



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 4

Course outline (Carousel year 2)

<u>Unit Title</u>	<i>Unit 1: Communication and Consequence</i> Romeo & Juliet	<i>Unit 2: Words as Weapons</i> Animal Farm	<i>Unit 3: Many Voices, One World</i> (World Poetry)	<i>Unit 4: Voices that Change the World</i>
Statement of Inquiry	Miscommunication, whether due to human error or technological limitations, can alter the course of lives.	Language can be used to control, manipulate, and influence people's beliefs and actions.	Poets around the world use language and form to express shared human experiences and cultural perspectives.	Effective protest language can challenge dominant ideologies and inspire collective action.
<i>Global context</i>	Scientific and Technical Innovations	Fairness and Development	Globalization and Sustainability	
<i>Key Concepts</i>	Connections	Communication	Communication	Personal and Cultural Expression
<i>Related Concepts</i>	Structure, Context, Consequence	Bias, Power, Purpose	Culture Style, Context, Perspective	Transformation

				Audience, Tone, Context
Assessment tasks	Critical Essay – “What Went Wrong?”(A , B) Creative Rewrite – “Modern Tragedy Averted?” Students choose a key scene that involves miscommunication. Rewrite it as if modern technology were available. (C,D)	Fake News" in the Farm: Bias Breakdown (A & B) Satirical Speech: Students write and perform a satirical speech that mimics the propaganda style of a character. (Criteria C, D)	Comparative Poetry Analysis: Analyse how poets from two cultures address a common theme (e.g., identity, conflict, nature). (A, B, D) Poetry Portfolio: Write original poems inspired by global themes, with reflective commentary. (C, D)	Speech Analysis: Analyse the language and structure of a famous protest speech or text. (Criteria A, B) Protest Media Project: Create your own protest poem, speech, or poster addressing an issue you care about. (Criteria C, D)
Inquiry into / Content	Exploring the role of communication and technological (mis)advancement in shaping human decisions and outcomes.	Explores how power and inequality are constructed and maintained through language.	Sustainability Explores how poetry from different cultures responds to global issues, environments, and shared experiences.	Explores how individuals use 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.
Sources	Prentice Hall: Literature World Masterpieces, books for sustained silent reading, handouts, magazines, bilingual and monolingual dictionaries, various online sources.

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

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

Subject group: MATHS
Teacher: Dinka Fazlič
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Subject: MATHEMATICS MYP4

Course outline

<u>Unit Title</u>	<i>Unit 1: Exploring Quadratic Functions</i>	<i>Unit 2: Geometry of 3D bodies</i>	<i>Unit 3: Let's look at it from a different angle (Trigonometry)</i>
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Statement of Inquiry	Through models and representations, the form of quadratics helps us understand and predict real-world situations.	By exploring the form of objects in space, we can measure and represent quantities in meaningful ways.	Trigonometric systems show equivalence between different representations of relationships in space.
<i>Global context</i>	Scientific and technical innovation	Personal and cultural expressions	Scientific and technical innovation
<i>Key Concept</i>	Form	Form	Systems
<i>Related Concepts</i>	Models, Representation	Space, quantity	Equivalence
Assessment Tasks	Assessments: A – end of the unit test B – Quadratic Investigation in Desmos	A – end of unit test C,D – architecture (designing an island)	B – exploring natural phenomena through trigonometric C,D – designing an accessible ramp
Inquiry into / Content Key Related	Content: Vertex Axis of symmetry Direction of opening Intercepts Factored form Vertex form Standard form Factoring Completing the square	Find out about volumes and surfaces of pyramids, prisms, cones and compound 3D bodies.	Find out about drones and what they have to do with trigonometry. Explore Pythagoras' theorem, geometric shapes and trigonometric relationships.
ATL skills clusters	- Communication skills - Collaboration skills - Critical-thinking skills - Creative-thinking skills - Transfer skills - Media literacy skills	- Information literacy skills - Critical-thinking skills - Creative-thinking skills - Transfer skills - Communication skills	- Communication skills - Reflection skills - Information literacy skills - Creative-thinking skills

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

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

Course outline (Carousel 2)

<u>Unit Title</u>	<i>Unit 1: Respiratory and locomotion system</i>	<i>Unit 2: Control mechanisms in the human body</i>	<i>Unit 3: Human reproductive system</i>
Statement of Inquiry	The function of systems demonstrates how energy supports movement in human activity.	Understanding how systems respond to stimuli highlights the functions and consequences that sustain life.	The form and functions of the reproductive system enable the species to be continued and changed if necessary.
<i>Global context</i>	Scientific and technical innovation	Scientific and technical innovation	Identities and relationships
<i>Key</i>	Systems	Systems	Systems
<i>Related</i>	Function, movement	Consequence, function	Form, function
Assessment tasks	Students will investigate how exercise affects the respiratory and locomotion systems, collect and analyze data, and explain how	Students will explore how the nervous system responds to stimuli by measuring human reaction times. They will design and carry out simple experiments,	Students will explore the human reproductive system, learning how its form and function ensure species survival, and will research a reproductive health

	these systems support movement and energy production.(A, B, C, D)	collect data, and analyze how the body controls responses to ensure survival and safety. (A, B, C, D)	topic to present their findings to the class.(A, B, C, D)
Inquiry into / Content	Structure and function of the respiratory system Structure and function of the locomotion system How respiratory and locomotion systems interact to support movement Energy production and usage during activity Effects of exercise on breathing, heart rate, and muscles Basic scientific methods: planning experiments, collecting and analyzing data.	Structure and function of the nervous system (brain, spinal cord, nerves, sensory organs) Types of stimuli: internal vs. external Reflex actions and voluntary responses Signal transmission: neurons, synapses, and neurotransmitters Interaction between nervous system and other body systems Homeostasis and regulation of body functions Measuring and analyzing reaction times to different stimuli	Structure and function of male and female reproductive systems Gametogenesis, fertilization, and early development Hormonal regulation and puberty Reproductive health and sexual health issues Connections between structure, function, and consequences Ethical and social implications of reproduction
ATL skills clusters	I. Communication skills III. Organization skills V. Reflection skills	I. Communication skills II. Collaboration skills III. Organization skills V. Reflection skills X. Transfer skills	III. Organization skills VI. Information literacy skills VIII. Critical thinking skills

International-Mindedness	Examine how the choices humans make influence their environment, surroundings and other living beings in their local as well as global localities.
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	i. select appropriate scientific systems when solving problems in both familiar and unfamiliar situations ii. apply the selected scientific systems successfully when solving problems iii. solve problems correctly in a variety of contexts.	8
B	Inquiring and designing	i. select and apply scientific problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify and justify relationships and/or general rules	8
C	Processing and evaluating	i. use appropriate scientific language in both oral and written explanations ii. use appropriate forms of scientific representation to present information iii. move between different forms of scientific representation iv. communicate complete and coherent scientific lines of reasoning v. organize information using a logical structure.	8
D	Reflecting on the impact of science	i. identify relevant elements of authentic real-life situations ii. select appropriate scientific strategies when solving authentic real-life situations iii. apply the selected scientific strategies successfully to reach a solution	8

Sources	Andrew Davis, Patricia Deo – Biology – MYP by Concept 4 & 5
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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: **CHEMISTRY MYP4**

Course outline

Unit Title	Unit 1: Reactivity in the periodic table	Unit 2: Chemistry of acids, bases and pH	Unit 3: Carbon chemistry	Unit 4: Atmospheric Emissions and Environmental Impact
Statement of Inquiry <i>Global context</i> <i>Key</i> <i>Related</i>	The interaction of atoms determines the form and impacts the development of materials Scientific and technical innovation Development Interaction, form	Changing conditions can alter relationships and functions within natural and human made systems. Identities and relationships Relationships conditions, function	How systems are structured and interact determines how they work, leading to innovations that transform people's lives. Scientific and technological innovation Connections Transformation, form	Changes in energy consumption drive transformations that have global environmental consequences. Globalization and Sustainability Change consequences, energy
Assessment tasks	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.	Students will investigate how acids and bases interact and how pH affects chemical behavior. They will explore the properties of different substances, measure and record pH levels, and analyze patterns in reactivity. Students will also consider the real-world significance of pH in daily life, industry, and the	Students will explore the structure, properties, and reactions of organic molecules through functional groups. They will investigate how structure determines function and apply this understanding to real-world contexts like industry, medicine, and	Students will investigate the sources, chemical reactions, and environmental consequences of atmospheric emissions. They will explore how emissions interact with the environment, causing changes that affect ecosystems and

	Through research, comparison, and analysis, students will communicate their understanding of chemical bonding and its significance. (A, C)	environment, and communicate their findings through observations, analysis, and reflection. (A, B, C, D)	everyday life, communicating their findings through a poster or infographic. (A, C)	human health. Students will communicate their understanding through a visually engaging infographic and propose strategies to reduce emissions and their impacts. (B, C, D)
Inquiry into / Content	Atomic structure: protons, neutrons, electrons Introduction to the periodic table: groups, periods, and patterns Reactivity trends in groups Types of chemical bonds: ionic, covalent, and metallic How atomic interactions determine structure and properties of substances Energy changes in reactions Factors affecting reactivity (e.g., electron configuration, atomic size)	Properties of acids and bases (physical and chemical) The concept of pH and the pH scale Indicators and methods for measuring pH Neutralization reactions and their applications Energy changes in acid-base reactions (exothermic/endothermic) Patterns in reactivity of acids and bases Effects of concentration on reaction rate and pH Real-world applications of pH: industry, environment, and daily life (e.g., cleaning products, agriculture, water quality)	Structure of carbon atoms and bonding (covalent bonds, chains, rings) Functional groups in organic molecules (e.g., alcohols, carboxylic acids, amines) Isomerism: structural and functional isomers Properties of organic compounds and how structure affects function Common reactions of organic molecules (e.g., combustion, substitution, addition) Polymers: natural and synthetic Applications of carbon compounds in industry, medicine, and daily life	Emissions Structure of the atmosphere Gases from the air Greenhouse gases contribute to Global warming and climate change How individuals, societies and companies can reduce greenhouse gas emission Investigating the environmental impacts of drinking bottled water
ATL skills clusters	Thinking skills, Research skills, Communication skills, Self-management skills, Social skills, Organization skills	Thinking skills, Communication skills, Self-management skills, Social skills, Organization skills	Thinking skills, Self-management skills, Organization skills, Critical-thinking skills,	Collaboration skills, Communication skills, Organization skills, Information literacy skills,

				Critical-thinking skills, Transfer skills, Information literacy skills, Collaboration skills
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International-Mindedness	Balancing the chemical inputs and outputs of Earth's systems in a prerequisite to sustain an environment that is hospitable to human life.
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	A 1 outline scientific knowledge A 2 apply scientific knowledge and understanding o solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations A 3 interpret information to make scientifically supported judgments.	8
B	Inquiring and designing	B 1 outline a problem or question to be tested by a scientific investigation B 2 outline a testable prediction using scientific reasoning B 3 outline how to manipulate the variables, and outline how sufficient, relevant data will be collected B4 design a logical, complete and safe method in which they select appropriate materials and equipment.	8
C	Processing and evaluating	C 1 correctly collect, organize, transform and present data in numerical and /or visual forms C 2 accurately interpret data and outline results using correct scientific reasoning C 3 discuss the validity of a prediction based on the outcome of a scientific investigation C 4 discuss the validity of the method based on the outcome of a scientific investigation C 5 describe improvements or extensions to the method that would benefit the scientific investigation.	8

D	Thinking critically	D 1 summarize the ways in which science is applied and used to address a specific problem or issue D 2 describe and summarize the implications of using science and its application to solve a specific problem or issue, interacting with a factor D 3 consistently apply scientific language to communicate understanding clearly and precisely D 4 document sources completely.	8
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Sources	Myp by Concept 4&5, Chemistry, Annie Termaat & Christopher Talbot
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Middle Years Programme
School Year 2025-2026

Subject group: SCIENCES
Teacher: Dinka Fazlič
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Subject: PHYSICS MYP 4

<u>Unit Title</u>	<i>Unit 1: Power to the people?</i>	<i>Unit 2: Energy</i>	<i>Unit 3: How do we communicate?</i>
Statement of Inquiry	Manipulating the relationship between interacting electric and magnetic forces makes it possible to distribute plentiful energy to everyone.	In order to meet growing demands for energy, societies often turn to new technologies that interact with the natural world.	New global relationships have become possible as humanity has learned to communicate through energy transferred as wave motion.

<i>Global context</i>	Fairness and development	Scientific and technical innovation	Personal and cultural expression)
<i>Key</i>	Relationships	Transformation	Relationships
<i>Related</i>	Interaction, transformation, energy	Energy, interaction, conservation	Movement, Energy
Assessment tasks	End of the unit test (A) Lab report on resistance of a wire (B,C)	End of the unit test (A) Essay (D)	End of the unit test (A, D) Lab report on pendulum (B,C)
<i>Inquiry into / Content</i>	Find out how electricity and magnetism are strongly related and how discoveries of both forces affects the life and technologies we use.	Explore the forms of energy and their transformation, how law of conservations works, identify renewable and non-renewable energy resources. Find out how work, power and efficiency affects everyday devices and sustainable technology.	Find out how we communicate using kinds of wave energy, how waves move, and how they are affected by what they move through. Explore how our personal experience of different kinds of wave energy is related to the form of the waves themselves, and how we can use wave energy to communicate better.
ATL skills clusters	- Critical-thinking skills - Information literacy skills - Communication skills - Transfer skills	- Communication skills - Thinking skills - Research skills	- Critical-thinking skills - Creative-thinking skills - Communication skills - Transfer skills - Information literacy skills - Media literacy skills - Collaboration skills

International-Mindedness	We will explore how the physics of waves enables us to communicate better and express ourselves in different ways. We will reflect on our interdependence with others, and consider different perspectives on issues.
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	i. explain scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse and evaluate information to make scientifically supported judgments.	8
B	Inquiring and designing	i. explain a problem or question to be tested by a scientific investigation ii. formulate a testable hypothesis and explain it using scientific reasoning iii. explain how to manipulate the variables, and explain how data will be collected iv. design scientific investigations.	8
C	Processing and evaluating	i. present collected and transformed data ii. interpret data and explain results using scientific reasoning iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation iv. evaluate the validity of the method v. explain improvements or extensions to the method.	8
D	Reflecting on the impacts of science	i. explain the ways in which science is applied and used to address a specific problem or issue ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue iii. apply scientific language effectively iv. document the work of others and sources of information used.	8

Sources	P. Morris: Physics (MYP by Concept 4 & 5)
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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 MYP4

Course outline (Carousel 2)

<u>Unit Title</u>	Unit 1: EARTH'S TECTONIC	Unit 2: LANDFORMS	Unit 3: CLIMATE and ECOSYSTEMS	Unit 4: FARMING
Statement of Inquiry	Interactions within Earth's tectonic systems create risks and changes, highlighting the need for sustainable management to protect communities and the environment.	Environmental processes drive change in landforms over time, shaping the natural world and the way humans interact with it.	The interactions between climate, ecosystems, and human activity reveal the impact on environment and equal opportunities.	Patterns of farming and human-environment interactions shape how food is produced and how sustainable agricultural practices can be maintained.
<i>Global context</i>	Globalization and sustainability	Orientation in space and time	Fairness and Development	Globalization and sustainability
<i>Key</i>	Systems	Change	Systems	Global interactions
<i>related</i>	Risk, sustainability	Processes, environment	Causality, Disparity and equity	Patterns and trends, diversity
Assessment Tasks	Students will learn about tectonic hazards like earthquakes, volcanoes, and tsunamis, and how they affect communities. They will explore how people prepare for, respond to, and recover from these hazards. Students will	Students will explore how different landforms, such as mountains, deserts, rivers, and volcanoes, are formed and shaped by natural processes. They will investigate how landforms affect the environment and human	Students will explore how climate shapes ecosystems and influences plants, animals, and human activity. They will investigate climate patterns, analyze diagrams, and understand how humans	Students will explore different types of farming around the world, investigate patterns and diversity, and understand how human-environment interactions affect food production and sustainability. (B, C)

	investigate case studies and develop skills in research, analysis, and presenting information clearly using maps, diagrams, and reports. (A, D)	activity, and how people adapt to or impact these areas. Students will develop skills in research, analyzing information, and presenting their findings clearly using maps, diagrams, and visuals. (A, B, C, D)	can impact and sustain these systems. (A, D)	
Inquiry into / Content	Structure of the Earth Plate tectonics and its consequences The impacts, short-term and long-term consequences of hazard responses and solutions to tectonic hazards in LEDCs and MEDCs. - Awareness and understanding of the need to develop effective warning systems, proper response and importance of education to cope with tectonic hazards. - Solutions or suggestions how to decrease risk of hazards and damage done.	- Land forming processes - Types of river and coastal landforms, their creation and change - Impacts, short-term and long-term consequences of changes in landforms and floods - Dealing with floods in LEDC's and MEDC's; the need to develop effective flood protection methods, proper response and importance of education to cope with it.	- Weather, climate types and ecosystems compare and contrast natural and human environments and their change - Climate change and related hazards, with short-term and long-term consequences, human impact on it and possible solutions for mismanagement of the ecosystems - The need to develop proper response and effective approach for managing fragile ecosystems such as Amazon rainforest or Sahel.	Farming types, processes and their change in LEDCs and MEDC - Farming methods and their changes to the environment and human life. - The need to develop effective farming methods (impact and consequences of technological innovations) that also consider proper management of the environments - Consider options such as introducing GMC and organic farming.
ATL skills Clusters	I. Communication II. Social VI. Thinking VIII. Self -management	Communication Social Research Self -management Thinking	Communication Social Thinking Self -management	Communication Social Research Self -management Thinking

International-Mindedness	Developing the awareness and a commitment to sustainable practices that benefit both local and global communities, recognizing that the Earth's systems know no national boundaries.
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Subject assessment criteria		Objectives	Max. level
Knowing and understanding	A1 use a range of terminology in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.		8
Investigating	B1 formulate/choose a clear and focused research question, explaining its relevance B2 formulate and follow an action plan to investigate a research question B3 use methods to collect and record relevant information B4 evaluate the process and results of the investigation, with guidance.		8
Communicating	C1 communicate information and ideas in a way that is appropriate for the audience and purpose C2 structure information and ideas according to the task instructions C3 create a reference list and cite sources of information.		8
Thinking critically	D1 analyse concepts, issues, models, visual representation and/or theories D2 summarize information to make valid, well-supported arguments D3 analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations D4 recognize different perspectives and explain their implications.		8

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

Subject group: Individuals and Societies
MYP
Teacher: Nina Prelog
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Subject: History

Course outline

<u>Unit Title</u>	<i>Unit 1: Historians at work - use of historical tools</i>	<i>Unit 2: The new way of thinking</i>	<i>Unit 3: Revolutionary movements</i>	<i>Unit 4: From farm to factory</i>	<i>Unit 5: Building national identity</i>
Statement of Inquiry	The present is a sum of our past choices.	Scientific and technical innovation can cause shift in the perspective and of the cause cultural changes.	Ideas can change culture and relationships.	Industrial and agricultural revolution enabled development of societies at the expense of some social groups and environment exploration.	Communities started looking for new identities and relationships in society to build a nation state and national identity.
<i>Global context</i>	Orientation in time and space	Scientific and technical innovation	Identities and relationships	Fairness and development	Identities and relationships
<i>Key</i>	Time/place and space	Clture	Change	Development	Communities
<i>Related</i>	Identity, Choice	Change, perspective	Development	Scientific and technical Inovation	Identities

Assessment tasks	Students have to solve a historical mystery and in the process of research use methods historians use at work (source criticism). they need to be able to sort type of sources their advantages and disadvantages. (A,B)	Students prepare a shark tank pitch as one of the inventors from the 16-18th century. (B,C)	Essay on how enlightenment influenced 18th and 19th century revolutions and development of democracy and human rights. (A,D)	Students prepare a diary entry as a person living in the time of industrial revolution. In it they need to use vocabulary of the unit and show understanding of how life changed in that period. (A,C,D)	Knowledge test in which students compare similarities and differences in unification of Italy and Germany. (A,B)
Inquiry into / Content	Historical time and space Cause and consequences Historical sources	The Renaissance The Reformation The Scientific revolution The Enlightenment	The American Independence War The French Revolution Modern Revolutions	The Industrial Revolution The Agricultural Revolution	Unification of Italy Unification of Germany
ATL skills clusters	VI. Information literacy VII. Media literacy VIII. Critical Thinking	VI Information literacy VII Media literacy VIII Critical thinking	III Organization VI Information literacy VIII Critical thinking	III Organization V Reflection VIII Critical thinking IX Creative thinking	IV Affective V Reflection VIII Critical thinking IX Creative thinking

International-Mindedness	GAINING A NEW PERSPECTIVE AND ATTENDING TO DIFFERENCE.
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	A1 use a wide range of terminology in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, through developed descriptions, explanations and examples.	8
B			8

	Investigating	B1 formulate a clear and focused research question, explaining its relevance B2 formulate and follow an action plan to investigate a research question B3 use research methods to collect and record appropriate, varied and relevant information B4 evaluate the process and results of the investigation.	
C	Communicating	C1 communicate information and ideas effectively using and appropriate style for the audience and purpose C2 structure information and ideas in way that is appropriate to the specific format C3 document sources of information using a recognised convention.	8
D	Thinking critically	D1 discuss concepts, issues, models, visual representation and theories D2 synthesize information to make valid, well-supported arguments D3 analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations D4 interpret different perspectives and explain their implications.	8

Sources	Gleason, Maud. Medieval Times to Today. New Jersey: Prentice Hall, 2003. Beck, Roger B, PhD World History, Patterns of Interaction. USA: McDougal Little, 2007. Carter M., Culpin C., Kinloch N. Past into Present 2 1400 - 1700. London: Collins Educational, 1995.
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Leon Štukelj International School
Middle Years Programme
School Year 2025-2026

Subject group: Design
MYP3

Teacher: Milan Ketiš

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Subject: Design

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:	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	Factual: What makes you laugh? What existing products bring you happiness? How can design elements be manipulated to evoke feelings of joy?

	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?	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?	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 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	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 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

	Thinking – Creative thinking: Create novel solutions to authentic problems		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	8

		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.	
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 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:	8

		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 school kindergarten ➤ 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/
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Leon Štukelj International School Maribor

*Middle Years Programme
School Year 2025 - 2026*

Subject group: Arts / MYP 4

Teacher: Danijela Kajzer

Email: danijela.kajzer@os-leon.si

Subject: Visual Art MYP4

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	Personal and cultural expression	Orientation in space and time
Key concept	Aesthetic	Form	Identity
Related concept	Composition	Representation	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**
 Email: urska.sedlar@guest.arnes.si

Subject: Theatre MYP 4

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 on 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 director and sound designer: 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

<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 4

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
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>	Objectives	Max. level
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Subject assessment criteria			
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 2024-2025

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

Subject: *Physical and Health Education MYP 4*

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 – 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>Identities and relationships – physical health</i>	<i>Change</i>	<i>Identities and relationships – human relationships</i>	<i>Change</i>	<i>Change</i>
Related Concepts	<i>Relationships</i> <i>Function</i> <i>Choice</i>	<i>Form</i> <i>function</i>	<i>Communication</i> <i>Systems</i> <i>Adaptation</i> <i>Change</i>	<i>Culture</i> <i>Choice</i>	<i>Perspectives</i> <i>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	Social - collaboration skills Communication – communication skills Self-management – reflection skills	Communication-communication skills Social - collaboration skills Thinking - critical thinking skills	Communication - communication skills Social - Collaboration skills Self-management – reflection skills	Thinking - Transfer skills Thinking – critical skills Research – information literacy skills

	Communication - communication skills Self-management - affective skills	Self-management – affective skills (mindfulness) Self-management affective skills (perseverance)	Thinking – transfer skills	Self- management - affective skills (resilience)	Research – media literacy skills Communication – communication skills 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	Maximum 8

		Apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations	
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 2025-2026

Subject group: Homeroom

Teacher: Urška Sedlar

Email: urska.sedlar@quest.arnes.si

Subject: Homeroom MYP 4

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:	UNIT 2:	UNIT 3:
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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	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	• 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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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 2025-2026

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

Subject: *ATL 4*

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
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<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	Globalization and sustainability
<i>Key concepts</i>	Communities	Change
<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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