



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

Subject group: LANGUAGE AND LITERATURE
Teacher: Urška Sedlar
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Subject: Language and Literature MYP 3

Course outline (Carousel year 1)

<u>Unit Title</u>	<i>Unit 1: Dreams and Dissent: Voices of Identity</i>	<i>Unit 2: Through the Door: Imagination, Innovation, and the Unknown</i>	<i>Unit 3: Empathy on Trial: Law, Rights, and Humanity</i>	<i>Unit 4: Raise Your Voice: Language, Protest, and Transformation</i>
Statement of Inquiry	Writers use style and point of view to express identity, challenge norms, and create visions of a perfect—or imperfect—world.	Innovations and imagined realities allow us to question our perceptions of the world and explore the consequences of escaping into the unknown.	Understanding justice requires empathy and a willingness to challenge societal norms.	Effective protest language can transform dominant ideologies and inspire collective action.
<i>Global context</i>	Personal and Cultural Expression	Scientific and Technical Innovation	Fairness and Development	Identities and relationships
<i>Kay Concepts Related Concepts</i>	Creativity Style, Point of View, Identity	Connections Setting, Innovation, Imagination	Perspective Empathy, Conflict, Theme	Transformation Audience, Tone, Context
Assessment tasks	Comparative Analysis: Visions of a Perfect (or Flawed) World (A,B)	Innovation Pitch (C,D)	Justice Timeline (Comparison of key events to real-world)	Analysis of a protest speech (A,B)

	Visual-Verbal Poem Collage or Illustrated Poem (C,D)		historical events) (A;B)	Protest media project (C;D)
Inquiry into / Content	Analysis of language, expressing identity, values, and visions for society; Linguistic workshops.	Exploring alternate realities; The impact of new ideas and imaginative possibilities on human life; Exploration of alternate worlds (metaphorical or technological); How innovation can improve or endanger our sense of reality	Exploring rights, law, and equality in a social and historical context.	Exploring how individuals find something they feel strongly about; using language as a tool for activism, resistance, and social change.
ATL skills clusters	I. Communication II. Collaboration VI. Information literacy VIII. Critical thinking IX. Creative thinking X. Transfer	I. Communication II. Collaboration VI. Information literacy VIII. Critical thinking IX. Creative thinking X. Transfer	I. Communication II. Collaboration VIII. Critical thinking IX. Creative thinking	I. Communication II. Collaboration VI. Information literacy VIII. Critical thinking IX. Creative thinking

International-Mindedness	Exploring various visions of different worlds, identities, cultural expressions.
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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
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Sources	Prentice Hall: Literature World Masterpieces, books for sustained silent reading, handouts, magazines, bilingual and monolingual dictionaries, various online sources.
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025-2026

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

Subject: MATHEMATICS MYP 3

Course outline

<u>Unit Title</u>	Unit 1: Say it with symbols	Unit 2: Growing, growing, growing	Unit 3: How can we move in space?
Statement of Inquiry	Through models and representations, symbols simplify complex ideas, allowing individuals and cultures to communicate logical concepts.	Finding and using patterns expresses relationship and constructs viable arguments to understand and generalize scientific principles.	Applying mathematical logic to spatial dimensions can open personal, cultural, and social entrepreneurship opportunities.
Global context		Scientific and technical innovations	Orientation in space and time
Key	Personal and cultural expression		

Related concepts	Logic Models, representation, simplification	Relationships Pattern, generalisation, simplification	Logic Space
Assessment tasks	End of the unit test (A) Investigating the magic trick (B,C)	Investigation (B,D)	End of the unit test (A) Optimizing real-life problems (C,D)
Enquiry into / Content	Understand and apply knowledge of expressions and equations, equivalent expressions, solving linear and quadratic equations in different contexts to develop metacognition and abstract thinking skills.	Understand and apply knowledge of expressions, equations, shape growing, sequence of numbers, patterns, models, generalization, relation, function, graph, coordinates and coordinate plane in different contexts.	Content: Axes Origin Coordinates Midpoint Standard Form Point-Slope Form Slope-Intercept Form Gradient Parallel Lines Perpendicular Lines Inequalities Graphing
ATL skills clusters	<u>I. Communication:</u> <u>VII. Critical-thinking</u>	<u>VII. Critical-thinking</u> <u>X. Transfer</u>	<u>III. Organization</u> <u>VI. Information Literacy skills</u>

International-Mindedness	The language of mathematics: universal symbolic language used all around the world, same rules Numeration Systems and Units: 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 8. Australia: Hease & Hariss Publications 2008 2. Gordon, Evans, Speed, Senior, Pearce, Maths Frameworking (3.1.-3.3.). UK: Collins 2014 3. New York Cop
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Subject group: SCIENCES
Teacher: Katerina Malinova
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Subject: BIOLOGY MYP 3

Course outline (Carousel 1)

Unit Title	UNIT 1: Development of living world: plants and animals	UNIT 2: Human body	UNIT 3: Sustainability
Statement of Inquiry	Systems adapt in form and function to sustain life in changing environments.	Body systems rely on interactions and functions to maintain balance and support overall well-being.	Relationships between humans and the environment require balance, as our choices carry consequences that shape the sustainability of life on Earth.
Global context	Globalization and sustainability	Identity and relationships	Globalization and sustainability
Key	Systems	Systems	Relationships
Related	Form, function	Function, interaction	Environment, balance, consequences
Assessment task	Students design a new organism adapted to an environment, explaining its form, function, and classification. They should also connect it to sustainability and present their ideas clearly with a drawing, model, or explanation. (A, B, C)	Students create an interactive quiz or game to teach classmates about at least three human body systems, showing how they function and interact, and providing clear explanations while making the game engaging and easy to play. (A, B, C, D)	Students investigate an environmental issue in their school or community (e.g., waste, energy use, biodiversity, water consumption). They then design a realistic action plan to improve sustainability, supported with data and evidence. (B, C, D)
Inquiry into / Content	Diversity of plants and animals. Classification of organisms (systematics). Structure and function of organs and systems. Adaptations to environments. Relationships with the environment and human impact.	Circulatory system Respiratory system Digestive system Nervous system Musculoskeletal system Excretory system Reproductive system	Definition and importance of sustainability Interactions and relationships in natural and human systems Environmental balance and consequences of disruption Human impact: pollution, deforestation, energy use, waste, biodiversity loss Local and global perspectives on

	Basic scientific methods for studying organisms.		sustainability Sustainable solutions and action plans Collecting and analyzing data to support decisions
ATL skills clusters	I. Communication skills: Find information for disciplinary and interdisciplinary inquiries, using a variety of media. X. Transfer skills: Apply skills and knowledge in unfamiliar situations, combine knowledge, understanding and skills to create your own product.	I. Communication skills: Find information for disciplinary and interdisciplinary inquiries, using a variety of media. VI. Information literacy skills: Make connections between various sources of information, collect, record, verify data and interpret data, create references and citations, construct a bibliography according to recognized conventions.	I. Communication skills II. Collaboration skills VI. Information literacy skills X. Transfer skills

International-Mindedness	We are human beings: what makes a male, male and a female, female? What is sexuality? What are male-female relationships in different cultures like?
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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	8

		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.	
D	Reflecting on the impacts of science	Describe the ways in which science is applied and used to address a specific problem or issue Discuss and analyse the implications of using science and its application to solve a specific problem or issue, interacting with a factor Consistently apply scientific language to communicate understanding clearly and precisely Document sources completely.	8

Sources	Science Insight: Exploring Living Things Science Insight: Exploring Energy and Matter Co-ordinated Science: Biology, Chemistry Discovery channel, YouTube and other internet sources
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025-2026

Subject group: SCIENCES
Teacher: Katerina Malinova
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Subject: CHEMISTRY MYP3

Course outline

<u>Unit Title</u>	UNIT 1: Properties of matter	UNIT 2: Chemical reactions	UNIT 3: Chemical bonding
Statement of Inquiry	By exploring the form and properties of matter, we can understand their functions, relationships and develop innovations that transform technology and society.	Conditions drive change in energy affecting people and the environment.	The relationships and interactions between components determine the structure, function, and the outcome.
Global context	Scientific and technical innovation	Globalization and sustainability	Scientific and technical innovation
Key Concepts	Relationships	Change	Relationships
Related Concepts	Form, interaction	Condition, energy	Structure, function, interaction
Assessment Tasks	Students will explore the properties of matter and learn how mixtures can be separated using techniques such as filtration, evaporation, distillation, chromatography, and magnetism. They will investigate how these methods work, apply them in hands-on experiments, and reflect on their importance in real life, from clean	Students will explore how substances interact and change in chemical reactions. They will investigate the conditions and energy changes that affect reactions and consider how these changes impact daily life, communities, and the environment. Through creative projects, students will communicate their	Students will investigate how atoms interact to form different types of chemical bonds. They will explore the structure and properties of substances, understand how bonding determines function, and consider the impact of bonding on everyday life, materials, and technological innovations. Through research, comparison, and analysis, students will communicate their

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

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

Sources	Science Insight: Exploring Energy and Matter, Addison-Wesley Co-ordinated Science: Chemistry
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Subject group: Physics
 Teacher: Dinka Fazlić
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Subject: PHYSICS MYP 3

Course outline

<u>Unit Title</u>	<i>Unit 1:</i> <i>Forces, energy and motion</i>	<i>Unit 2:</i> <i>Electricity</i>
Statement of Inquiry	Understanding how energy produces change in motion fosters innovation in science and technology.	The form and function of electrical systems provides insight into future energy systems that support sustainability.
Global context	Scientific and technical innovation	Globalization and sustainability
Key	Change	Systems
Related	Movement, energy	Form, function
Assessment tasks	End of the unit test (A) Lab report (B, C) Essay (D)	End of unit test (A) Design and evaluate a simple circuit (B, C) Essay: Power for progress (D)
Inquiry into / Content	Calculating speed Graphing speed Compare frames of reference Different kind of speeds Relativity and space-Time Solving practice problems involving constant and average speed Acceleration (calculating and graphing) Motion in circles Energy and motion	Static electricity, Lightning, Safety with electricity, Electrical charges, Calculating electrical charges, Electrical circuits and symbols for drawings, Effects of electrical current, Electrical current, Voltage and electrical sources, Electrical resistance,

	Gravity and energy Forces and gravity Falling objects Newton's Laws of motion Friction and forces in circular motion Universal motion	Ohm's Law Practice problem solving, Units and electricity
ATL skills clusters	Communication Self-Management Research Transfer Thinking Reflection	Communication Social Self-Management Reflection skills Research Thinking

International-Mindedness	How have scientific and technological applications in societal fields changed the cultural life of people worldwide?
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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	8

		- Describe improvements or extensions to the method	
D	Reflecting on the impact of science	- explain the ways in which science is applied and used to address a specific problem - discuss the various implications of the use of science and its application in solving a specific problem or issue - apply communication modes effectively	8

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

Subject group: INDIVIDUALS AND SOCIETIES

Teacher: Katerina Malinova

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Subject: GEOGRAPHY MYP 3

Course outline (Carousel 1)

<u>Unit Title</u>	<i>Unit 1: Population</i>	<i>Unit 2: Resources and land use</i>	<i>Unit 3: European Union</i>	<i>Unit 4: Tourism</i>
Statement of Inquiry	Changes in the population influence cultural diversity and shape identities and relationships within and between communities.	The way resources are used and distributed across time, place and space raises questions of equity and fairness.	The European Union is a system created through civilization, management, and intervention that shapes identities and relationships within and between nations.	Global interactions through tourism create opportunities for cultural diversity but also raise sustainability challenges in a globalized world.
Global context	Identities and relationships	Fairness and development	Identities and relationships	Globalization and sustainability
Key	Change	Time, place, space,	Systems	Global interactions

Related	Culture, diversity	Causality, disparity and equity	Civilizations, management and intervention	Diversity, sustainability
Assessment tasks	Students will have to draw and analyse a population pyramid. Afterwards they will have to compare it with another one and synthesize the information. (A, D)	Students will learn how natural resources are distributed and used in different places and times. They will explore how resource use creates causes and effects, leading to disparities and questions of fairness. By investigating case studies, students will think about how resources could be managed more sustainably and equitably in the future. (A, B, C, D)	Students will investigate the European Union as a system that connects countries through cooperation, management, and intervention. They will explore how the EU influences civilization, national identities, and relationships between countries. By studying its institutions, policies, and impacts, students will evaluate both the benefits and challenges of belonging to the EU. (A, D)	Students will explore how tourism connects people, places, and cultures through global interactions. They will examine the diversity of tourism experiences, analyse the positive and negative impacts of tourism, and evaluate how sustainable approaches can help balance economic growth, cultural respect, and environmental protection in a globalized world. (B, C, D)
Inquiry into/content	➤ A Growing Population ➤ Migrations ➤ World Cultures ➤ Settlements ➤ Economic and Political Systems	➤ Mineral Resources ➤ Energy Resources ➤ Environmental Issues	➤ What is the EU? ➤ Institutions ➤ Pros and Cons	➤ World Tourism ➤ History of Tourism ➤ Sustainable Tourism
ATL skills clusters	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy VIII. Critical thinking	I. Communication	I. Communication VIII. Critical thinking	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy

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

Sources	1. Gentzler, Yvonne S., Ph.D. Geography, Tools and Concepts. New Jersey: Prentice Hall, 2001. 2. Owen, Andy. Geography in Action, Series 1, 2, 3. Oxford: Heinemann, 1995. 3. Fahrey Jr., John M., Student Atlas of the World - Third Edition. Washington, D.C: National Geographic, 2009 4. Human planet, 2011 (documentary) 5. Human Footprint, 2007 (documentary)
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International-Mindedness	Developing the awareness and a commitment to sustainable practices that benefit both local and global communities, recognizing that the Earth's systems know no national boundaries.
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Leon Štukelj International School Maribor
Middle Years Programme
School Year 2025-2026

Subject group: INDIVIDUALS AND SOCIETY
Teacher: Nina Prelog
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Subject: HISTORY MYP 3

Course outline

<u>Unit Title</u>	<i>Unit 1:</i> European Renaissance and Reformation	<i>Unit 2: Age of Explorations</i>	<i>Unit 3: Absolute Monarchs in Europe</i>	<i>Unit 4: The Enlightenment and the Scientific Revolution</i>
Statement of Inquiry	Embracing new and old ideologies causes conflicts and leads to significant changes.	Global interaction causes conflicts among cultures.	Understanding how systems of governance change over time helps explain the power struggles and conflicts that shape societies.	Shifts in perspectives often emerge when human innovations and revolutions transform cultural systems.
<i>Global context</i>	Orientation in time and space	Orientation in time and space	Orientation in time and space	Personal and cultural expression
<i>Key Concept</i>	Change	Global interactions	Systems	Systems Innovation and revolution
<i>Related Concepts</i>	Ideology, Conflict	Power, Conflict	Power	Perspectives

Assessment Tasks	Analysis of two renaissance paintings, synthesis and evaluation with explanation of different perspectives. Essay in which students consider influence of Renaissance on the start of the Reformation with a debate whether individual can change the course of history. (A,D)	Research about one of the explorers of their own choice from 15th – 18th century. Students will use their findings to create a multimedia presentation and communicate their findings to their peers. (B,C)	Social media profile as one of the absolute monarchs from 16th to 18th century. (A,D)	Research about one of the important persons from the Enlightenment or the Scientific Revolution of their own choice and multimedia presentation to the peers. (B,C)
Inquiry into / Content	Students conduct an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values) ➤ (students conduct an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values)New Ideas in Art, Philosophy, Architecture ... ➤ Italy: Patrons, Power of the Popes ➤ Northern Renaissance ➤ Da Vinci, Michelangelo, Rafael, Machiavelli, ... ➤ The Causes and the Consequences. ➤ Martin Luther	Students conduct an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values) ➤ Exploration of the East ➤ Exploration of the West	Students conduct an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values)The Tudors ➤ Spain's Empire ➤ France's Absolute Monarchs ➤ Russian Czars	(students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values)The Scientific Revolution ➤ The Enlightenment in Europe
ATL skills clusters	I. Communication VIII. Critical thinking	I. Communication: III. Organization: V. Reflection skills VI. Information literacy VII. Media literacy	I. Communication VIII. Critical thinking	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy

International-Mindedness	Interconnected human progress, the diversity of belief systems, and the lasting global impact of choices; What is happening around the World – reporting news
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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 D4 recognize different perspectives and explain their implications.	8

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

*Middle Years Programme
School Year 2025 - 2026*

Subject group: Arts / MYP 3

Teacher: Danijela Kajzer

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Subject: Visual Art MYP3

Course outline (Carousel year 1)

<u>Unit Title</u>	<i>Unit 1: Composition and space</i>	<i>Unit 2: Natural forms</i>	<i>Unit 3: Art styles</i>
Statement of Inquiry	Composition of original ideas redefine style and aesthetic and gives a new identity.	Representing natural forms in diverse ways, reflects personal perspectives and techniques.	Architectural styles express cultural identity with the forms of buildings and change with where and when they are built.
Global context	Identities and relationships		

Key concept	Aesthetic	Personal and cultural expression	Orientation in space and time
Related concept	Composition	Form Representation	Identity Form
Assessment Tasks	Describing and analysing an artwork according to composition of visual elements (A), developing an artwork - sculpture and perspective drawing/ space drawing (B), create a sculpture and 3D drawing (C)	developing a painting (B), create a painting (C), evaluating students artworks (D)	describing/analysing an ornament in architecture (A), developing an architectural model (B), creating an architectural model (C), grasp scenario (B,C,D).
Inquiry into/Content	➤ Balance of shapes, composition ➤ Depth keys ➤ Free standing sculpture	➤ Artistic mediums and techniques ➤ Colour theory ➤ Colour schemes (complementary, analogous)	➤ Ornament ➤ Drawing of architecture ➤ Making a paper model ➤ Line, composition, style, proportions
ATL skills clusters	Thinking skills, Communication skills, Social skills, research skills	Self-management skills, Research skills, Social skills	Communication skills, Thinking skills, Social skills

International-Mindedness	The development of classic art all around Europe in comparison to art development around the world.
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Sources	Literature, online sources (articles, videos, web pages), galleries. The Metropolitan Museum of Art (The Met): MetPublications Smithsonian Open Access National Gallery (US) Getty Virtual Library AHTR (Art History Teaching Resources) Visual Arts Companion : For IB Middle Years Programme
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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 ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.	8

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

Subject group: **Arts**
 Teacher: **Urška Sedlar**
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Subject: Theatre MYP 3

Course outline (Carousel 1)

<u>Unit Title</u>	<i>Unit 1: “One Scene, Many Voices: Exploring Genre Through Performance”</i>	<i>Unit 2: “The Director’s Soundscape: Music and effects in Theatre”</i> <i>Interdisciplinary unit with Music</i>
Statement of Inquiry <i>Global context</i> <i>Key Concepts</i> <i>Related Concepts</i>	The way ideas are shaped and interpreted through different styles influences perspective, emotional impact, and the ways people connect with each other. <i>Identities and Relationships</i> Perspective Style, Interpretation	Creative choices, supported by innovation in form and technique, can transform experiences and shape interpretation. <i>Scientific and Technical Innovation</i> Creativity Innovation
Assessment Tasks	Genre research mini-report (A) Rehearsal journal (B) Performance of the excerpt in 3–4 different genres (C) Reflective analysis (D)	Students will work in small interdisciplinary groups (Theatre + Music) to conceptualize, design, and perform a short theatrical scene (2–4 minutes) that integrates sound, music, and performance to communicate a clear creative intention. Each group acts as both <i>director</i> and <i>sound designer</i>: they will choose a directorial approach (e.g., Stanislavsky, Brecht, or Artaud) and apply sound, effects, or music to enhance audience interpretation, emotion, and meaning. After presenting their performance, students will submit a reflective portfolio explaining and evaluating their creative choices, interdisciplinary connections, and learning outcomes. (A,B,C,D).

Inquiry into / Content	Exploring how genre transforms meaning, tone, and audience reception; deepening understanding of theatrical conventions; fostering creativity	In Theatre, students will learn how directors use creative choices, form, and innovation to communicate meaning and transform audience experience. They will analyze directing styles, experiment with integrating sound and effects, and apply performance and design techniques to create and reflect on their own original theatrical work. Directors' approaches and theories Elements of performance design The role of sound in theatre The relationship between director, performer, and designer Form and structure in performance . The impact of innovation and technology
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 genres and approaches or drama, 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/Creating	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
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<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
Middle Years Programme
School Year 2025-2026

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

Subject: Music MYP 3

Course outline (Carousel year 1)

Unit Title	Unit 1: Music in Genre – The Power of the Musical	Unit 2: The Director's Soundscape – Music and Effects in Theatre <i>Interdisciplinary unit with Theatre</i>
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Statement of Inquiry <i>Global context</i> <i>Key Concepts</i> <i>Related Concepts</i>	Style and interpretations from different perspectives influence how stories are told and how audiences connect. Identities and Relationships Perspective Style, Interpretation	Creative choices, supported by innovation in form and technique, can transform experiences and shape interpretation. Scientific and Technical Innovation Creativity Innovation
Assessment Tasks	Compose, arrange, and perform (or record) an original song or underscoring for a given dramatic scene. The piece should use musical theatre conventions and interpretive style to enhance narrative. Research/Analysis on how musicals use songs to drive narrative (Criterion A) Skills journal / rehearsal drafts / recordings showing practised techniques (Criterion B) Final composition or arrangement, performed or recorded (Criterion C) Reflective commentary comparing the musical version to non-musical version, audience response, and intended meaning (Criterion D).	Students will work in small interdisciplinary groups (Theatre + Music) to conceptualize, design, and perform a short theatrical scene (2–4 minutes) that integrates sound, music, and performance to communicate a clear creative intention. Each group acts as both <i>director</i> and <i>sound designer</i>: they will choose a directorial approach (e.g., Stanislavsky, Brecht, or Artaud) and apply sound, effects, or music to enhance audience interpretation, emotion, and meaning. After presenting their performance, students will submit a reflective portfolio explaining and evaluating their creative choices, interdisciplinary connections, and learning outcomes. (A,B,C,D).
Inquiry into / Content	Investigate how genre conventions shape meaning and audience reception. Focus on musical theatre by studying songs, underscoring, and motifs; develop skills in songwriting and performance; and explore how musical choices transform tone, emotion, and audience engagement.	Students develop disciplinary knowledge and skills in music composition, sound design, and performance that enable them to collaborate with Drama in creating an integrated theatrical experience. - Learning focuses on how musical and sonic elements communicate meaning, emotion, and atmosphere through innovation and creative use of technology. -Understand how the elements of music

		-Recognise how form and structure guide the pacing and emotional arc of a scene. -Identify how different directors (Brecht, Artaud, Stanislavski, contemporary practitioners) use sound and music to support or disrupt audience perception. -Develop awareness of sound technology -Learn to use musical terminology accurately in discussing, analysing, and evaluating sound design choices.
ATL skills clusters	Communication Collaboration Creative Thinking Organization	Research Creative Thinking Organization Collaboration

International-Mindedness	Focus on global genres and artistic philosophies* (musicals, directors, sound design across cultures).
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Subject assessment criteria		Objectives	Max. level
A	Analysing	i. Analyze how musical elements (harmony, rhythm, texture, form, style) shape narrative and audience perception in musicals or directed theatre. ii. Research conventions of musical theatre and sound design in global contexts. iii. Explain how directors' styles (Stanislavsky, Brecht, Artaud) influence the use of music/sound in performance.	8

B	Developing	i. Compose songs, underscoring, or soundscapes for theatre scenes. ii. Demonstrate refined vocal/instrumental/DAW skills in rehearsal and performance. iii. Use journals to document skill development, experimentation with genre/style, and reflection on process.	8
C	Performing	i. Design soundscapes or live/recorded music to support specific director's vision. ii. Make intentional creative choices (instrumentation, motifs, dynamics, tempo, texture) to enhance performance impact. iii. Experiment with musical genre to change tone, mood, or audience interpretation of a scene.	8
D	Evaluating	i. Reflect on how music or sound influenced the audience's understanding, engagement, and emotional response. ii. Critically analyse performances in different genres or under different directorial approaches. iii. Identify strengths and propose realistic next steps to improve compositions, sound design, or performance integration.	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	- Online webpages (google.com; Wikipedia.com; etc.) - Online music platforms (Youtube and similar) - Different books - Audio/video examples - Classroom instruments and found objects, Examples of global sound traditions. - Digital Audio Workstations (e.g., GarageBand, Soundtrap, BandLab). - Recording equipment for performance capture.
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Leon Štukelj International School
Middle Years Programme
School Year 2025-2026

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

Subject: Design MYP3

Course outline – Carousel year 1

<u>Unit Title</u>	<i>Unit 1: Educational Toy</i>	<i>Unit 2: Design for Marketing</i>	<i>Unit 3: Designing for Joy</i>
Statement of Inquiry	The community needs to scaffold the development of functional designs.	Systematic use of resources shapes, influences and reflects cultural and personal choices.	By communicating diverse perspectives through design, we can promote fairness and create joyful experiences for others.
Global context	Personal and Cultural Expression (craft, creation, ritual and play, products)	Personal and Cultural Expression	Fairness and development
Key Concepts	Communities	Systems	Communication
Related Concepts	Function, Evaluation	Resources	Perspective

Assessment Tasks	Following the complete design cycle to create an educational toy. Their product responds to the needs of younger students in our school community and helps them develop different skills. (A,B,C,D)	-Students will create an E-portfolio that includes all of their evidence collected/created in each stage of the design cycle. -Students will create a marketing pack (logos, headers etc.) for a company appropriate to their aims and goals. (A,B,C,D)	The student produces an E-portfolio that follows the design cycle to develop a solution (or range of solutions) that spreads joy to others. The student must target one of the following audiences/clients: - the general public - a community - friends or family (A,B,C,D)
Inquiry into/content	Factual: What is an (educational) toy? What types of toys do you know? Can you describe an educational toy from your childhood? Conceptual: How does the educational toy for first graders children need to be like (feel, size, shape, form, etc)? Which skills can certain toys develop? Which materials are most appropriate for educational toy? What properties should an educational toy have? What is the purpose of educational toys? Debatable: Can toys change a child's development? Can a price of an educational toy influence the quality of its educational impact? Do children's toys influence their career choices?	Factual: What features of a company influence their design choices? What are the trends and influences that affect us as a customer? What are the main principles of good aesthetic design? Which computer tools can we use to make designs for products? What's a marketing pack? Conceptual: How does a company design a logo that defines them? How are we affected by trends and influences? How does a company make design and aesthetic choices? Debatable: Should all products be designed for a wide-reaching target audience? Should cultural expression have an effect on product design?	Factual: What makes you laugh? What existing products bring you happiness? How can design elements be manipulated to evoke feelings of joy? Conceptual: How can we initiate a sense of joy? Does design have the power to make us more optimistic? Debatable: Can we design human happiness?
ATL skills clusters	Social – Collaboration: Practice empathy, take responsibility for one's own actions, listen actively to other perspectives and ideas, give and receive meaningful feedback	Social – Collaboration skills: Delegate and share responsibility for decision-making	Thinking: Creative thinking - Develop a range of ideas or designs that consider specifications - Create novel solutions to authentic problems

	Self-management – Organisation: Plan short- and long-term assignments; meet deadlines, set goals that are challenging and realistic, select and use technology affectively and productively Thinking – Critical thinking: Practice observing carefully in order to recognise problems, consider ideas from multiple perspectives, propose and evaluate a variety of solutions Thinking – Transfer: Combine knowledge, understanding and skills to create products and solutions Thinking – Creative thinking: Create novel solutions to authentic problems		Research: Information literacy - Identify and prioritize primary and secondary research - Analyse existing products - Design authentic tests for the solution Self-management: Organisation - Construct a logical plan that describes efficient use of time and resources - Follow the plan to create the solution - Justify changes made during creation Communication: Communication - Present the chosen design and justify its selection - Explain the impact of the solution on the client/target audience Reflection: Evaluation - Critically evaluate the success of the solution - Explain how the solution could be improved
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international-mindedness	This unit fosters international mindedness by encouraging students to design educational toys that reflect the diverse needs of young learners. Through research, collaboration, and multilingual communication, students explore how cultural perspectives and community values influence design, promoting empathy and inclusive learning experiences.	This unit promotes international mindedness by encouraging students to consider how cultural expression, branding, and design choices reflect diverse values and perspectives. Through marketing tasks, students explore how companies communicate their identity across global audiences, fostering intercultural awareness and responsible design.	This unit encourages students to explore how joy can be communicated across cultures and communities through design. By considering diverse perspectives and targeting different audiences, students develop empathy, intercultural awareness, and a deeper understanding of how design can promote well-being globally.
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Subject assessment criteria		Objectives	Max. level
A	Inquiring and analysing	Unit 1: i. Explain and justify the need for a solution to a problem ii. Construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. Analyse a group of similar products that inspire a solution to the problem iv. Develop a design brief, which presents the analysis of relevant research Unit 2: i. Explain and justify the need for a solution to a problem ii. Construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. Analyse a group of similar products that inspire a solution to the problem iv. Develop a design brief, which presents the analysis of relevant research Unit 3: Explain and justify the need for a solution to a problem for a specified client/target audience. Identify and prioritize primary and secondary research needed to develop a solution to the problem. Analyse a range of existing products that inspire a solution to the problem. Develop a detailed design brief which summarizes the analysis of relevant research.	8
B	Developing ideas	Unit 1: i. Explain and justify the need for a solution to a problem ii. Construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. Analyse a group of similar products that inspire a solution to the problem iv. Develop a design brief, which presents the analysis of relevant research Unit 2: i. Develop a design specification which outlines the success criteria for the design of a solution based on the data collected ii. Present a range of feasible design ideas, which can be correctly interpreted by others	8

		iii. Present the chosen design and outline the reasons for its selection iv. Develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution Unit 3: i. develop a design specification which outlines the success criteria for the bird feeder based on the data collected ii. present a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and outline the reasons for its selection iv. develop accurate planning diagrams and outline requirements for the creation of the bird feeder	
C	Creating the solution	Unit 1: i. Construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. Demonstrate excellent technical skills when making the solution iii. Follow the plan to create the solution, which functions as intended; explain changes made to the chosen design and the plan when making the solution iv. Present the solution as a whole Unit 2: i. Construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. Demonstrate excellent technical skills when making the solution iii. Follow the plan to create the solution, which functions as intended iv. Explain changes made to the chosen design and the plan when making the solution Unit 3: Construct a logical plan that describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution. Demonstrate excellent technical skills when making the solution. Follow the plan to create the solution, which functions as intended. Fully justify changes made to the chosen design and plan when making the solution.	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 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 3: Design detailed and relevant testing methods which generate data to measure the success of the solution. Critically evaluate the success of the solution against the design specification. Explain how the solution could be improved. Explain the impact of the solution on the client/target audience.	8
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Sources	Unit 1: ➤ Shops in Maribor - Baby Center ➤ Educational games in the 1st grade ➤ Families, experts and other primary sources in the school and the community ➤ School library and internet Unit 2: ➤ Internet ➤ examples of products,
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- virtual learning environment,
- sketching materials,
- Adobe Photoshop and Illustrator (or Gimp and Inkscape)

Unit 3:

- Happiness as the ultimate currency
- <https://www.newsweek.com/happiness-ultimate-currency-thriving-entrepreneur-1808749>
- Where joy hides and how to find it
- https://www.ted.com/talks/ingrid_fetell_lee_where_joy_hides_and_how_to_find_it?language=en
- Can we design for happiness?
- <https://metropolismag.com/viewpoints/can-you-design-happiness/>

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

Subject group: *PHE*
Teachers: *Mateja Vešnar*
Email: mateja.vesnar@guest.arnes.si

Subject: *Physical and Health Education MYP 3*

Course outline (Carousel year 1)

<u>Unit Title</u>	<i>Unit 1: Diet and nutrition</i>	<i>Unit 2: Circuit training</i>	<i>Unit 3: Badminton</i>	<i>Unit 4: Volleyball</i>	<i>Unit 5: Issues in sport</i>
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Statement of Inquiry	Our choices influence the way our bodies function and shape our healthy lifestyle, identity and relationships with others.	Understanding the form and function of motivation helps explain how identities change.	Adapting to changing situations as a team requires effective systems of communication.	The culture of a team is determined by the choices of individual team members.	Changing perspectives within sport creates an appreciation of the challenges people face.
Global context	<i>Identities and relationships – physical health</i>	<i>Identities and relationships – human relationships</i>	<i>Identities and relationships – human relationships</i>	<i>Globalization and sustainability – the impact of decision making on humankind and the environment</i>	<i>Fairness and development- Access to equal opportunities</i>
Key Concept	<i>Relationships</i>	<i>Change</i>	<i>Communication</i>	<i>Change</i>	<i>Change</i>
Related Concepts	<i>Function Choice</i>	<i>Form function</i>	<i>Systems Adaptation Change</i>	<i>Culture Choice</i>	<i>Perspectives Challenge</i>
Assessment Tasks	Fuel for function – how food powers performance (nutrition basic overview, macronutrients in action, nutrition for performance) (A,B,D)	Train with purpose – planning and reflecting for personal fitness (fitness knowledge check components, FITT&SMART, plan a personal circuit training session, perform and lead your circuit, reflect on progress and motivation) (A, B)	Play smart – skills, strategy & communication in badminton (skill demonstration, rules + strategy + movement guide, communication reflection) (C, D)	Move as one – skills, strategy and communication in volleyball (skill demonstration, rules + strategy + movement guide, communication reflection) (C, D)	Inclusive sport – exploring access, barriers and adaptation (inclusivity research (sport for all), modified sport design, Paralympic case study + reflection) (A, B, C, D)

Content/Inquiry into	Recap of nutrition – food groups, the healthy eating food pyramid, the healthy food plate, healthy eating habits. Composition and uses of carbohydrates, proteins and fats. How the body uses carbohydrates, proteins and fats as fuel sources. Nutrition (fuel) for various physical activities – endurance activities explosive activities, everyday activities. Dieting myths and fallacies.	Recap and further develop an understanding of health-related components of fitness – cardiovascular fitness, muscular strength, flexibility, muscular endurance, body composition. Explicitly teach FITT principle = frequency. Intensity, Time, Type SMART goals = specific, measurable, attainable, realistic, time-oriented Motivation – motivating a partner, training with a partner.	Skills and techniques to be explicitly taught = short serve, long serve, overhead clear, forehand, backhand, smash, drop shot. Rules – serving area for doubles, court area for doubles, serving rotation, scoring. Communication – verbal cues, non-verbal cues, front strategies, back court strategies, side by side strategies	Recap and further develop the skills and techniques of underarm serve, dig and set. Introduce the skills and techniques of overarm serve, spike. Movement concepts of rotation, front court play, back court play, positions. Rules – game area, net touching, three hits, scoring, positions. Communication – verbal cues (calling other off the ball, telling others where you are going to hit the ball, keeping in position, encouragement), non-verbal cues (serving short, serving long, serving left, serving right)	Sport for all. Sport in the community. Disabled sport – requirements for participation. Disability awareness. Environmental barriers. Learning styles for different disabilities. Adapting and modifying activities for different disabilities. Equipment design. Disability awareness games. Activities to enhance understanding of limitations for some people (goalball, sitting volleyball, boccia, new age curling) Case study – Paralympics
ATL skills clusters	Thinking – Critical thinking skills Thinking – transfer skills Research – information literacy skills Communication - communication skills Self-management - affective skills	Social - collaboration skills Communication – communication skills Self-management – reflection skills Self-management – affective skills (mindfulness)	Communication-communication skills Social - collaboration skills Thinking - critical thinking skills Thinking – transfer skills	Communication - communication skills Social - Collaboration skills Self-management – reflection skills Self- management - affective skills (resilience)	Thinking - Transfer skills Thinking – critical skills Research – information literacy skills Research – media literacy skills Communication – communication skills

		Self-management affective skills (perseverance)			Give and receive meaningful feedback <i>Self-management skills:</i> (organization skills) Plan short- and long- term assignments; Set goals that are challenging and realistic
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International -Mindedness	Share a game from your country. What national sports are popular in Slovenia? Find a country where P.E. is taught differently than in Slovenia. Explain differences and similarities
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Sources	• Athletics events (video - YouTube); • clue pictures – different athletic events • PE lessons, • books– Atletski praktikum, Atletika • dictionaries – for athletics language (words)
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	Describe physical health education factual, procedural and conceptual knowledge Apply physical and health terminology effectively to communicate understanding . Apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations	Maximum 8
B	Planning for Performance	Design and explain a plan for improving physical performance and health Explain the effectiveness of a plan based on the outcome	Maximum 8

C	Applying and Performing	Demonstrate and apply a range of skills and techniques Demonstrate and apply a range of strategies and movement concepts Outline and apply information to perform effectively.	Maximum 8
D	Reflecting and improving performance	Describe and demonstrate strategies to enhance interpersonal skills Outline goals and apply strategies to enhance performance Explain and evaluate performance	Maximum 8

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

Subject group: Homeroom MYP 3
Teacher: Urška Sedlar
Email: urska.sedlar@quest.arnes.si

Subject: Homeroom MYP 3

Course outline

Unit Title	Unit 1 <u>Caring for Ourselves – Building Balance</u>	Unit 2 <u>Caring for Others – Relationships and Empathy</u>	Unit 3 <u>Caring for the World – Responsibility in Action</u>
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Statement of Inquiry	Caring for themselves through balance, reflection, and responsibility enables people to thrive and support others.	Genuine empathy and kindness foster stronger relationships and inclusive communities.	When people take responsibility for their environment and community, they demonstrate care beyond themselves.
<i>Global context</i>	<i>Identities and Relationships</i>	<i>Fairness and Development</i>	<i>Globalisation and Sustainability</i>
Key concept	Identity	Relationships	Communities
Related concepts	Wellbeing, Responsibility	Empathy, Communication	Responsibility, Perspective
Assessment Tasks	Create a personal well-being plan (poster, infographic, or digital plan) with 2–3 strategies for balancing school, free time, and self-care.)	Co-create a Caring Class Contract — a collaboratively written document or presentation on how students commit to supporting each other throughout the school year.	Develop a Caring Action Proposal — students design and present a realistic project idea (poster, video, or presentation) showing how the class can positively impact the school or community.
Inquiry into / Content	- Emotional well-being, - stress management, - academic balance.	- Communication, - conflict resolution, - teamwork, - empathy.	- Service, - environmental awareness, - social responsibility.
ATL skills	I. Communication II. Collaboration VIII. Critical thinking IX. Creative thinking X. Transfer	I. Communication II. Collaboration VIII. Critical thinking IX. Creative thinking X. Transfe	I. Communication II. Collaboration VIII. Critical thinking IX. Creative thinking X. Transfe

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.	UNIT 2: 1. Siegel, Daniel J. <i>Brainstorm: the Power and Purpose of the Teenage Brain</i> . Langara College, 2017.	UNIT 3: https://www.commonsense.org/education/digital-literacy/seeking-information
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https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf	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	• https://pz.harvard.edu/resources/digital-literacy-and-citizenship-curriculum • https://www.projectlooksharp.org/?action=starter_kits •
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International-Mindedness	Fostering a global perspective and promoting an understanding of different cultures, perspectives, and global issues. Encouraging students to think beyond their local or national context and to develop respect, empathy, and appreciation for the diversity of the world around them.
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Leon Štukelj International School
Middle Years Programme
School Year 2024-2025

Subject group: *Approaches to Learning*
Teacher: Natalija Anders
Email: natalija.anders@os-leon.si

Subject: *ATL 3*

Course outline

<u>Unit Title</u>	Unit 1 Foundations for Action: Developing ATL Skills for Community Impact	Unit 2 Taking Action: Preparing for the Community Project
<u>Statement of Inquiry</u>	Understanding our own strengths and perspectives helps us collaborate effectively and contribute to our communities.	Taking initiative and acting responsibly can create meaningful and sustainable change in communities.
<i>Global context</i>	Identities and relationships Communities	Globalization and sustainability Change

<i>Key concepts</i> <i>Related concepts</i>	Collaboration, Perspective	Initiative, Responsibility
<u>Inquiry into / Content</u>	• What are ATL skills and how do they help us learn? • Why is collaboration important in making a difference in communities? • Can one person make a significant impact in their community?	•What are the steps in planning a community project? •How does initiative lead to change? •Is short-term action better than long-term planning in addressing issues?

<u>ATL skills</u>	SELF-MANAGEMENT (Organization) SOCIAL (Collaboration) RESEARCH (Information literacy)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION
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UNIT 1: 1. England, Laura, Stancar Johnson, Angela. Community Project. Skills for success. Hodder Education, 2023.	UNIT 2: Community project journal (in-school source)
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