



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

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

Subject: English MYP 2

Course outline (Carousel year 1)

Unit Title	Unit 1: <i>Adaptation</i>	Unit 2: <i>Puppetry</i> <i>Interdisciplinary unit (Theatre)</i>	Unit 3: <i>Boy</i>	Unit 4: <i>Poetry</i>
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.
<i>Global context</i>	Identities and relationships	Personal and cultural expression	Identities and relationships	Personal and cultural expression
<i>Key concept</i>	Global interactions	Creativity	Perspective	Creativity
<i>Related concepts</i>	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	Students take the role of a poet. They have to write 3 original poems (A, C, D).

			comparative and contrastive essay (A, B, D).	
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	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 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

<i>Interdisciplinary unit</i> 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.
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2024 - 2025

Subject group: Mathematics
Teacher: Dinka Fazlić
Email: dinka.fazlic@gmail.com

Subject: MATHEMATICS MYP2

Course outline

<u>Unit Title</u>	<i>Unit 1: Stretching and shrinking</i>	<i>Unit 2: Optimist or pessimist</i>	<i>Unit 3: Comparing and scaling</i>	<i>Unit 4: What do you expect?</i>
Statement of Inquiry	Form helps us represent and build sustainable constructions that change local and global environments.	Positive and negative numbers communicate both quantity and value, shaping our interpretation of reality.	Using different representations to compare quantities and examine relationships can help us make informed decisions.	Logical analysis of situations, with models, can help us represent situations and generalise fairness in uncertain situations.
Global context	Globalization and sustainability	Personal and cultural expression Communication	Identities and relationships Relationships Representation, quantity	Fairness and development Logic
Key Concepts	Form	Models, quantity		Model, representation, generalization
Related Concepts	Change, representation			
Assessment Tasks	A – end of unit test C,D – renovation of own bedroom	A – end of unit test B,D – inventing a game	C,D – Planning a trip	B,C – probability of winning a game

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

International-Mindedness	<u>Famous mathematical games</u>: important mathematical games from their countries. <u>The language of mathematics</u>: universal symbolic language used all around the world, same rules <u>Numeration Systems and Units</u>: from different countries.
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Subject assessment criteria		Objectives	Max. level
A	KNOWING AND UNDERSTANDING	select appropriate mathematics when solving problems in both familiar and unfamiliar situations apply the selected mathematics successfully when solving problems solve problems correctly in a variety of contexts	8
B	INVESTIGATING PATTERNS	select and apply mathematical problem-solving techniques to discover complex patterns describe patterns as relationships and/or general rules consistent with findings verify and justify relationships and/or general rules	8

C	COMMUNICATING	use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations use appropriate forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models) to present information move between different forms of mathematical representation communicate complete and coherent mathematical lines of reasoning organize information using a logical structure	8
D	APPLYING MATHEMATICS IN REAL-LIFE CONTEXTS	identify relevant elements of authentic real-life situations select appropriate mathematical strategies when solving authentic real-life situations apply the selected mathematical strategies successfully to reach a solution explain the degree of accuracy of a solution describe whether a solution makes sense in the context of the authentic real-life situation	8

Sources	1. Vollmar, Haese and Humphries, Mathematics for the international students 7. Australia: Haese & Hariss Publications 2008 2. Gordon, Evans, Speed, Senior, Pearce, Maths Frameworking (2.1.-2.3.). UK: Collins 2014
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025 - 2026

Subject group: SCIENCES
Teacher: Katerina Malinova
Email: malinova.katerina14@gmail.com

Subject: BIOLOGY MYP2

Course outline

<u>Unit Title</u>	<u>Unit 1: Living versus dead or non-living things</u>	<u>Unit 2: Cells and their function</u>	<u>Unit 3: Infectious diseases</u>
Statement of Inquiry	Interactions between living and non-living systems influence environments and drive scientific and technical innovations, showing how understanding systems helps us shape and respond to the world around us.	The form and function of parts within a system shape human identity.	Evidence of human interaction with microbial life changes personal choices and causes large-scale global responses.
Global context	Scientific and technical innovation	Identities and relationships	Global interactions
Key Concept	Systems	Systems	Change
Related Concepts	Interaction, environment	Form, function	Interaction, evidence
Assessment Tasks	Students investigate their schoolyard/home environment. They collect evidence (photos, sketches, notes) of objects/organisms, then classify them, and explain how the living and non-living systems interact. (A, B, C, D)	Students create an analogy where the cell is a city. Each organelle represents a part of the city. Students present how the form of each part supports its function and how they interact as a system. (A, B, C, D)	Students design an infographic, poster, or social media campaign to educate the public about an infectious disease. (A, B, D)
Inquiry into / Content	Describe spontaneous generation theory Discuss Francesco Redi and Louis Pasteur and their contribution to the world Identify characteristics of living things Discuss needs of living things	Describe a development of the cell theory and microscope invention Identify parts of a microscope Use a microscope to observe cells Research on Robert Hooke, Anton van Leeuwenhoek Mathias Schleiden and Theodor Schwann	Understand and discuss the difference between infectious versus non-infectious diseases Identify pathogens (viruses, bacteria, protozoa, fungi) Explain the principle of the spreading of infectious disease

	Analyse main classification groups (Bacteria, Fungi, Plants, Vertebrates, Invertebrates) Use Identifying Keys and Field Guides Develop inquirer and communicator attributes of the IB Ip	Compare and contrast parts of cell and their functions Discuss cell processes: diffusion, osmosis and active Transport Design an experiment to show osmosis process Develop inquirer and caring attributes of the IB Ip	Discuss how the body's natural defences work Show understanding about the immune system and active vs passive immunity Evaluate vaccines and antibiotics that fight diseases Explain how an infection with HIV happens Analyse social aspects of AIDS Show understanding of how STDs happen and how to avoid them Develop experimental skills
ATL skills clusters	I. Communication skills: Structure information in summaries, essays and reports. IX. Creative-thinking skills: Create original works and ideas, use existing works and ideas in new ways, X. Transfer skills: Apply skills and knowledge in unfamiliar situations; Combine knowledge, understanding and skills to create your own product or solution.	IX. Thinking: Creativity and Innovation: Use brainstorming and mind mapping to generate new ideas and inquiries, Make guesses and generate testable hypotheses, Apply existing knowledge to generate new ideas, products or processes, Use visible thinking strategies and techniques, Propose metaphors and analogies.	I. Communication skills: Find information for disciplinary and interdisciplinary inquiries, using a variety of media. VI. Information literacy skills: Make connections between various sources of information, collect, record, verify data and interpret data, create references and citations, construct a bibliography according to recognized conventions.

International-Mindedness	Scientists around the world use common language and modes of expression to effectively communicate their research and findings.
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Sources	Science Insight: Exploring Living Things Science Insight: Exploring Energy and Matter Co-ordinated Science: Biology, Chemistry Discovery channel, YouTube and other internet sources
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Leon Štukelj International School Maribor

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

*Middle Years Programme
School Year 2025 – 2026*

Subject group: Sciences
Teacher: Dinka Fazlič
Email: dinka.fazlic@gmail.com

Subject: Physics MYP2

Course outline

<u>Unit Title</u>	Unit 1: Measuring with Scientific Units	Unit 2: Forces, Energy and power
Statement of Inquiry	By accurately measuring the environment, humans can better understand interactions within systems and use this knowledge to improve them through scientific and technical innovation.	Understanding how energy transforms helps us explain changes in systems and the power of forces in our world.
Global Context	Scientific and technical innovation	Scientific and technical innovation
Key Concepts	Systems	Change
Related Concepts	Environment, interaction	Energy, transformations
Assessment tasks	End of unit test (A) Lab report (B, C)	Egg drop project (C,D)
Inquiry into/content	Scientific units of measurement, Graphing, Converting units, Scientific notation, Practice problem solving, Prefixes for conversion, Science process skills, Density	Measuring mass, Measuring, drawing forces, Gravity, Forces are measured in newton's and the device for measuring is a newton meter, Describe the conditions which must be met to do work, Distinguish between work and power, Calculate work and power, Interpret data from a sample el. bill, Problem solving, Name and describe 5 forms of energy,
ATL skills	Communication	Communication

clusters	Self-Management Research Transfer Thinking Reflection	Organisation skills Information literacy skills
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International-Mindedness		International system of units, global power grids.	
Subject assessment criteria		Objectives	Max. level
A	Knowing and Understanding	- Outline scientific knowledge - Apply scientific knowledge and understanding to solve problems set in familiar situations and suggest situations to problems set in unfamiliar situations - Interpret information to make scientifically supported judgments.	8
B	Inquiring and designing	- Outline an appropriate problem or research question to be tested by a scientific investigation - Outline a testable prediction using scientific reasoning - Outline how to manipulate the variables, and outline how data will be collected. - Design scientific investigation	8
C	Processing and Evaluating	- present collect and transform data - interpret data and describe results using scientific reasoning - Discuss the validity of the method - Describe improvements or extensions to the method	8
D	Reflecting on the impact of science	- explain the ways in which science is applied and used to address a specific problem - discuss the various implications of the use of science and its application in solving a specific problem or issue - apply communication modes effectively	8

Sources	Internet: • http://www.batesville.k12.in.us/physics/apphynet/Measurement/Measurement_Intro.htm • https://en.wikipedia.org/wiki/International_System_of_Units • https://en.wikipedia.org/wiki/Imperial_units • http://www.nuffieldfoundation.org/practical-physics/measuring-density
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- https://en.wikipedia.org/wiki/Dialogue_Concerning_the_Two_Chief_World_Systems
- <http://www.inspiring-science-education.net/> (keywords: babies and the moon)
- YT-element creation: <https://www.youtube.com/watch?v=lrc7NZA6SQI>
- YT-Matter: <https://www.youtube.com/watch?v=nmi4tHc0Sds>
- YT-Matter and energy: <https://www.youtube.com/watch?v=wKU2IDdvrCE>
- YT-Renewable energy: <https://www.youtube.com/watch?v=eA3PpIPfRXw>

Books: Science insights: Exploring matter and energy, Stephan Pople: Co-ordinated Physics

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

Subject group: SCIENCES
Teacher: Katerina Malinova
Email: malinova.katerina14@gmail.com

Subject: CHEMISTRY MYP2

Course outline

<u>Unit Title</u>	<i>Unit 1: Periodic Table of Elements</i>	<i>Unit 2: The Chemical Experiment</i>
Statement of Inquiry	Understanding relationships between structure and function supports scientific and technical innovation.	Change happens when substances interact under different conditions, and the energy involved shapes the materials around us and our understanding of the world.
<i>Global context</i>	<i>Scientific and technical innovation</i>	Identities and relationships
<i>Key concept</i>	Relationships	Change
<i>Related Concepts</i>	Models, structure, function	Energy, conditions, interaction.

Assessment Tasks	Students research how a particular element or group of elements have been used in a technological innovation. (A, B, C, D)	Students will plan, conduct, and record at least three chemical experiments to investigate how conditions, energy, and interactions affect reactions. They will compile their observations, analyses, and reflections into a portfolio and demonstrate one experiment to the class, explaining the changes in matter, energy flow, and interactions, as well as the relevance to everyday life. (A, B, C, D)
Inquiry into / Content	Structure: periods, groups, properties, classifications Describe Mendeleev's periodic table Compare and contrast the modern periodic table with the Mendeleev one Analyse the structure of the modern periodic table Identify and discuss groups of elements in the periodic table Research on a chosen element and give examples of its uses in our daily life Understand an electron configuration within an element and give examples	Position in the periodic table, electronegativity and mass of reactants, detected changes during the experiment and the resulting. Find out what scientists do, the way they ask questions, and how students can start to be scientists. Explore the working environment of scientists. Take action to help others think scientifically about media information.
ATL skills clusters	Communication skills Creative-thinking skills: Transfer skills	Critical-Thinking skills Creative- Thinking skills Collaboration skills Media and information literacy skills

International-Mindedness	Scientists around the world use common language and modes of expression to effectively communicate their research and findings.
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	Describe scientific knowledge Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations Analyse information to make scientifically supported judgments.	8

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

Sources	Science: MYP by Concept 2 Science Insight: Exploring Energy and Matter Co-ordinated Science: Biology, Chemistry Discovery channel, you tube and other internet sources
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025 - 2026

Subject group: Individuals and societies

Teacher: Nina Prelog

Email: nina.prelog@os-leon.si

Subject: Geography MYP2

Course outline

<u>Unit Title</u>	<i>Unit 1: Introduction to Geography</i>	<i>Unit 2: Active Earth</i>	<i>Unit 3: Earth's Water</i>	<i>Unit 4: The Atmosphere</i>
Statement of Inquiry	We can explain processes and causalities of complex systems with simplified models.	Environments change on a massive scale.	Resources are found in many places, but their management is causing various outcomes, and it is not always fair.	Governments and communities around the world are trying to stop the disruption of climate trends and patterns.
Global context	Orientation in time and space	Scientific and technical innovation	Fairness and development	Globalization and sustainability
Key concepts	Systems	Change	Time/place/space	Global Interactions
Related concepts	Processes, Causalities	Scale	Management, Causality	Trends and patterns
Assessment Tasks	Students design an article for a scientific geographical magazine (A,D)	Students will do an inquiry about active Earth and produce a research paper and multimedia presentation about it.(B,C)	Students will do an inquiry about Earth's waters and produce a research paper and multimedia presentation about it. (B,C).	Students will draw and compare two climate graphs to choose the most suitable place for their summer holidays. (A) Students will demonstrate their knowledge about global warming and compare different opinions about it. (A,D)
Inquiry into/content	Students will be engaged in an inquiry into the laws of our planet: - Physical and Human Geography - The Universe and the Solar System	Students will explore the natural world and its laws; the interaction between people and the natural World): Earth Structure	Students will do an inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things: Surface Water	Students will be engaged in an inquiry of the impact of scientific and technological advances on societies and environments: - Atmosphere - Weather

	• Rotation and Revolution • Maps and Orientation	• Plate Tectonics • Volcanoes and Earthquakes • Erosion	• Groundwater • Oceans • Glaciers	• Climate • Global warming
ATL skills clusters	<u>I. Communication</u> <u>VIII. Critical thinking</u>	<u>I. Communication</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u> <u>VII. Media literacy</u>	<u>I. Communication</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u> <u>VII. Media literacy</u>	<u>I. Communication</u> <u>VIII. Critical thinking</u>

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

International-Mindedness	Gaining a new perspective and attending to difference.
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Sources	1. Gentzler, Yvonne S., Ph.D. Geography, Tools and Concepts. New Jersey: Prentice Hall, 2001. 2. Spaulding, Nancy E. Earth Science. USA: McDougal Littel, 2005. 3. Owen, Andy. Geography in Action, Series 1, 2, 3. Oxford: Heinemann, 1995. 4. YouTube clip Physical Science (Rotation and Revolution). 5. Wonders of the Solar System, 2012 (documentary) 6. Into the Universe with Stephen Hawking, 2010 (documentary) 7. Earth: The Power of the Planet - Volcanoes, 2007 (documentary) 8. Earth: The Power of the Planet - Oceans, 2007 (documentary) 9. Earth: The Power of the Planet - Ice, 2007 (documentary) 10. Earth: The Power of the Planet - Atmosphere, 2007 (documentary) 11. An Inconvenient Truth, 2006 (documentary)
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025 – 2026

Subject group: Individuals and societies

Subject: History MYP2

Teacher: Nina Prelog

Email: nina.prelog@os-leon.si

Course outline

<u>Unit Title</u>	<i>Unit 1: Around the World I</i>	<i>Unit 2: Ancient Rome</i>	<i>Unit 3: European Middle Ages</i>	<i>Unit 4: Around the World II</i>
Statement of Inquiry	Civilizations are a product of global interaction and the interdependence between them.	Innovations and revolutions cause everlasting changes in civilizations.	In a times of crises special systems of governance emerge.	A culture or a civilization is a product of their time, place and space.
<i>Global context</i>	Orientation in space and time	Orientation in space and time	Orientation in space and time	Orientation in space and time
<i>Key concepts</i>	Global interaction	Change	Systems	Time, place and space
<i>Related concepts</i>	Civilization Interdependence	Innovations and revolutions Civilization	Conflicts Governance	Civilization Culture
Assessment Tasks	Students will demonstrate their knowledge about the civilizations around the world. They will label a blank map and explain the meanings of pictures with different civilizations around the world. (A,D)	Students will do an inquiry about Roman legacy. They will produce a research paper and present it to the rest of the class. (B,C)	Artical about an event in the 100 years war in which students show understanding of life and dangers of Middle Ages. A,(D)	Students will take an authentic task in which they will do a research about a “Middle Age” culture from around the world of their own choice. They will produce a research paper (700 - 1500 words). Students will use their findings to create a multimedia presentation and communicate their findings to their peers. (B,C)

Inquiry into/content	Students conduct an inquiry about different civilizations and the relationships and the interconnectedness of them. ➤ India and China ➤ African Civilisations ➤ The Americas	Students will conduct an inquiry into orientation in place and time. ➤ Etruscans ➤ The Roman Kingdom ➤ The Roman Republic ➤ The Empire ➤ Legacy	Students conduct an inquiry about the European Middle Ages and their special system of governance. ➤ Germanic Tribes ➤ Feudal System ➤ The Age of Chivalry ➤ Growth of Towns and Cities ➤ The Church ➤ A Century of Turmoil	Students will do an inquiry about different civilizations and social histories. ➤ The Muslim World ➤ Byzantines, Russians and Turks ➤ Empires in East Asia ➤ African Civilizations
ATL skills clusters	<u>I. Communication</u>	<u>. Communication</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u> <u>VII. Media literacy</u> <u>VIII. Critical thinking</u>	<u>VIII. Critical thinking</u>	<u>I. Communication</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u> <u>VII. Media literacy</u>

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

	D4 recognize different perspectives and explain their implications.	
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Leon Štukelj International School Maribor

*Middle Years Programme
School Year 2025-2026*

Subject group: Arts
Teacher: Danijela Kajzer
Email: danijela.kajzer@os-leon.si

Subject: VISUAL ARTS MYP 2

Course outline (Carousel Year 1)

<u>Unit Title</u>	<i>Unit 1: Elements of art</i>	<i>Unit 2: Visual communication and visual transformation</i>	<i>Unit 3: Colours all around</i>
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.
<i>Global context</i>	Personal and cultural expression	Identities and relationships	Personal and cultural expression
<i>Key concept</i>	Aesthetics	Communication	Form

<i>Related concept</i>	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.
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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	8

		ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.	
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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
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025 - 2026

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

Subject: Theatre MYP2

Course outline (Carousel Year 1)

<u>Unit Title</u>	Unit 1: Stories in Motion: Masks, Objects, and Soundscapes	Unit 2: Stories that Come Alive: Puppetry Through Time <i>Interdisciplinary unit (English)</i>
Statement of Inquiry	Through innovation, people develop techniques that transform expression and perception, creating new ways to communicate and experience the world.	Puppetry shows how humans across space and time have used creative ways to express traditions and culture.
<i>Global context</i>		<i>Orientation in Space and Time</i>
<i>Key concepts</i>	<i>Scientific and Technical Innovation</i>	<i>Culture</i>
<i>Related concepts</i>	<i>Expression</i>	<i>Tradition, Expression</i>
	<i>Transformation, Technique</i>	

Assessment tasks	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)	Mini research dossier on one puppetry tradition (A) Skills plan and rehearsal journal (B) Performance Product (C) Post-show evaluation (D)
Inquiry into / Content	Exploring the visual, physical, and auditory elements; expressive performance; communicating through mood, character, and narrative	Analysis of historical background & performance elements; themes interpretations; evaluation of choices
ATL skills clusters	I. Communication II. Collaboration VIII. Critical thinking IX. Creative thinking X. Transfer	I. Communication II. Collaboration VI. Information literacy 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.
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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

<i>Interdisciplinary unit</i> 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.
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025 - 2026

Subject group: ARTS
Teacher: Maja Pihler Stermecki
Email: maja.pihler-stermecki@os-leon.si

Subject: MUSIC MYP 2

Course outline (Carousel Year 1)

<u>Unit Title</u>	<u>Unit 1: Stories that Come Alive: Music for Puppetry</u>	<u>Unit 2: Music & Identity: My Playlist, My Story</u>
Statement of inquiry	Across space and time, humans have used music and sound to communicate ideas through narrative and presentation.	The creative use of technique and transformation enables expression that communicates cultural values and personal perspectives.

Global context Key concept Related concepts	Orientation in Space and Time	Identities and relationships
	Communication	Identity
	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).	Create an original soundscape for a mask/object theatre performance. Mini-research dossier on sound traditions (A). Skills journal and workshop evidence (B). Original soundscape integrated into mask/object performance (C). Reflection on impact of sound design (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.	Explore how masks, objects, and sound communicate stories across cultures. Develop basic skills in sound design, rhythm, and vocal/instrumental effects, experimenting with non-verbal theatre to shape atmosphere and audience perception.
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)
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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.
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025 - 2026

Subject group: DESIGN
Teacher: Milan Ketiš
Email: milan.ketis@guest.arnes.si

Subject: DESIGN MYP 2

Course outline – Carousel (Year 1)

Unit Title	Unit 1: A Cardboard Box and a Key Chain	Unit 2: Presentation Tools	Unit 3: Constructions
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Statement of Inquiry	Innovative solutions are stimulated by efficient communication and a problem-solving approach that increases their function.	Aesthetics and form in the presentation of information lead to more effective communication of ideas and reach out to a target audience.	Understanding and adapting physical laws and material properties allows us to design effective structural systems that solve real-world challenges.
<i>Global context</i>	Scientific and Technical Innovation	Personal and Cultural Expression	Scientific and Technical Innovation
Key concept	Communication	Communication	Systems
Related concepts	Function, Innovation	Form	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 makes 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 - Self-management: Organisation (planning, goal setting, tech use), Affective (perseverance, motivation), Reflection (journaling, strategy use)	- Communication: Use intercultural understanding, appropriate writing, negotiate ideas, take notes - Social: Help others succeed, make fair decisions, listen actively, negotiate effectively - Self-management: Organisation (planning, deadlines, goal setting, tech use), Affective (perseverance, motivation), Reflection (journaling, strategy use)	- Communication: Negotiate ideas and knowledge with peers and teachers - Social: Take responsibility for actions, give and receive feedback - Self-management: Organisation (tech use) - Thinking: Critical thinking (multiple perspectives, planning, identifying challenges), Transfer (combine

	- Research: Information literacy (collect, verify, present data)	- Research: Information literacy (collect, verify, present data) - Media literacy: Use varied sources and formats, communicate effectively to multiple audiences	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 Unit 3: i. Explain and justify the need for constructing a bridge ii. Construct a research plan prioritizing materials, profiles, and structural principles	8

		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: 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	8

D	Evaluating	Unit 1: i. Describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. Explain the success of the solution against the design specification 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
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025-2026

Subject group: PHYSICAL AND HEALTH EDUCATION

Teacher: Mateja Vešnar

Email: mateja.vesnar@os-leon.si

Subject: PHE MYP 2

Course outline (carousel year 1)

<u>Unit Title</u>	Unit 1:	Unit 2:	Unit 3:	Unit 4:	Unit 5:
		Aerobics	Fitness testing	Net games	Game creation

Statement of Inquiry	Healthy lifestyle choices in technologically advanced societies are closely tied to balanced well-being.	Movement patterns express aesthetic relationships, created through logic and purpose.	The body communicates how its systems are functioning	Movement choices reflect adaptation to space and environment	Effectively communicating the rules of a game unifies understanding of the game's environment, goals and roles.
Global context	<i>Scientific and technical innovation (the impact of environments on human activity)</i>	<i>Personal and cultural expression – our appreciation of the aesthetic</i>	<i>Identities and relationships – Physical health</i>	<i>Scientific and technical innovation (the impact of environments on human activity)</i>	<i>Fairness and development – the relationship between communities.</i>
Key concept	Connections	Relationships	Communication	Relationships	Communication
Related concepts	Balance Choice	Movement Patterns Logic	Systems Function	Movement Adaptation Space	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, games	Tempo – how to count beats, how to keep in time A variety of aerobic routine moves – A step, I step, L 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.

	with friends/game creating. Social media – social media safety, social media ethics, social media responsibility	Turn step, 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	<u>Thinking</u> – Critical thinking skills <u>Social</u> – collaboration skills <u>Research</u> – Media literacy skills <u>Communication</u> - communication skills <u>Self-management</u> - affective skills	<u>Social</u> - collaboration skills <u>Thinking</u> – critical thinking skills <u>Thinking</u> – creative thinking skills <u>Communication</u> – communication skills	<u>Communication</u>-communication skills <u>Social</u> - collaboration skills <u>Thinking</u> - critical thinking skills <u>Self-management</u> – organization skills	<u>Communication</u> - communication skills <u>Social</u> - Collaboration skills <u>Thinking</u> - Creative thinking skills <u>Thinking</u> – transfer skills	<u>Thinking</u> - Transfer skills <u>Thinking</u> – critical skills <u>Thinking</u> – creative skills <u>Social</u> - collaboration skills <u>Communication</u> – communication skills

	Self – management - reflection skills)				
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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
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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)
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- 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

Teacher: Tina Lešnik

Email: tina.lesnik@os-leon.si

Subject: HOMEROOM MYP 2

Course outline

Unit Title	Unit 1 <u>The art of communication</u>	Unit 2 <u>Bouncing back</u>	Unit 3 <u>Information and media literacy</u>
Statement of Inquiry	People have the same feelings all over the world, but communicate them in different ways.	Overcoming challenges sometimes requires 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.
<i>Global context</i>	<i>Personal and cultural expression</i>	<i>Identities and relationships</i>	<i>Scientific and technical innovation</i>
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: 1. Picture books (with messages relating to managing the state of mind) 2. Plummer, Deborah. <i>Anger Management Games for Children</i>. Jessica Kingsley Publishers, 2008. https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf	UNIT 2: 1. Siegel, Daniel J. <i>Brainstorm: the Power and Purpose of the Teenage Brain</i>. Langara College, 2017. 2. Snel, Eline. <i>Sitting Still like a Frog: Mindfulness Exercises for Kids (and Their Parents)</i>. Shambhala, 2013. 3. <i>The MindUp Curriculum. Brain-Focused Strategies for Learning-and Living</i>. Scholastic, 2011	UNIT 3: • 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 •
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025 - 2026

Subject: APPROACHES TO LEARNING

Teacher: Tina Lešnik

Email: tina.lesnik@os-leon.si

Subject: ATL MYP 2

Course outline

Unit Title	Unit 1 <u>Making the most out of your time</u>	Unit 2 <u>Research project</u>	Unit 3 <u>Win-win negotiation</u>
<u>Statement of Inquiry</u>	Development of 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.
<i>Global Context</i>	<i>Identities and relationships</i>	<i>Scientific and technical innovations</i>	<i>identities and relationships</i>
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)
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SOURCES:

UNIT 1:

Tracy, Brian. *Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time*. Berrett-Koehler Publishers, Inc., 2017.

UNIT 2:

Research project
journal
(in-school source)

UNIT 3:

- 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/>)