



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



Subject Group: Language Acquisition
Teacher: Urška Sedlar
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Subject: Slovenian Phase 3,4

Course outline

<u>Unit title</u>	Unit 1 <u>"In the Footsteps of the Detective" – Teen Mystery & Crime Fiction</u>	Unit 2 <u>"Poetry as a Mirror of the Soul" – Voice & Expression through Poetry</u>	Unit 3 <u>"Screens of Change: Growing Up and Finding Freedom in Slovenian Film"</u>
Statement of Inquiry <i>Global context</i> <i>Key Concept</i> <i>Related Concepts</i>	Through genre and style, writers use language and images to communicate with audiences, shaping expectations and creating experiences that reflect personal and cultural expression. <i>Personal and Cultural Expression</i> Communication Genre, Style, Audience	Poets use creativity, point of view, and context to express identity and build connections between people and their experiences. <i>Identities and Relationships</i> Identity Point of View, Context, Creativity	Through representation, films communicate cultural values and changing traditions, reflecting and shaping how societies understand themselves across time. <i>Orientation in Space and Time.</i> Culture Change, Representation
<u>Inquiry into / Content</u>	Slovenian vs world teen mystery genre; use of language; writing & creative thinking skills	Comparison and contrast of Slovenian and world poetry; universal poetry themes; expressive language; creativity.	Slovenian youth cinematography; technical analysis of visuals, dialogue, scenography, humour.

<u>Summative Assessments</u>	“The Detective’s Casebook” Project : “Write Your Own Mystery Mini-Story” (C, D)	“Peeling Back the Poem” – Analytical Case Study (A,D) “Anthology with a Purpose” (B) “Mirror Poems” – Original Writing (C)	Comparative Film Reflection Essay (A,B) “Film Scene Reimagined” Creative Project (storyboard reimagined for a different historical / social setting) (C,D)
<u>ATL skills</u>	COMMUNICATION SELF-MANAGEMENT RESEARCH	COMMUNICATION SELF-MANAGEMENT SOCIAL	COMMUNICATION SELF-MANAGEMENT THINKING

Subject assessment		Max. level
Criteria	Objectives	
A Analysing	i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator’s choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts.	Maximum 8
B Organising	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	Maximum 8
C Producing Text	i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process	Maximum 8

	ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas.	
D Using Language	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.	Maximum 8

Sources	Various Slovenian language novels, poetry collections, Slovenian films; textbooks; relevant websites
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Leon Štukelj International School Maribor

Middle Years Programme

School Year 2025 - 2026

Subject Group: Language Acquisition

Teacher: Marko Grobler

Email: marko.grobler1@guest.arnes.si

Subject: Slovenian Language Phase 1,2

Course outline

<u>Unit Title</u>	Unit 1: <u>To sem jaz. This is me.</u>	Unit 2: <u>Moj vsakdan in moja šola</u> <u>(My Daily life and My School)</u>	Unit 3 <u>Hrana, prosti čas in kultura</u> <u>(Food, Leisure, and Culture)</u>
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Statement of Inquiry <i>Global Context</i> Key Concept Related Concept	Identity is expressed and understood through language choices, which vary according to audience and purpose. <i>Identities and Relationships</i> Identity Audience, Purpose	Patterns of human behaviour show how function and context shape personal and cultural expression. <i>Personal and cultural expression</i> Connections Function, Context	The ways people communicate about culture depend on context, message, and purpose, influencing global understanding and sustainability. <i>Globalization and Sustainability</i> Culture Context, Message, Purpose
Assessment tasks	Criterion A (Listening): Understand a short audio introduction by a Slovenian teenager. Criterion B (Reading): Comprehend simple personal profiles/social media pages. Criterion C (Speaking): Oral introduction of self and family. Criterion D (Writing): Write a short personal profile.	Criterion A (Listening): Understand a video about a Slovenian student's school day. Criterion B (Reading): Interpret a timetable and a short Slovenian school text. Criterion C (Speaking): Present your daily routine and school life. Criterion D (Writing): Write a short description of a typical school day.	Criterion A (Listening): Understand a video about Slovenian food traditions. Criterion B (Reading): Read a menu and short texts about Slovenian leisure activities. Criterion C (Speaking): Role-play ordering food in a restaurant. Criterion D (Writing): Write a short text about your favorite food and leisure activities.
<u>Inquiry into / Content</u>	Alphabet, Greetings, Numbers, Describing oneself (country,	Days of the week, telling time, school subjects, Months, seasons	Food/drinks, restaurant phrases, free-time activities

	language age...), family and othersClothes and colours Hobbies, Grammar: present tense, singular/dual/plural, Verb BE, questions, like/don't like, ordinal numbers	Grammar; Present, Past Tense, Nominative, Accusative, Adjectives, reflexive verbs, Reading short texts with understanding and responding in oral and written form, producing simple written texts	Grammar – Present and Past Tense, Interrogative pronouns, ordinal numbers, modal verbs (želim, hočem, moram), polite requests.
<u>ATL skills</u>	COMMUNICATIONSELF-MANAGEMENT (Organization) SOCIAL (Collaboration)	COMMUNICATION (structuring routines) THINKING (comparing school systems) RESEARCH (finding information on different schools in Slovenia and worldwide)	THINKING (cultural comparison and reflection) SOCIAL (role-play collaboration); COMMUNICATION (expressing preferences)

<u>International-Mind mindedness</u>	Families and different cultures, Comparing Slovenian words to words in their own languages.Discussing different school systems around the world. How do our differences and similarities bring us together?
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<u>Subject assessment Criteria Objectives</u>		Max. level
A- Listening	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	Maximum 8
B- Reading	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	Maximum 8
C- Speaking	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	Maximum 8
D- Writing	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	Maximum 8

Sources	KNEZ, Mihaela: Čas za Sloveščino 1 in 2 (učbenik in delovni zvezek) ČUDEN, Milena: Brihtna glavca. Slovenščina 7, 8, 9. KRAMARIČ, Mira: Komunikacijske igre s poudarkom na bogatenju besedišča. KRIŽ KRAŽ 1, Onlines sourceS: i-križ kraž, youtube Slovenian restaurant menus, Taste Slovenia food guides, YouTube videos on Slovenian culture...
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Leon Štukelj International School
Middle Years Programme

School Year 2025-2026

Subject group: Language acquisition German

Subject: German Emergent

Teacher: Maja Pihler Stermecki

Email: maja.pihler@gmail.com

Course outline

<u>Unit Title</u>	<i>Unit 1: Wer bin ich? (Who am I)</i>	<i>Unit 2: Mein Alltag und meine Schule (My daily Life and My School)</i>	<i>Unit 3: Essen, Freizeit und Kultur (Food, Leisure, and Culture)</i>
Statement of Inquiry	How we introduce ourselves and communicate personal information helps us build identity and connect with others.	Our routines and school systems show how societies organize time and daily life.	Food and leisure activities are ways people express culture and identity.
<i>Global Context</i>	Identities and relationships	Orientation in Time and Space	Personal and Cultural Expression
<i>Key Concept</i>	Communication	Connections	Culture
<i>Related Concepts</i>	Audience, Purpose, Identity	Identity, Patterns, Structure	Context, Identity, Conventions
Assessment tasks	Criterion A (Listening): Identify information from an audio where people introduce themselves. Criterion B (Reading): Comprehend short written self-introductions.	Criterion A (Listening): Comprehend audio of a student's school day/week. Criterion B (Reading): Interpret a timetable and short written diary entry.	Criterion A (Listening): Comprehend a café dialogue and a friend describing hobbies. Criterion B (Reading): Comprehend menus and short leisure activity descriptions.

	Criterion C (Speaking): Role-play introducing yourself and asking questions. Criterion D (Writing): Write a short profile (name, age, nationality, favorite color).	Criterion D (Writing): Write a diary entry about your daily routine.	Criterion C (Speaking): Role-play ordering food in a café; oral presentation 'Mein Hobby'. Criterion D (Writing): Write a postcard about food and weekend activities.
Inquiry into / Content	Describing myself, my family and others My classroom and my school Numbers Clothes and colours Hobbies Reading simple texts with understanding and responding in oral and written form Grammar: Using basic grammar structures: Capitalisation, Punctuation, Nominative, Accusative, Plural	Daily routines, school routines, school subjects, timetables school systems diaries days, months, seasons Grammar: Using basic grammar structures: Introducing Dative, Past Tense	Inquiry into vocabulary: Food and Drinks, Shopping In a restaurant At the market Recipes Leisure activities Reading simple texts with understanding and responding in oral and written form
ATL skills	Communication (using new vocabulary in context) Thinking (connecting identity with language) Social Skills(pair interviews, dialogues)	Organization (structuring daily routine); Research (compare German and home country school timetables/routines); Communication (describing times and activities accurately)	Communication (role-play, oral presentations); Research (German food culture vs. local traditions); Self-management (planning and presenting information clearly)

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

Sources	Magazines, online sources (videos, interactive tools, handouts), monolingual and bilingual dictionaries, worksheets
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Leon Štukelj International School
Middle Years Programme
School Year 2025-2026

Subject group: Language acquisition German
Teacher: Marko Grobler
Email: marko.grobler1@quest.arnes.si

Subject: German Capable

Course outline

<u>Unit Title</u>	<i>Unit 1: Die Welt in meiner Hand (The World in my Hand)</i>	<i>Unit 2: Medien (Media)</i>	<i>Unit 3: Meine Meinung (My opinion)</i>
Statement of Inquiry	One's culture is shaped by the context and structure of the relationships in one's world .	Communication allows us to form messages according to our cultural background.	Communication expresses an identity through a personal point of view .
<i>Global context</i>	Identities and relationships	Personal and cultural expression	Identities and relationships
Key concept	Culture	Communication	Communication
Related Concept	Context, Stucture	Message, Audience	Message, Point of view
Assessment task	Task 1 – <u>Intercultural Interview</u> Students listen to or read interviews with teens from different German-speaking countries and create their own podcast episode comparing cultural aspects and identity. Students extract and interpret meaning from interviews.	Task 1 – <u>Medienporträt: Ein Jugendlicher in Deutschland</u> (Criteria A & B) Students analyze authentic media profiles (blog post, video, social media feed) of German teens and compare with their own. They extract specific and implicit information from audio content. They analyze tone, audience, and purpose in a blog or article. (A,B)	Task 1 – <u>Medien beeinflussen uns!</u> Students listen to a short podcast. And answer the questions about tone, audience, and structure. (A,B) Task 2 – <u>Mein Standpunkt</u> Students give a 3–4 minute opinion talk or mini-debate on „Ist Social Media gefährlich für Jugendliche?“ (C)

	They Analyze two different written profiles and respond with detailed answers. (A,B) Task 2 – My Multilingual World Students create a poster and present a narrative that explores how knowing different languages shapes identity. Students include elements of daily routine, family traditions, and multilingual experiences. (C,D)	Task 2 – <u>Medien und Ich: Story, Meinung, Wirkung</u> Students create a digital story or mini-documentary reflecting on how media influences your daily life and relationships. They write a personal blog entry (150–180 words) reflecting on media use and its impact. (C,D)	They write an argumentative text (150–180 words) expressing their personal opinion about the impact of media on teen identity. (D)
Inquiry into / Content	Different countries, languages, my identity, daily routine, telling stories Writing: summaries, short reports, narrative paragraph.	Media, advertising, billboards, social media, reflecting on IB learner profile (thinker, communicator and knowledgeable) Inquiry into grammar: comparison of adjectives, imperative, personal and possessive pronouns, declination (Akkusativ).	The importance of media in my life, most common media in your life, use of media through life, the influence of media on our lives. Inquiry into vocabulary: Vocabulary about media, journalism, advertising, jobs, work, timetables.
ATL skills clusters	Communication Information literacy Critical thinking Creative thinking	Communication Collaboration Organisation Reflection Information literacy Creative thinking	Collaboration skills Information literacy Critical thinking Creative thinking

Subject assessment		Max. level
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B Reading	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	Maximum 8
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Sources	DW.com, Goethe Institut, short documentaries, Youtube channels, Authentic German blogs, worksheets,
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