, C, D)	Describe/analyse a painting according to colour scheme (A), Developing artwork in area of painting (B), Creating painting artwork (C) Evaluating students artworks (D)
ATL skills clusters	IX. Creative Thinking skills, I. Communication skills, II. Collaboration VI Information Literacy	III. Organisation skills VII. Media literacy II. Collaboration	I. Communication skills, VIII.Critical thinking skills, II.Collaboration

International-mindedness	Designing, creating global narratives.

Subject assessment criteria		**Objectives**	**Max. level**
A	Investigating	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	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	Creating	i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas	**8**
D	Evaluating	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, galleries. MoMA's Art & Activity: Interactive Strategies for Engaging with Art (for teachers) The Tate Kids teaching packs Getty's online – lesson resources

Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025 - 2026

Subject group: ***Arts*** ***Subject: Theatre MYP1***
Teacher: ***Urška Sedlar***
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Course outline (Carousel Year 1)

Unit Title	*Unit 2:* **Stories that Come Alive: Puppetry Through Time** ***Interdisciplinary unit (English)***	*Unit 1:* **Stories in Motion: Masks, Objects, and Soundscapes**
Statement of Inquiry *Global context* *Key concepts* *Related concepts*	**Puppetry shows how humans across space and time have used creative ways to express traditions and culture.** *Orientation in Space and Time* Culture Tradition, Expression	**Through innovation, people develop techniques that transform expression and perception, creating new ways to communicate and experience the world.** *Scientific and Technical Innovation* Expression Transformation, Technique
Assessment tasks	Mini research dossier on one puppetry tradition (A) Skills plan and rehearsal journal (B) Performance Product (C) Post-show evaluation (D)	Research a historical or cultural tradition of mask theatre, object theatre, or sound storytelling (visual/digital mini-dossier)(A) Skill journal entries covering practical workshops (B) Ensemble performance (C) Written or recorded reflection (D)

Inquiry into / Content	Analysis of historical background & performance elements; themes interpretations; evaluation of choices	Exploring the visual, physical, and auditory elements; expressive performance; communicating through mood, character, and narrative
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 the historical development of theatre across different cultures, and reflecting on students' own experiences and cultural influences.

Subject assessment criteria		**Objectives**	**Max. level**
A	**Analysing**	i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry ii. describe an artwork or performance from the chosen movement(s) or genre(s).	**8**
B	**Developing**	i. practically explore ideas to inform development of a final artwork or performance ii. present a clear artistic intention for the final artwork or performance in line with the statement of Inquiry.	**8**
C	**Performing**	i. create or perform an artwork.	**8**
D	**Evaluating**	i. appraise their own artwork or performance ii. reflect on their development as an artist.	**8**

Interdisciplinary unit **Subject assessment criteria**		**Objectives**	**Max. level**
A	**Evaluating**	i. analyse disciplinary knowledge. ii. evaluate interdisciplinary perspectives.	**8**

B	**Synthesizing**	i. create a product that communicates a purposeful interdisciplinary understanding. ii. justify how your product communicates interdisciplinary understanding.	**8**
C	**Reflecting**	i. discuss the development of your interdisciplinary learning. ii. discuss how new interdisciplinary understanding enables action.	**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 Maribor

Middle Years Programme

Subject group: ARTS ***Year 2025-2026*** ***Subject: MUSIC MYP 1***

Teacher: Maja Pihler Stermecki

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Course outline (Carousel Year 1)

Unit Title	Unit 1: **Stories that Come Alive: Music for Puppetry**	Unit 2: **Music & Identity: My Playlist, My Story**
Statement of inquiry	**Across space and time, humans have used music and sound to communicate ideas through narrative and presentation.**	**Through expression and interpretation, music communicates identity and shapes relationships between individuals and cultures.**
Global context	Orientation in Space and Time	Identities and relationships
Key concept	Communication	Identity
Related concepts	Expression, Narrative, Presentation	Expression, Interpretation

Assessment tasks	Compose and perform (live or digital) a soundtrack for a puppet play. Research dossier on music in puppetry (A). Skills journal and rehearsal evidence (B). Original composition/sound design integrated into performance (C). Post-performance reflection comparing intention vs. outcome (D).	Students create and present an original short musical composition, arrangement, or performance that communicates an aspect of their personal or cultural identity. The work may be instrumental, vocal, digital, or mixed-media, produced individually or collaboratively. (A,B,C,D)
Inquiry into / Content	Explore global puppetry traditions and how music, song, and sound support storytelling. Develop skills in composing short motifs and sound effects, collaborating to integrate music into performance, and reflecting on how musical choices shape audience response.	Understand how **musical elements** (melody, harmony, rhythm, texture, timbre, dynamics, form) communicate ideas and emotions. Recognise how **musical style and genre** reflect social and cultural identity. Explore how **lyrics, instrumentation, and production choices** convey meaning and narrative. Identify and describe the **role of music in representing identit**y across cultures and communities. Understand key **terminology** related to musical structure, composition, and analysis. Examine ethical and cultural considerations when drawing inspiration from global musical traditions.
ATL skills clusters	Research, Communication, Organization, Creative Thinking, Reflection	Research, Collaboration, Creative Thinking, Reflection

Subject	assessment criteria	Objectives	Max. level
A	Analysing	i. Identify musical elements (rhythm, melody, harmony, texture, dynamics) in traditional and contemporary puppetry or mask theatre. ii. Explain how music supports storytelling and conveys emotion. iii. Research and describe cultural traditions of music used in theatre across different countries.	8
B	Developing	i. Compose short motifs, songs, or sound effects to accompany puppet theatre. ii. Demonstrate basic vocal and instrumental skills in rehearsal and performance. iii. Use rehearsal journals to document skill development, experimentation, and refinement.	8

C	Performing	i. Compose, arrange, perform/record original music for a puppet theatre performance. ii. Experiment with different musical styles to match mood, character, or scene. iii. Make creative decisions about instrumentation, tempo, and dynamics to enhance storytelling.	8
D	Evaluating	i. Reflect on how music influenced the audience's understanding and emotional response. ii. Evaluate strengths and weaknesses in composition, performance, or integration with theatre. iii. Suggest specific improvements for future musical or theatrical projects.	8

International Mindedness	Focus on global traditions (puppetry, masks, music in rituals/storytelling)

Sources	- Online webpages (google.com; Wikipedia.com; etc.) - Online music platforms (Youtube, …) - Audio/video examples of global puppetry traditions (Wayang Kulit gamelan, Bunraku, European marionettes). - Classroom instruments and found objects, Examples of global mask and sound traditions. - Digital Audio Workstations (e.g., GarageBand, Soundtrap, BandLab). - Recording equipment for performance capture.

Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025 - 2026

Subject group: DESIGN ***Subject: DESIGN MYP 1***
Teacher: Milan Ketiš
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Unit Title	*Unit 1:* **A Cardboard Box and a Key Chain**	*Unit 2***: Presentation tools**	*Unit 3:* **Constructions**
	Innovative solutions are stimulated by efficient communication and a problem-	**Aesthetics and form in the presentation of information lead to more effective**	**Understanding and adapting physical laws and material**

Statement of Inquiry	**solving approach that increases their function.**	**communication of ideas and reach out to a target audience.**	**properties allows us to design effective structural systems that solve real-world challenges.**
Global context Key concept Related concepts	Scientific and Technical Innovation Communication Function, Innovation	Personal and Cultural Expression Communication Form	Scientific and Technical Innovation Systems Adaptation, Form
Assessment tasks	Students follow the Design Cycle to design and make a cardboard box and key chain for personal use, applying knowledge and skills to meet their own needs. Assessment includes Criteria A (Inquiring and Analyzing), B (Developing Ideas), C (Creating the Solution), and D (Evaluating).	Students use the Design Cycle to research, plan, and present a long-term project supported by an 8-slide PowerPoint, Canva or Prezi. Assessment includes Criteria A (Inquiring and Analyzing), B (Developing Ideas), C (Creating the Solution), and D (Evaluating).	Students explore bridge structures, develop design ideas, build a functional paper and spaghetti bridge, and evaluate its performance. Assessment includes Criteria A (Inquiring and Analyzing), B (Developing Ideas), C (Creating the Solution), and D (Evaluating).
Inquiry into/content	What equipment do we need for technical drawing? What are the properties of paper/cardboard? How is paper produced? How do we communicate designs? What makes innovative designs functional? Is there a universal technical language? Is cardboard better than paper when constructing products?	Factual: What is a good presentation? What are the logical steps in preparing 8 slides? Conceptual: What form of information is appropriate for presentation? Debatable: How can we make a presentation effective?	Factual: What is a construction? What is a bridge structure? What materials are used now and in the past? Can we build a bridge out of paper or spaghetti? Conceptual: What are beam properties? How do we extend strength? Why do we need bridges? How is construction connected to nature? Debatable: Do engineers adapt plans during construction? Is a bridge a simple construction? Can a paper bridge hold a bottle of water? What makes an effective structure?
ATL skills clusters	- Communication: Use intercultural understanding, appropriate writing, negotiate ideas, take notes - Social: Practice empathy, take responsibility, listen actively, give feedback	- Communication: Use intercultural understanding, appropriate writing, negotiate ideas, take notes - Social: Help others succeed, make fair decisions, listen actively, negotiate effectively	- Communication: Negotiate ideas and knowledge with peers and teachers - Social: Take responsibility for actions, give and receive feedback - Self-management: Organisation (tech use)

	- Self-management: Organisation (planning, goal setting, tech use), Affective (perseverance, motivation), Reflection (journaling, strategy use) - Research: Information literacy (collect, verify, present data)	- Self-management: Organisation (planning, deadlines, goal setting, tech use), Affective (perseverance, motivation), Reflection (journaling, strategy use) - Research: Information literacy (collect, verify, present data) - Media literacy: Use varied sources and formats, communicate effectively to multiple audiences	- Thinking: Critical thinking (multiple perspectives, planning, identifying challenges), Transfer (combine knowledge and skills), Creative thinking (create novel solutions)

International-Mindedness	**Understanding the universal language of technical drawing and how tools and machines are used across cultures.**	**Students present their research work to a diverse audience (MYP/PYP students, teachers, parents), using digital tools to communicate ideas across cultures.**	**Students explore tools and machines used in different countries with similar functions. They reflect on how construction knowledge applies globally.**
Sources	Books: Basic Technical Drawing Problems - YouTube: Technical drawing, orthographic projection - Materials: cardboard, plywood - Tools: hand tools - Machines: electrical saw, drilling machine	- Teaching aids and manipulatives - Families - Computer and internet	Computer and internet - pghbridges.com - YouTube: bridge construction and demolition videos - Video game: Bridge Constructor Books: Basic Technical Drawing Problems, Bridges: Amazing Structures to Design, Build & Test

Subject assessment criteria		**Objectives**	**Max. level**
A	**Inquiring and analysing**	Unit 1: i. Justify the need for a solution to a problem (related to the box/key chain) ii. Research plan tailored to materials and design iii. Analyse similar products (likely boxes/key chains) iv. Design brief based on relevant research Unit 2: i. Explain and justify the need for a PowerPoint Presentation to support a research project ii. Construct a research plan, prioritizing primary and secondary sources for effective presentation iii. Analyse examples of effective presentations for inspiration iv. Develop a design brief based on research findings	**8**

		Unit 3: i. Explain and justify the need for constructing a bridge ii. Construct a research plan prioritizing materials, profiles, and structural principles iii. Analyse examples of bridge designs and structures iv. Develop a design brief based on research into physical laws and construction methods	
B	**Developing ideas**	Unit 1: i. Specification based on collected data ii. Feasible design ideas for the box/key chain iii. Justification of chosen design iv. Planning drawings/diagrams for the product Unit 2: i. Develop a design specification outlining success criteria for the PPP ii. Present a range of feasible slide layouts and content structures iii. Justify the chosen presentation format and structure iv. Create accurate planning diagrams or outlines for the PPP Unit 3: i. Develop a design specification outlining success criteria for the bridge ii. Present a range of feasible bridge designs using different materials and profiles iii. Justify the chosen design based on strength and feasibility iv. Create accurate planning drawings and outline the steps and resources needed for construction	**8**
C	**Creating the solution**	Unit 1: i. Logical plan for making the box/key chain ii. Demonstration of technical skills iii. Follow the plan and explain changes iv. Present the solution as a whole Unit 2: i. Construct a logical plan for creating the PPP, including time and resource management ii. Demonstrate technical skills in using PowerPoint features (e.g. transitions, layout, media) iii. Follow the plan to create a functional and engaging presentation iv. Explain changes made during creation and present the final product Unit 3:	**8**

		i. Construct a logical plan for building the bridge, including time and material management ii. Demonstrate technical skills in reshaping materials and assembling the structure iii. Follow the plan to build a functional bridge iv. Explain changes made during construction and present the final product	
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 iii. Describe how the solution could be improved iv. Describe the impact of the solution on the client/target audience Unit 2: i. Describe testing methods (e.g. peer feedback, audience engagement) to evaluate the PPP ii. Explain how well the PPP meets the design specification iii. Suggest improvements for future presentations iv. Describe the impact of the PPP on the target audience (students, teachers, parents) Unit 3: i. Describe testing methods (e.g. weight tests, peer feedback) to evaluate the bridge ii. Explain how well the bridge meets the design specification iii. Suggest improvements for future constructions iv. Describe the impact of the bridge design on users and its connection to environmental awareness	**8**

Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025-2026

Subject group: PHYSICAL AND HEALTH EDUCATION ***Subject: PHE MYP 1***
Teacher: Mateja Vešnar
Email: mateja.vesnar@os-leon.si *Course outline – Carousel(Year 1)*

Unit Title	***Unit 1: Healthy lifestyles***	***Unit 2: Aerobics***	***Unit 3: Fitness testing***	***Unit 4: Net games***	***Unit 5: Game creation***

Statement of Inquiry *Global context* Key concept Related concepts	**Healthy lifestyle choices in technologically advanced societies are closely tied to balanced well-being.** *Scientific and technical innovation (the impact of environments on human activity)* Connections Balance Choice	**Movement patterns express aesthetic relationships created through logic and purpose.** *Personal and cultural expression – our appreciation of the aesthetic* Relationships Movement Patterns Logic	**The body communicates how its systems are functioning** *Identities and relationships – Physical health* Communication Systems Function	**Movement choices reflect adaptation to space and environment** *Scientific and technical innovation (the impact of environments on human activity* Relationships Movement Adaptation Space	**Effectively communicating the rules of a game unifies understanding of the game´s environment, goals and roles.** *Fairness and development – the relationship between communities.* Communication Environment
Assessment tasks	Nutrition – My balanced plate Physical activity – 7-day movement challenge Social media – Screen time and self-care audit (A,D)	Tempo in motion – create and perform aerobics routines (B,C)	Train, test and support – understanding fitness & motivation, completing Beep test, create 1-week training plan to improve aerobic and anaerobic fitness. (A, B, C)	Skill identification and SMART goal setting and skill performance and application (A,C,D)	Creation and modification of a warm-up game, teaching the game using clear communication, applying rules fairly as a referee or facilitator (B, C)
Inquiry into/content	Nutrition – food groups, the health pyramid, the healthy food plate, healthy eating habits. Physical activity – circuit training,	Tempo – how to count beats, how to keep in time A variety of aerobic routine moves – A step, I step, L step, Turn step,	Definitions of key fitness terms – aerobic and anaerobic. List of training activities that increase aerobic performance.	Explicit skills and techniques: - Volleyball – serve, dig, set	Explicit teaching of three different warm-up games Differences created in the three warm-up games (environmental, goals and roles) when the rules are changed.

	games with friends/game creating. Social media – social media safety, social media ethics, social media responsibility	Jumping jacks, K step, Box step. Three simple aerobic routines – one slow tempo, one average tempo, one fast tempo. Movement connection logic – how to make movements flow, how to make the transition from movement to movement, how to create logical patterns of movement.	List of activities that increase anaerobic activities. Fitness testing – Beep/Beep(Multistage fitness test, sit and reach, vertical jump, Illinois agility, sit-up test. Graphing – basic line graphs. Data analysis – basic comparing of the results of the three tests. How to motivate and encourage your training/testing partner. SMART goals framework – Specific, Measurable, Attainable, Realistic, Time-oriented	- Badminton – serve, forehand, backhand Modify other net games – rules, equipment, facilities. Explicit strategies and movement concepts – footwork, rules and regulations, scoring, positioning. SMART goals framework – Specific, Measurable, Attainable, Realistic, Time-oriented	Communicating for understanding techniques and strategies. Mind-mapping and brainstorming the creation of a game Applying the rules fairly when refereeing/umpiring a game.
ATL skills clusters	Thinking – Critical thinking skills Social – collaboration skills Research – Media literacy skills Communication - communication skills Self-management - affective skills	Social - collaboration skills Thinking – critical thinking skills Thinking – creative thinking skills Communication – communication skills	Communication- communication skills Social - collaboration skills Thinking - critical thinking skills Self-management – organization skills	Communication - communication skills Social - Collaboration skills Thinking - Creative thinking skills Thinking – transfer skills	Thinking - Transfer skills Thinking – critical skills Thinking – creative skills Social - collaboration skills Communication – communication skills

	Self – management - reflection skills)				

International-Mindedness	Share a game or dance from your country? What national sports are popular in Slovenia? Find a country where P.E. is taught differently than in Slovenia? Dance in different countries; differences and similarities

Subject Assessment Criteria	**Objectives**	**Max. level**
A **Knowing and understanding**	i. explain physical health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding	Maximum 8
B **Planning for performance**	i. design, explain and justify plans to improve physical performance and health ii. analyse and evaluate the effectiveness of a plan based on the outcome.	Maximum 8
C **Applying and performing**	i. demonstrate and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and movement concepts iii. analyse and apply information to perform effectively.	Maximum 8
D **Reflecting and improving performance**	i. explain and demonstrate strategies that enhance interpersonal skills ii. develop goals and apply strategies to enhance performance iii. analyse and evaluate performance**.**	Maximum 8

Sources	• Athletics events (video - YouTube)

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

Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025-2026

Subject group: HOMEROOM LESSON ***Subject: HOMEROOM MYP 1***
Teacher: Tina Lešnik
Email: tina.lesnik@os-leon.si

Course outline

Unit Title	Unit 1 **The art of communication**	Unit 2 **Bouncing back**	Unit 3 **Information and media literacy**
Statement of Inquiry	**People have the same feelings all over the world, but communicate them in different ways.**	**Overcoming challenges requires organisation and thinking in new ways.**	**The way information and media are created and shared serves a purpose and has a function that influences how people interact globally.**
Global context	Personal and cultural expression	Identities and relationships	Scientific and technical innovation
Key concept	Communication	Organisation	Global interactions
Related concepts	Mind/body, relationships	Goal setting/ Balance Stress	Purpose, Function
Assessment Tasks	Students create a poster for Aliens how not to behave when they visit Earth (NA)	NA	NA

Inquiry into / Content	● How do we listen actively? ● What is empathy? ● How can I manage my emotions? ● What strategies help overcome impulsiveness and anger? ● How can we resolve conflicts and build consensus? ● How does the nature of our relationships change the way in which we communicate ● Do we communicate more with what we say or in how we say it?	● What is mindfulness? ● How can we practice focus and concentration to overcome distractions? ● What strategies help reduce stress and anxiety? ● How can I "bounce back" after adversity, mistakes and failures? ● How can I manage my time and tasks effectively?	● What's the best way to seek information online? ● What kind of resources are valuable for research? ● How can we evaluate information we find online? ● Why do people create and share information? ● How does the way information is shared affect how people understand it? ● In what ways can media help people connect with others around the world? ● Should we believe everything we see or hear in the media? ● Is technology always the best way to share information? ● Does media bring people closer together, or can it separate them? ● Who should decide what information is good or bad to share?
ATL skills	SELF-MANAGEMENT (Affective) SOCIAL (Collaboration)	SELF-MANAGEMENT (Affective) SELF-MANAGEMENT (Organisation)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION

SOURCES:

UNIT 1:	UNIT 2:	UNIT 3:
1. 2. Picture books (with messages relating to managing the state of mind) 3. Plummer, Deborah. *Anger Management Games for Children*. Jessica Kingsley Publishers, 2008. https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf	1. Siegel, Daniel J. *Brainstorm: the Power and Purpose of the Teenage Brain*. Langara College, 2017. 2. Snel, Eline. *Sitting Still like a Frog: Mindfulness Exercises for Kids (and Their Parents)*. Shambhala, 2013.	● https://www.commonsense.org/education/digital-literacy/seeking-information ● https://pz.harvard.edu/resources/digital-literacy-and-citizenship-curriculum ● https://www.projectlooksharp.org/?action=starter_kits

	3. *The MindUp Curriculum. Brain-Focused Strategies for Learning-and Living*. Scholastic, 2011	•

Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025 - 2026

Subject: APPROACHES TO LEARNING
Teacher: Tina Lešnik
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Subject: ATL MYP 1

Course outline

Unit Title	Unit 1 **Making the most out of your time**	Unit 2 **Research project**	Unit 3 **Win-win negotiation**
Statement of Inquiry	**The development of balanced time management and organisational skills increases productivity and efficiency.**	**An effective investigation requires a systematic approach to information gathering, collation, analysis and evaluation.**	**Willingness to communicate and effective negotiation enhances relationships and interactions.**
Global Context	Identities and relationships	Scientific and technical innovations	identities and relationships
Key Concepts	Development	Systems	Communication
Related Concepts	Balance, Consequences	Evidence, function	Interaction, purpose

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

SOURCES:

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