Leon Štukelj International School

Middle Years Programme

Long-Range Plan — School Year 2026-2027

MYP 1

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: English and Literature
Teacher: Tina Lešnik
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Subject: English MYP 1

Unit Title	**Feelings into Words (World Poetry)**	**Adaptation**	**"Stories that Come Alive: Puppetry Through Time" (Interdisciplinary Unit)**	**Roald Dahl: Boy**
Statement of Inquiry	The creation of poetry often requires structure and creativity.	Exploring different cultures and adapting perspectives and self-expression transforms identities and relationships.	Creating a story and characters for a puppet show is achieved through developing structure and narrative of the performance.	Context shapes identities and influences points of view and perspectives.
Global context	• Personal and cultural expression	• Identities and relationships	• Personal and cultural expression	• Identities and relationships
Key concept	• Creativity	• Culture	• Creativity	• Perspective
Related concepts	• Purpose • Structure	• Context • Point of view	<u>English:</u> • Character • Self-expression <u>Theatre:</u> • Genre •Innovation	• Context • Point of view
Inquiry into / Content	Students will: • deepen their knowledge and understanding of poetry. • Identify the poetic elements of the poem (assonance, alliteration, metaphor, simile, personification, hyperbole, repetition etc.) • Familiarize with the use of unconventional forms of speech, as well as analyze its meanings. • Deal with lyric and epic poetry, as well as the history of poetry in general. • Write their own poetic lines and stanzas and develop the vocabulary necessary for the study of the poem.	Students will: • Understand the meaning of culture, customs, etiquette, traditions, and social norms. •Share and reflect on experiences of adapting to different cultures. •Compare characters, settings, and plots in literary texts. •Explore how onomatopoeia and other figurative language techniques make texts more engaging. •Express and justify opinions about cultural change, traditions, and adaptation. •Learn how to structure and write a well-organized essay. •Reflect on the IB Learner Profile and their own development as international-minded learners.	Students will: •Explore puppetry and shadow theatre traditions from around the world. •Investigate how puppets are made and the techniques used in performances. •Learn the features of an effective script and how stories are adapted for performance. •Understand the origins of shadow theatre and experiment with different shadow techniques. •Analyze how puppetry communicates culture, identity, and traditions. •Examine how puppets and shadows influence storytelling and audience engagement. •Use creativity to transform texts and create original performance pieces. •Explore how atmosphere and emotions can be created through movement, light, and shadow. •Discuss whether traditional art forms should change to meet the needs of modern audiences. •Collaborate with others to plan, create, and perform a puppetry or shadow theatre production.	Students will: • Understand the features of autobiographies and biographies through Boy by Roald Dahl. • Explore how authors use language, figurative language, and literary techniques to create engaging stories. • Investigate how historical and cultural contexts shape people's experiences and perspectives. • Compare childhood experiences across different times, cultures, and education systems. • Develop speaking and discussion skills by expressing opinions and considering different viewpoints. • Strengthen creative and personal writing skills by experimenting with voice and perspective. • Reflect on identity, empathy, and the IB Learner Profile to better understand themselves and others.

Assessment tasks	Assessment Task: Students will write two original poems (a haiku or free verse poem and a lyrical poem) that demonstrate creativity and use a range of poetic techniques. Each poem will be accompanied by a relevant image and a short reflection explaining the writer's choices and techniques. Students must use at least five poetic devices, and the lyrical poem should be at least 10 lines long. They will share one poem through an oral reading and may have their work published or presented to the school community. Assessment Criteria: Criterion A- (Analysing) Criterion C – (Producing Text) Criterion D – (Using Language)	Assessment Task: Students will create a Cultural Adaptation Handbook for new students joining the school. The handbook provides practical advice on adapting to a new culture, building relationships, and understanding different perspectives. They will write evidence-based argumentative paragraph (150-200 words) using examples from The All-American Slurp, The Ancestor Tree, and cultural research. A format of the students' choice (booklet, digital guide, video series, or podcast). A short personal reflection (50-100 words) on how their understanding of culture and identity has evolved. Students will present their handbook in a brief pitch to an authentic audience, explaining its value and key insights on cultural adaptation. Assessment Criteria: B (Organizing) C (Producing Text) D (Using Language)	Assessment Task: Students will research puppetry traditions from around the world, and develop a puppet performance, adapting it to raise awareness about an environmental issue within their local community. They will write a script based on a fairy tale, including clear characters, dialogue, and plot. The final puppet show will be performed for classmates and younger students. Assessment Criteria: Language and literature: Criterion C: (Producing Text) Criterion D: (Using Language) Interdisciplinary Assessment Criteria: A (Evaluating) B (Synthesizing) C (Reflecting)	Assessment Task: Perspective Shift Narrative Students will explore how identity, experiences, and context shape different perspectives by retelling a key event from Boy through the eyes of another character. They will demonstrate empathy, creativity, and understanding of narrative voice through a written, dramatic, or graphic narrative. Format options: A written narrative (e.g., a story, journal entry, or letter) of approximately 500-700 words. • A dramatic monologue (written script, which could be recorded or performed) of 3-5 minutes. • A graphic narrative (e.g., a comic strip or illustrated story board) with accompanying text, focusing on 3-5 key moments from the event. Assessment Criteria: B (Organisation) C (Producing Text) D (Using Language)
ATL skills clusters	Communication skills Collaboration skills Affective skills Critical-thinking skills Creative-thinking skills	Communication skills Information literacy skills Critical-thinking skills Creative-thinking skills	Communication skills Collaboration skills Organization skills Creative-thinking skills	Information literacy skills Critical-thinking skills Creative-thinking skills

Subject assessment criteria

Subject assessment criteria — Objectives		**Max. level**
	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.	8
B Organizing	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.	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 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.	8
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	8

	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.	

Interdisciplinary unit — Subject assessment criteria

Interdisciplinary unit criteria — Objectives		**Max. level**
	Objectives	
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

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: MATHEMATICS
Teacher: Dinka Fazlič
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Subject: MATHEMATICS MYP 1

Unit Title	**Unit 1: Prime time [2026-2027]**	**Unit 2: Bits and Pieces [2026-2027]**	**Unit 3: Covering and surrounding [2026-2027]**	**Unit 4: Making sense of data [2026-27]**
Statement of Inquiry	Using logic to develop various representations of number systems supports us to express, organize and simplify daily life.	Different representations of quantities highlight equivalence and relationships, showing how mathematical thinking supports innovation and problem-solving.	Measurements help us form and make sense of our immediate space.	Analyzing data through representation and modeling helps us understand how interconnected systems change, influencing decisions and our perception of global and local trends.
Global context	• Personal and cultural expression	• Scientific and technical innovation	• Orientation in space and time	• Globalization and sustainability
Key concept	• Logic	• Relationships	• Form	• Change
Related concepts	• Representation • Systems	• Equivalence • Quantity • Representation	• Approximation • Space	• Models • Quantity • Representation • Simplification
Inquiry into / Content	-Investigate the patterns of: Number systems	-Knowing, understanding and developing	-Investigate the patterns of: Units of	- Understanding Data:

	(ancient and current) -Communicate, using mathematical language and different representations: Number systems (ancient and current) -More in detail investigate the patterns and communicate Real number system, using mathematical language and different representations. -Knowing, understanding and developing skills and application of: 1. Place value, Estimation, Rounding, 2. Divisibility rules, prime, composite, even, odd numbers and patterns 3. Factors and multiples, GCF, LCM 4. Prime factorization 5. Exponents, problem solving strategies 6. Using number concepts (factors, multiples, prime, composite, exponents, factorization …) to solve real life problems Investigate, extend and communicate patterns using different representation and logic to develop number systems	skills and application of: • Estimating, adding, subtracting, multiplying and dividing fractions, decimals and percent • Understand and explain the procedures for multiplication and division of fractions, decimals and percents • Solve multi-step mathematical, contextual, verbal, real-life problems using fractions, decimals and percent. • Understand and convert between fraction, decimal, and percent forms of rational numbers. • Analyse computational strategies. • Describe the effect of operations on size. • Judge the reasonableness of solutions. -Investigate the patterns of: Fractions, decimals and percents (relationship, conversion, operation) -Communicate, using mathematical language and different representations: evaluate different number representations (FDP) and propose solutions Identify, select, apply and justify: how to relate different number representation with different real life situations, judge the reasonableness of solutions, how different number representation effect on real life scenario, what is more common	measurements and angles in different situations -Communicate, using mathematical language, visuals and other different representations: Units of measurements and angles in different situations -More in detail investigate the patterns and communicate Metric units of measurement, using mathematical language and different representations. -Knowing, understanding and developing skills and application of: 1. Angle properties (Angle facts, parallel lines, angles in a triangle, angles in a quadrilateral, angles in a polygon, angle constructions, bisection) 2. Metric Units of measurements (length, area, volume, time, mass units) 3. Triangle properties (area and perimeter) 4. Quadrilateral properties (area and perimeter) 5. Select and use appropriate tools to measure an object 6. Estimate measurements in standard and metric units 7. Surface area and volume of rectangular prisms Application of geometrical elements in a real –life situation (school playground)	• Types of data (e.g., categorical/qualitative vs. numerical/quantitative; discrete vs. continuous). • Sources of data, particularly focusing on real-world examples from sports statistics and popular events. • Data Collection and Organization: • Methods of collecting data (surveys, observations, using existing data sets). • Organizing data effectively (tally charts, frequency tables). • Data Representation: • Creating and interpreting various types of graphs (bar graphs, pictograms, line graphs for showing change over time, simple pie charts for proportions). • Choosing appropriate representations based on data type and purpose. • Data Analysis and Interpretation: • Calculating and understanding measures of central tendency (mean, median, mode) to describe data sets. • Identifying patterns, trends, and anomalies within data. • Drawing conclusions and making inferences from data. • Introduction to Data Modeling: • Using data to identify relationships and make simple predictions. • Understanding how models can represent real-world situations and changes. • Critical Evaluation of Data: • Recognizing potential biases or misleading representations in data. • Understanding the importance of data reliability and validity.
Assessment tasks	A: Test Students complete an end-of-unit test demonstrating understanding of the Statement of Inquiry B,C: Investigation Student investigate newly developed Martian number system and design their own	C, D: Investigation in real world context A: Test Students complete an end-of-unit test demonstrating understanding of the Statement of Inquiry	B, D: Student will design fish food packaging and an aquarium exhibit	Students will undertake a Data-Driven Report or Presentation where they choose a specific sports team/league or a popular event/trend. They will collect, represent, and analyze relevant data. Their report/presentation must utilize various data representations (e.g., graphs, charts) and potentially simple models to illustrate trends, influence decisions, and explain their perception of global and local impacts.
ATL skills clusters	Communication skills Collaboration skills Organization skills Creative-thinking skills	Communication skills Collaboration skills Affective skills Critical-thinking skills	Communication skills Collaboration skills Organization skills Critical-thinking skills	Communications skills Organization skills Research skills Information-literacy skills

		Creative-thinking skills	Creative-thinking skills	

Subject assessment criteria

Subject assessment criteria — Objectives		**Max. level**
	Objectives	
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 / Investigating patterns	i. apply mathematical problem-solving techniques to recognize patterns ii. describe patterns as relationships or general rules consistent with findings iii. verify whether the pattern works for other examples.	8
C / Communicating	i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements ii. use appropriate forms of mathematical representation to present information iii. communicate coherent mathematical lines of reasoning iv. organize information using a logical structure.	8
D / Applying mathematics in real-life contexts	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. describe whether a solution makes sense in the context of the authentic real-life situation.	8

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: SCIENCES
Teacher: Katerina Malinova
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Subject: SCIENCE MYP1

Unit Title	**Healthy lifestyle**	**Humans impact on the ecosystems**	**Introduction to sciences**	**Rocks and minerals**
Statement of Inquiry	Understanding how lifestyle changes affect body function helps us make informed decisions to maintain health and wellbeing.	Human activities cause changes in ecosystems, and understanding these consequences helps us develop sustainable practices to protect the environment.	Recognizing patterns and using evidence allows us to develop scientific ideas that connect to technological innovations.	The characteristics of rocks and minerals reveal patterns in Earth's systems and guide how humans interact with and use natural resources.
Global context	• Identities and relationships	• Globalization and sustainability	• Scientific and technical innovation	• Globalization and sustainability
Key concept	• Change	• Change	• Connections	• Systems
Related concepts	• Balance • Consequences • Function	• Consequences • Environment	• Evidence • Form • Patterns	• Form • Function
Inquiry into / Content	Disciplinary Knowledge (Science Content): Students will learn about basic human body needs, major body systems and how lifestyle affects their function and balance, homeostasis, effects of poor habits, energy intake and expenditure, and the biological, environmental, and behavioral factors influencing health. Scientific & Inquiry Skills: Students will develop skills in formulating testable questions, accurate data collection and recording, data analysis and interpretation, using evidence to support conclusions, critical reflection, clear communication of findings, and evaluating data reliability. Scientific Thinking & Real-World Application Students will apply scientific reasoning to real-life health decisions, understand the relationship between balance and function in healthy living, connect individual behavior to global wellbeing, and develop personal responsibility for their health.	Students will learn that human activities cause both positive and negative changes in interconnected ecosystems, leading to short-term and long-term environmental consequences. They will understand the importance of scientific evidence and responsible decision-making for sustainable practices. Skills developed will include observing, documenting, and collecting ecological data, identifying human impacts, analyzing patterns, drawing evidence-based conclusions, and communicating sustainable solutions in structured reports, while collaborating on field investigations and linking findings to real-world environmental issues.	Knowledge (What students will know): • The steps of the scientific method (question, hypothesis, method, data collection, analysis, conclusion). • Types of variables: independent, dependent, controlled. • How to recognize patterns and relationships in data. Skills (What students will be able to do): • Formulate a testable question or hypothesis. • Plan and carry out a simple scientific investigation. • Collect, organize, and record data using tables, charts, or graphs. • Identify patterns and relationships in results. • Analyze findings and make evidence-based conclusions. • Evaluate the validity of methods and suggest improvements. • Present findings clearly using oral and visual communication. • Work collaboratively and give/receive constructive feedback.	Students will learn to: • Describe the structure of Earth and its main layers. • Explain how rocks and minerals form and how they differ. • Identify and classify rocks and minerals based on physical properties. • Use scientific tests such as hardness, streak, luster, and color to identify minerals. • Record and organize observational data in tables. • Interpret physical properties to classify unknown samples. • Explain the rock cycle and the processes involved. • Describe how rocks and minerals are connected within Earth's systems. • Communicate scientific findings using appropriate vocabulary and formats. • Explain the importance of rocks and minerals in human society and sustainability. • Use evidence to justify scientific classification decisions.

Assessment tasks	Students will track and analyze their own lifestyle habits, presenting their findings in a Personal Health Portfolio to understand the impact of daily choices on their wellbeing. Goal (G): Investigate how daily habits influence overall health and wellbeing, collecting data and designing an action plan for improvement. Role (R): Act as a health scientist and data analyst, observing and interpreting personal lifestyle data. Audience (A): Share findings with teachers, classmates, and the school community. Situation (S): Research personal habits within a global movement for healthier living. Product (P): Create a Personal Health Portfolio including data, analysis, scientific reflection, and an action plan. Standards for Success (S): Demonstrate knowledge, design a scientific investigation, process data, and draw reasoned conclusions using MYP Science Criteria. A, C, D	Students will act as environmental scientists to investigate human impacts on school ecosystems and propose sustainable solutions in an investigation report. Goal (G): Students will investigate human impacts on local ecosystems and propose sustainable solutions. Role (R): You are an environmental scientist (ecologist). Audience (A): Your report is for the school community. Situation (S): You will investigate human activities affecting ecosystems on and around the school campus. Product (P): You will create a Human Impact on Ecosystems Investigation Report. Standards for Success (S): Your report must include a clear research question, evidence, findings, consequences, realistic solutions, a conclusion, and documented sources. B, C, D	Students will design and conduct a scientific investigation, presenting their findings and conclusions to the class. Goal (G): To apply the scientific method to investigate a self-selected question. Role (R): A scientist or researcher. Audience (A): Their peers and teacher. Situation (S): Conducting an independent scientific inquiry. Product (P): A scientific investigation and a presentation of findings. Standards (S): Scientific reasoning, data interpretation, and clear communication. B, C, D	Students will take on the role of a junior geologist/scientist working in a geology investigation team. Their goal is to investigate and identify unknown rock and mineral samples by observing their physical properties and conducting scientific tests. They will use evidence from their investigation to classify samples, explain their reasoning, evaluate their investigation, and reflect on the importance of rocks and minerals in society and sustainability. Goal (G): Your goal is to investigate, identify, and classify unknown rock and mineral samples, explaining your reasoning and reflecting on their societal and environmental importance. Role (R): You are a junior geologist/scientist on a geology investigation team. Audience (A): Your audience is your geology investigation team (peers and teacher). Situation (S): You need to scientifically analyze unknown rock and mineral samples to understand their properties and broader implications for resource management. Product (P): You will produce a scientific investigation paper. Standards/Criteria (S): Your paper will be assessed on your planning, observation/testing, analysis/identification, conclusion/evaluation, and reflection on resource use and sustainability, including MLA9 citations. A, B, C, D
ATL skills clusters	Communication skills Organization skills Affective skills Critical-thinking skills	Communication skills Information literacy skills Critical-thinking skills Creative-thinking skills	Communication skills Collaboration skills Information literacy skills Critical-thinking skills	Communication skills Organization skills Information literacy skills Critical-thinking skills

Subject assessment criteria

Subject assessment criteria — Objectives		**Max. level**
	Objectives	
A / Knowing and understanding	i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments.	8
B / Inquiring and designing	i. outline an appropriate problem or research question to be tested by a scientific investigation	8

	ii. outline a testable prediction using scientific reasoning iii. outline how to manipulate the variables, and outline how data will be collected iv. design scientific investigations.	
C / Processing and evaluating	i. present collected and transformed data ii. interpret data and outline results using scientific reasoning iii. discuss the validity of a prediction based on the outcome of the scientific investigation iv. discuss the validity of the method v. describe improvements or extensions to the method.	8
D / Reflecting on the impact of science	i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue iii. apply scientific language effectively iv. document the work of others and sources of information used.	8

Leon Štukelj International School

Middle Years Programme
School Year 2026-2027

Subject group: Humanities **Subject: HUMANITIES MYP 1**
Teacher: Katerina Malinova
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Unit Title	**Ancient Greece**	**Early Valleys & Civilizations**	**The language of geography**
Statement of Inquiry	The systems and governance of societies shape their cultural development and expression.	The change and development of civilizations are influenced by their place and circumstances in time and space.	Geographical processes create patterns that shape places and their relationships with people.
Global context	• Personal and cultural expression	• Orientation in space and time	• Identities and relationships
Key concept	• Systems	• Change	• Time, place and space
Related concepts	• Culture • Governance	• Causality (cause and consequence) • Globalization	• Processes • Patterns and trends
Inquiry into / Content	Students will explore Ancient Greek civilization, including the development of Greek city-states and the differences between Athens and Sparta. They will investigate different forms of governance, particularly the development of democracy, and examine how political and social systems influenced people's lives. Students will also explore Greek culture, including mythology, religion, philosophy, art, architecture, theatre and the Olympic Games, and consider the influence of Ancient Greece on later societies.	Students will explore the disciplinary knowledge and skills necessary to understand the emergence, development, and impact of early civilizations. This includes: • Defining Civilization: Understanding the key characteristics that define a civilization, such as organized government, complex institutions, record-keeping, advanced technology, and specialized workers. • Major Early River Valley Civilizations: In-depth study of Mesopotamia, Ancient Egypt, the Indus Valley Civilization, and Ancient China (geographical locations, timelines, and	To be able to complete the assessment, students will need to acquire the following disciplinary knowledge and skills in physical geography: Knowledge: • Understanding of Earth's major landforms (mountains, rivers, oceans, deserts, plains). • Knowledge of geological processes (e.g., plate tectonics, erosion, weathering, deposition). • Introduction to climate zones and factors influencing

		significant historical periods). • Geographical Influences: Analyzing the role of major rivers and surrounding environments in shaping the development, agriculture, settlement patterns, and trade of these civilizations. • Societal Structures: Examining the social hierarchies, political systems, economic activities, and religious beliefs and practices of each civilization. • Cultural Achievements: Investigating major contributions in areas such as writing systems, architecture, art, mathematics, science, and law). • Historical Inquiry Skills: Developing skills in formulating historical questions, identifying and analyzing primary and secondary sources, evaluating evidence • Concepts of Change and Causality: Understanding how internal and external factors led to the change, development, and eventual decline of civilizations, and recognizing patterns of cause and consequence in historical events.	climate (e.g., latitude, altitude, ocean currents). • Basic map skills: reading and interpreting different types of maps (physical, political, thematic), understanding scale, symbols, and legends. • Understanding of how human activities impact and are impacted by geographical features. Skills: • Analyzing geographical data from various sources (maps, satellite images, graphs). • Identifying patterns and relationships in geographical phenomena. • Using geographical vocabulary accurately. • Communicating geographical information effectively through written and visual means. • Critical thinking about geographical issues and human-environment interactions.
Assessment tasks	In this assessment, students will step into the shoes of an Ancient Greek character to convince a modern audience which city-state (Athens or Sparta) offered a better life for their chosen persona. Goal (G): Your goal is to decide which Ancient Greek city-state offered a better life for a particular person and convincingly argue your choice. Role (R): You are an Ancient Greek person (or group) living in Athens or Sparta. Audience (A): Your audience is modern students who want to understand life in Ancient Greece. Situation (S): The challenge is to convince your audience that your chosen city-state is the better place for your character to live. Product (P): You will create a poster, infographic, video, news report, podcast, diary/journal, presentation, comic, social media profile/feed, digital/physical scrapbook, or a teacher-approved alternative. Standards (S): Your product must introduce your character and their role, describe daily life using historical knowledge, compare Athens and Sparta from your character's perspective, use historical evidence, and reach a justified conclusion on which city-state is better for them. A, C, D	Students will demonstrate their understanding and skills through the following summative assessment, structured using the GRASPS model: Goal (G): To conduct a historical investigation into a key question about early river valley civilizations. Role (R): You are a junior historian tasked by a historical society to analyze evidence and interpret how ancient societies developed and changed. Audience (A): Your teacher, classmates, and a panel of historians expecting evidence-based arguments. Situation (S): Investigate a question (e.g., "Why did early civilizations develop in river valleys?") using provided and researched sources on Mesopotamia, Egypt, Indus Valley, and China. Product (P): A formal historical investigation report presenting findings, evaluating sources, and concluding your inquiry. Standards (S): Assessed based on MYP Humanities objectives: A, B, D	Students will create a fictional continent of their own design, applying their understanding of landforms, mountains, rivers, oceans, climate, physical processes, and geographical patterns. Goal (G): To design a fictional continent that demonstrates a comprehensive understanding of geographical processes, patterns, and their influence on places. Role (R): You are a leading geographer and continent designer, commissioned by an international scientific organization. Audience (A): Your audience is a panel of esteemed geographical experts (your teacher and peers) who will evaluate the scientific validity and creativity of your design. Situation (S): The international scientific organization needs a new, habitable continent to propose as a potential future settlement. You must apply your knowledge of physical geography to create a realistic and justified design. Product (P): You will create a detailed, labeled map of your fictional continent, accompanied by a written report that explains and justifies the presence of its landforms, climate zones, river systems, and geological processes. Your justification must clearly demonstrate how these features are interconnected and influenced by geographical patterns. Standards (S): A, B, C, D

ATL skills clusters	Information literacy skills Media literacy skills Critical-thinking skills	Communication skills Information literacy skills Critical-thinking skills	Communication skills Collaboration skills

Subject assessment criteria

Subject assessment criteria — Objectives		**Max. level**
	Objectives	
A / Knowing and understanding	i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.	8
B / Investigating	i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the process and results of the investigation.	8
C / Communicating	i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions.	8
D / Thinking critically	i. identify the main points of ideas, events, visual representation or arguments ii. use information to justify an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications.	8

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: Arts **Subject: VISUAL ARTS MYP 1**

Teacher: Milan Ketiš
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Course outline

Unit Title	**Unit 1 MYP 1 Elements of art through self-portraiture 26/27**	**Unit 2 MYP 1 Form and Heritage through Ceramic Vessels**	**Unit 3 MYP 1 Visual Storytelling**
Statement of Inquiry	To express ideas in an artistic composition, intentional use of the elements of art is essential.	Artists manipulate three-dimensional form and texture to express cultural heritage and personal identity.	Visual narratives combine stylized imagery, text, and sequential composition to communicate personal or imagined stories.
Global context	• Personal and cultural expression	• Personal and cultural expression	• Orientation in space and time

Key concept	• Aesthetics	• Form • Identity	• Communication
Related concepts	• Composition	• Expression	• Narrative • Style
Inquiry into / Content	Students will learn about the Elements of art (colour, line, shape, value, form, texture, and space) and how they are used in the creation, presentation, and response to visual artworks. They will explore coloured pencil blending and pencil gradation of shading. Students will also learn how to develop an artistic intention. Key vocabulary for the unit includes: aesthetics, composition, creation, value, shape, colour, line, form, texture, space, and artistic intention.	In this unit, students will acquire disciplinary knowledge and skills essential for understanding and creating ceramic art: Disciplinary Knowledge: • The history and cultural significance of traditional and contemporary ceramic forms from diverse global cultures. • Key elements of art (e.g., form, texture, color) and principles of design (e.g., balance, rhythm) as applied in three-dimensional art. • Basic properties of clay, including its stages, plasticity, and transformation through firing. • Studio safety procedures and proper handling of ceramic tools and equipment. Disciplinary Skills: • Mastery of foundational hand-building techniques in clay (pinch, coil, slab). • Application of various surface texturing techniques, including carving, impressing, and incising. • Techniques for applying glazes and underglazes to achieve desired artistic effects. • Research and analytical skills to investigate art historical and cultural contexts of ceramics. • Visual communication through sketching, ideation, and design development for three-dimensional forms. • Critical analysis and evaluation skills for engaging in art critique and self-reflection on artistic work.	Students will acquire knowledge and skills related to: • Elements and principles of art and design as applied to sequential art (e.g., line, shape, form, space, composition, balance, rhythm). • Visual literacy: How to "read" and interpret visual narratives. • Storytelling techniques: Narrative structure, character development, plot progression in a visual medium. • Specific comic art terminology: Panel, gutter, speech bubble, thought bubble, splash page, establishing shot, close-up, etc. • Drawing and inking techniques: Line weight, shading, rendering, character expressions. • Color theory and application in comic art. • Digital tools and traditional media for comic creation. • Historical and cultural context of comics and graphic novels. • Examples of influential comic artists and graphic novels across different styles, cultures, and historical periods (e.g., Hergé, Raina Telgemeier, Shaun Tan, Gene Luen Yang, Kazu Kibuishi, Tillie Walden).
Assessment tasks	Students investigate self-portraiture, documenting their findings in the arts process journal. (Ai) Students select one self-portrait and describe it, paying particular attention to the use of the elements of art. Description can be either written or submitted as an audio recorded presentation. (Aii) Students will practically explore ideas for a self-portrait that will be drawn in pencil. This will be evidenced in the process journal. (Bi) Students develop an artistic intention for their self-portrait in their arts journal. (Bii)	The summative assessment for this unit will require students to demonstrate their understanding of form, identity, and expression through the creation of a ceramic artwork. Students will: • Research and Investigate (Objective A): • Investigate historical and traditional ceramic forms from diverse cultures, identifying key characteristics and their cultural significance. • Describe how selected artworks reflect cultural heritage and personal identity, relating their findings to the Statement of Inquiry. • Design and Develop (Objective B): • Develop and record design ideas for a ceramic vessel or tile relief in a process journal, exploring various	Students will demonstrate their understanding through the following summative assessment tasks: • Task 1: Visual Narrative Analysis (Objective A: Investigating) • Students will select one page or a sequence of panels from an existing graphic novel or comic. They will then conduct a detailed visual analysis in their Process Journal, identifying and explaining the use of specific comic layout terminology (e.g., panel transitions, camera angles, speech bubble placement, line work, color choices) and how these elements contribute to the narrative's meaning and pacing.

	Students create a self-portrait in pencil. (C) Students analyse their self-portrait paying attention to the techniques and elements they used and the extent to which the self-portrait achieved their artistic intention. The analysis can be either written or submitted as an audio recorded presentation. (Di) Students describe their acquisition and development of art techniques and ATL skills. This can be either written or submitted as an audio recorded presentation. (Dii)	hand-building techniques and surface textures. • Test different texturing tools and clay techniques, documenting their process and observations. • Present a clear artistic intention, explaining how their design will express personal or cultural symbols and connect to the unit's concepts. • Create and Craft (Objective C): • Construct a final ceramic piece using chosen hand-building techniques, incorporating personal or cultural symbols and carved surface textures. • Apply glazes or paints to the finished piece, demonstrating attention to detail and artistic intent. • Critique and Evaluate (Objective D): • Appraise their own completed ceramic artwork, analyzing its physical stability, aesthetic qualities, and the effectiveness of its symbolic expression. • Reflect on their artistic development throughout the unit, identifying strengths, challenges, and learning outcomes.	• Task 2: Pre-Production Portfolio (Objective B: Developing) • Students will compile a pre-production portfolio in their Process Journal, which includes: • Character Design Sheets: Featuring a main character with various expressions and poses. • Thumbnail Storyboards: Exploring at least two different panel layouts or sequencing options for their 1-2 page comic. • Ink and Color Media Tests: Demonstrating experimentation with fine-liners, markers, or watercolor washes to achieve desired effects for their final piece. • Artist's Intention Statement: A brief written statement outlining their artistic vision and narrative goals for their comic. • Task 3: Completed Comic Narrative (Objective C: Creating/Performing) • Students will create a finalized 1-to-2 page comic story using their chosen ink, marker, or watercolor wash techniques. The comic must demonstrate clear panel progression, clean line work, integrated lettering/text, and effectively communicate their personal or imagined story. • Task 4: Reflective Critique (Objective D: Evaluating) • Students will participate in a structured peer critique session, providing constructive feedback on a classmate's comic. Following this, they will conduct a self-appraisal in their Process Journal, reflecting on the visual flow, readability, narrative strength, and overall artistic success of their own completed comic, drawing connections to their initial artist's intention and areas for future growth.
ATL skills clusters	Organization skills Critical-thinking skills	Communication skills Collaboration skills Organization skills Affective skills Information literacy skills Critical-thinking skills Creative-thinking skills	Communication skills Organization skills Creative-thinking skills

Subject assessment criteria

Subject assessment criteria — Objectives		**Max. level**
	Objectives	
A / Investigating	i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry	8

	ii. describe an artwork or performance from the chosen movement(s) or genre(s).	
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 / Creating/Performing	i. create or perform an artwork.	8
D / Evaluating	i. appraise their own artwork or performance ii. reflect on their development as an artist.	8

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: Arts **Subject: Theatre MYP1**

Teacher: Urška Sedlar
Email: urska.sedlar@guest.arnes.si

Unit Title	**Unit 1: Finding Voice on Stage**	**Unit 2: Stories that Come Alive: Puppetry Through Time (Interdisciplinary Unit)**
Statement of Inquiry	Performers use their bodies, voices and relationships with others to communicate meaning and connect with an audience.	Creating a story and characters for a puppet show is achieved through developing structure and narrative of the performance.
Global context	• Identities and relationships	• Personal and cultural expression
Key concept	• Communication	• Creativity
Related concepts	• Audience • Expression • Role	• Genre • Innovation
Inquiry into / Content	**The language of performance**, including how theatre communicates ideas, emotions and stories to an audience. **Physical and vocal expression**, exploring body language, facial expression, movement, gesture, projection, pace, pitch and tone. **Space, focus and stage awareness**, examining how performers use their bodies, space and attention to create meaning. **Ensemble and collaboration**, developing trust, cooperation, concentration, active listening and awareness of others. **Improvisation and creative exploration**, using games and spontaneous performance to generate and develop theatrical ideas. **Performance choices and audience impact**, exploring how different theatrical techniques can change meaning and influence an audience.	**Puppetry traditions and cultural expression** — exploring puppetry traditions from different cultures and how they communicate identity, values and stories across time and place. **Puppetry as storytelling** — investigating how puppets, movement, voice, space, light and sound transform written narratives into visual and theatrical experiences. **Script and narrative structure** — exploring the characteristics of effective scripts, including plot structure, developed characters, meaningful dialogue and stage directions. **Character and genre** — investigating how characterisation, genre conventions and performance choices influence the meaning and audience response of a story. **Adaptation and creative innovation** — exploring how existing fairy tales and literary texts can be rewritten, modernised and transformed into new genres and forms. **Collaboration and performance** — developing communication, creativity and teamwork through scriptwriting, puppet manipulation, rehearsal, feedback and performance.
Assessment tasks	The Theatre Message Challenge	**Shadow Puppetry Performance**

	Goal: Communicate a meaningful message to an international audience using theatrical techniques rather than relying on a long script. **Role:** Performer, Director and Theatre Detective. **Audience:** A multicultural festival audience and your classmates. **Situation:** Your ensemble has been invited to perform for an audience that speaks different languages. You must make your message understandable through body, voice, movement, facial expression and space. **Product/Performance:** Create and perform a short **non-verbal or minimally scripted ensemble performance**, supported by a Theatre Detective investigation, experimentation with performance solutions and a Director's Commentary. **Success Criteria:** ● **A:** Identify and analyse theatrical choices and their effects. ● **B:** Experiment with and develop different performance solutions. ● **C:** Communicate a clear message through performance. ● **D:** Evaluate the effectiveness of your choices and contribution.	**GOAL:** You will write and perform a script for a puppet show based on a fairy tale, adapting it to **raise awareness about an environmental issue within your local community**. **ROLE:** You are a scriptwriter, storyteller, and **environmental advocate**. **AUDIENCE:** Your audience is your classmates and a group of younger students. **SITUATION:** Your theatre company has been asked to present a puppet show that not only entertains but also **inspires action on a local environmental concern.** **PRODUCT:** A completed script for a fairy tale puppet show with a clear environmental message. A performance of the puppet show. A brief reflection on how your puppet show promotes **service as action** towards environmental awareness. **Success Criteria** ● **A – Investigating:** Analyse puppetry traditions, fairy-tale conventions and environmental issues, using relevant examples to inform your creative choices. ● **B – Developing:** Develop and refine your adapted script and performance by experimenting with characterisation, dialogue, movement, voice, puppetry, sound and staging, and responding to feedback. ● **C – Creating/Performing:** Create and perform an engaging puppet show that communicates a clear environmental message through effective storytelling, characterisation and theatrical choices. ● **D – Evaluating:** Evaluate your creative process and final performance, explaining how your choices communicated the environmental message and identifying specific strengths and areas for improvement.
ATL skills clusters	Communication skills Creative-thinking skills	Research, Communication, Collaboration, Creative thinking, Self-management

Subject assessment criteria

Subject assessment criteria — Objectives		**Max. level**
	Objectives	
A Investigating	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 Creating/Performing	i. create or perform an artwork.	8
D Evaluating	i. appraise their own artwork or performance ii. reflect on their development as an artist.	8

Interdisciplinary unit — Subject assessment criteria

Interdisciplinary unit criteria — Objectives		**Max. level**
	Objectives	
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

Leon Štukelj International School
Middle Years Programme
School Year 2026-2027

Subject group: ARTS **Subject: MUSIC MYP 1**
Teacher: Lina Herman
Email:lina.herman@os-leon.si

Unit Title	**Cultural Soundscapes - Exploring Tradition and its connection to Music**	**Identity in Motion: Rhythms, Roles, and Relationships**	**The Healing Harmonies: Music for Well-being and Identity**
Statement of Inquiry	Through the artistry and structure of music and folk traditions, communities represent and interpret their cultural identity, influencing global interactions.	Through the purposeful use of musical and movement forms, individuals and groups can express and interpret their identities and roles, fostering connections within and across diverse communities.	Creative expression through music contributes to personal well-being, shaping identity, fostering connections, and broadening perspectives within the context of identities and relationships.
Global context	• Personal and cultural expression	• Identities and relationships	• Identities and relationships
Key concept	• Culture	• Connections	• Identity
Related concepts	• Interpretation • Representation • Structure	• Boundaries • Expression • Interpretation • Role • Structure	• Audience • Expression • Representation
Inquiry into / Content	DISCIPLINARY KNOWLEDGE: • Diverse Folk Music Traditions: Students will gain knowledge of various folk music traditions from around the world, understanding their origins, historical contexts, and cultural significance. • Musical Elements and Structures: Students will learn about the fundamental musical elements (e.g., rhythm,	DISCIPLINARY KNOWLEDGE: • Elements of Music and Movement: Students will investigate the fundamental components of musical expression and movement • Form and structure in Arts: Understanding how different structures and forms are utilized in music and movement to organize and convey artistic ideas.	DISCIPLINARY KNOWLEDGE: • Elements of Music: Understanding foundational concepts like rhythm, melody, harmony, timbre, texture, and form. • Music and Emotion: Exploring the psychological effects of music and how different musical elements can evoke specific feelings and states of mind.

	melody, harmony, timbre) and structural forms commonly found in folk music. • Cultural Representation in Music: Students will explore how music and folk traditions serve as a means of representing and expressing cultural identity, values, and narratives. • Intercultural Connections: Students will understand the influences and interactions between different folk traditions globally. DISCIPLINARY SKILLS: • Research and Analysis • Musical Creation and Performance • Critical Interpretation • Communication through Art • Reflection and Self-appraisal	• Expressive Techniques and Communication: Students will learn how artists use musical and movement elements and techniques to communicate emotions, ideas, stories, and cultural messages. • Cultural Contexts and Identity: Exploration of diverse musical genres and movement forms from various cultures, analyzing their significance in shaping personal and collective identities and fostering community connections. DISCIPLINARY SKILLS: • Interpretation and Analysis • Musical Creation and Performance • Collaboration in the Arts • Reflection and Self-appraisal • The Creative Process	• Introduction to Music for Well-being: Basic concepts and techniques of using music for relaxation, focus, emotional regulation, and personal expression. • Cultural Perspectives on Music: Investigating diverse musical traditions and their roles in identity formation, community building, and healing across different cultures. • Digital Music Tools: Familiarization with basic software and applications for music creation, recording, and sound manipulation. DISCIPLINARY SKILLS: • Musical Performance • Composition and Arrangement • Active and Critical Listening • Reflection and Self-Assessment • Collaboration • Research • Digital Music Production
Assessment tasks	SUMMATIVE ASSESSMENT: CULTURAL SOUNDSCAPES - A FOLK TRADITION INTERPRETATION **Task Description:** Students will select and deeply investigate a folk music tradition from a culture distinct from their own. The assessment comprises three interconnected parts, demonstrating their understanding of how artistry and structure in music represent cultural identity and influence global interactions. ● **Criterion A: Investigating** - **Research Portfolio/Digital Presentation:** Students will analyze their chosen folk tradition, detailing its history, musical structures, instruments, and cultural context, explaining how it expresses community identity. ● **Criterion B: Developing & Criterion C: Creating/Performing - Creative Interpretation (Performance or Original Creation):** Based on their research, students will either perform an authentic piece or create an original musical work inspired by their chosen tradition. They must articulate their artistic intentions and how their interpretation represents the culture. ● **Criterion D: Evaluating - Reflective Multimedia Showcase:** Students will critically appraise their own work, reflect on their artistic and intercultural learning, and discuss the chosen tradition's impact on cultural identity and global interactions. Students will use diverse media to	SUMMATIVE ASSESSMENT: IDENTITY IN MOTION & MELODY - PERFORMANCE AND DIGITAL PORTFOLIO Students will collaboratively or individually create and perform an original musical and/or movement piece that explores a chosen aspect of identity (personal, cultural, or community-based) and its connection to others. The assessment requires students to demonstrate: ● **Criterion A: Investigating**: Through a **Digital Portfolio**, students will document their investigation into relevant musical or movement forms, research findings, and creative processes, explaining their artistic intention. ● **Criterion B: Developing**: Students will practically explore ideas to inform their final artwork or performance, and present a clear artistic intention for their piece, showcasing effective expression, interpretation, and understanding of form and structure. ● **Criterion C: Creating/Performing**: Students will present their original musical and/or movement piece, purposefully integrating elements to convey a clear message, emotion, or story, and fostering connections with the audience or within their performing group. ● **Criterion D: Evaluating**: The **Digital Portfolio** will also include an appraisal of their own artwork or performance, identifying strengths and areas for growth, and a reflection on their development	SUMMATIVE ASSESSMENT: MY MUSICAL WELL-BEING PROJECT - DESIGNING AN EXPERIENCE FOR MYSELF AND OTHERS This project invites students to demonstrate understanding and skills across all MYP Arts objectives by designing and presenting a musical experience that explores how creative expression through music contributes to personal well-being, shapes identity, or fosters connections. The project will involve: ● **Criterion A: Investigating**: Researching musical forms, styles, or therapeutic approaches relevant to the chosen experience, and describing inspiring artworks or performances. ● **Criterion B: Developing**: Exploring ideas, refining musical concepts, and presenting a clear artistic intention for the experience, aligned with the Statement of Inquiry. ● **Criterion C: Creating/Performing**: Bringing the musical experience to life. This can be achieved by choosing to: ○ Create a musical piece (original composition, therapeutic soundscape, or arrangement). ○ Lead a musical performance or therapeutic session (e.g., a guided meditation with music).

	best communicate their insights.	as an artist and the application of ATL skills, including links to service learning where applicable.	○ Produce a digital music creation (e.g., a podcast or interactive experience). ● **Criterion D: Evaluating**: Appraising the musical experience, reflecting on its effectiveness, artistic choices, and personal development as an artist.
ATL skills clusters	Communication skills Organization skills Media literacy skills	Collaboration skills Critical-thinking skills Creative-thinking skills	Communication skills Collaboration skills Affective skills Creative-thinking skills

Subject assessment criteria

Subject assessment criteria — Objectives		**Max. level**
	Objectives	
A / Investigating	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 / Creating/Performing	i. create or perform an artwork.	8
D / Evaluating	i. appraise their own artwork or performance ii. reflect on their development as an artist.	8

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: DESIGN
Teacher: Milan KetiŠ
Email: milan.ketis@os-leon.si

Subject: DESIGN MYP 1

Unit Title	**A Cardboard Box and a Key Chain**	**Presentation**	**Problem Solving with VEX IQ: An Introduction to Robotics**
Statement of Inquiry	Innovative solutions are stimulated by efficient communication and a problem-solving approach that increases their function.	Aesthetics and form in the presentation of information lead to more effective communication of ideas and reach out to a target audience	Through scientific and technical innovation, the collaborative development of products and processes leads to solutions that enhance their function and meet human needs.
Global context	• Scientific and technical innovation	• Personal and cultural expression	• Scientific and technical innovation

Key concept	• Communication	• Communication	• Development
Related concepts	• Function • Innovation	• Form	• Collaboration • Function
Inquiry into / Content	Students will explore the properties of different types of cardboard and paper through hands-on testing and analysis. They will inquire into existing packaging and key chain designs, and use their findings to inform their own design ideas. Through sketching, modeling, and prototyping, students will develop and refine their solutions, engaging in iterative thinking and problem-solving.	Introduction to Graphic Design: Core elements and principles (contrast, repetition, alignment, proximity) applied to presentation design. • Typography Basics: Font selection, kerning, and leading for clear visual communication. • Presentation Tools & Execution: Practical research project work using PowerPoint or Canva. • Planning & Organization: Advance planning and structured execution following defined working steps. • Work Environment: Effective use of computer room resources. • Reflection: Evaluating the final presentation to identify improvements.	• VEX IQ System Fundamentals: Identifying VEX IQ (2nd gen) Kit components (beams, plates, connectors, motors, brain, controller); developing spatial reasoning and construction techniques for stable robot assemblies. • Robot Operation and Control: Building and operating the Simple Clawbot and Clawbot; mastering the VEX IQ Controller for driving, navigation, and manipulator control using varied driver strategies. • Robotic Manipulator Design: Investigating passive and active manipulators, intake and claw designs, and robotic arm mechanisms and design considerations. • Engineering Principles & Design Cycle Application: Applying the design cycle through iterative building, testing, and refinement; exploring motor groups, mechanical advantage (gear ratios), and troubleshooting. • Competition Strategy & Reflection: Planning strategies for challenges (e.g., Robot Soccer, Up and Over); reflecting on learning experiences, design choices, outcomes, and real-world STEM connections. • Collaboration and Teamwork: Working effectively in teams to build, test, and compete while coordinating efforts toward shared goals.
Assessment tasks	Goal: Your goal is to design and create a functional keychain for yourself and a custom cardboard box specifically designed to carry that keychain, addressing personal needs and aesthetic preferences. Role: You are an innovative product designer tasked with developing creative and personalized solutions for everyday items. Audience: Your primary audience is yourself as the client, along with your peers and teacher, who will evaluate the effectiveness, creativity, and personal relevance of your designs. Situation: You are challenged to design a personalized keychain for your own use and then create a custom cardboard box that securely and aesthetically holds your unique keychain. This requires you to apply your	G – Real-world Goal Students design and create a PowerPoint or Canva presentation to support their research project. R – Real-world Role Students follow the Design Cycle to design, develop, create, test, improve and evaluate an electronic presentation. A – Real-world Audience MYP and PYP students, teachers and parents. S – Real-world Situation Students design and create an effective presentation to	G – Goal Students design, build and program a VEX IQ robot that autonomously navigates a designated course and delivers a specified object to a target area, demonstrating understanding of the Design Cycle, robotic systems and collaborative problem-solving. R – Role Students work as Robotics Engineers and Designers developing an autonomous delivery solution. A – Audience Peers, teacher and VEX IQ Challenge Judges. S – Situation

	understanding of materials, design principles, and user needs, with yourself as the primary client. Product/Performance: You will create a design folder thoroughly documenting your design process through all stages of the design cycle (inquiring and analysing, developing ideas, creating the solution, and evaluating). You will also present your final physical prototypes of your personalized keychain and its custom cardboard box. Standards/Criteria: Your work will be assessed based on the MYP Design criteria A (Inquiring and Analysing), B (Developing Ideas), C (Creating the Solution), and D (Evaluating).	support their oral presentation of the research project. P – Real-world Product/Performance A completed PowerPoint or Canva presentation supporting the research project. S – Standards Students: Follow the Design Cycle and written instructions to inquire, analyze, develop, create, test, improve, present and evaluate their presentation and process. Explain and justify the importance of design principles and analyze examples of effective and ineffective presentation design. Apply design principles and typography knowledge when developing slides. Define specifications for their product. Demonstrate personal engagement and a positive attitude throughout the design process. Present their research project using PowerPoint or Canva. Document and evaluate the development process and final presentation.	Students use the Design Cycle to develop, test and refine a VEX IQ robot prototype that meets client specifications, including navigating obstacles and accurately picking up and placing objects. P – Product/Performance Students create: A functioning VEX IQ robot that autonomously completes the “Mission: Autonomous Delivery” challenge. A Design Portfolio/Engineering Notebook documenting research, ideation, planning, building, programming, testing, troubleshooting using CER, modifications and reflections. A Team Presentation explaining the robot's design, functionality, challenges, solutions and collaborative learning. S – Standards/Criteria for Success Students demonstrate: Proficiency in MYP Design Objectives A, B, C and D through their Design Portfolio. Effective and reliable autonomous robot performance. Collaboration and ability to manage challenges. A clear, complete and organized Design Portfolio/Engineering Notebook. Clear, coherent and persuasive communication in the Team Presentation. Application of Creative Thinking, Critical Thinking (including CER), Communication, Collaboration and Reflection skills throughout the project.
ATL skills clusters	Communication skills Critical-thinking skills Creative-thinking skills	Communication skills Collaboration skills Organization skills Media literacy skills	Communication skills Collaboration skills Critical-thinking skills Creative-thinking skills

Subject assessment criteria

Subject assessment criteria — Objectives		**Max. level**
	Objectives	
A / Inquiring and analysing	i. explain and justify the need for a solution to a problem ii. state and prioritize the main points of research needed to develop a solution to the problem iii. describe the main features of an existing product that inspires a solution to the problem iv. present the main findings of relevant research.	8

B / Developing ideas	i. develop a list of success criteria for the solution ii. present feasible design ideas, which can be correctly interpreted by others iii. present the chosen design iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution.	8
C / Creating the solution	i. outline a plan, which considers the use of resources and time, 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. list the changes made to the chosen design and plan when making the solution.	8
D / Evaluating	i. outline simple, relevant testing methods, which generate data, to measure the success of the solution ii. outline the success of the solution against the design specification iii. outline how the solution could be improved iv. outline the impact of the solution on the client/target audience.	8

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: PHYSICAL AND HEALTH EDUCATION **Subject: PHE MYP 1**

Teacher: Mateja Vešnar
Email: mateja.vesnar@os-leon.si

Unit Title	**Aerobics**	**Fitness testing and training**	**Game creation**	**Healthy lifestyles**
Statement of Inquiry	Movement patterns are created in a logical order and for a purpose, showing the relationship between our bodies, our actions, and how we express ourselves.	The body communicates how its systems are functioning.	Through game creation, communication shapes personal and cultural expression within diverse environments of ritual and play.	Healthy lifestyle choices in technologically advanced societies are closely tied to balanced well-being.
Global context	• Personal and cultural expression	• Identities and relationships	• Personal and cultural expression	• Scientific and technical innovation
Key concept	• Relationships	• Communication	• Communication	• Connections
Related concepts	• Movement	• Function • Systems	• Environment	• Balance • Choice
Inquiry into / Content	Ss will learn about tempo, a variety of aerobic routine moves and three simple aerobic routines – one slow tempo, one average tempo, one fast tempo.Ss will learn about the connection between movement and logic. Ss will perform basic aerobic movements with correct body positioning, maintain balance and coordination while moving at different tempos, adjust movement speed to match slow, medium, and fast music. Ss will sequence movements in a logical order, create smooth transitions between steps, recognise which movements naturally flow	Definitions of key fitness terms – aerobic and anaerobic. List of training activities that increase aerobic performance. List of activities that increase anaerobic activities. Fitness testing – Beep/Beep(Multistage fitness test, sit and reach, vertical jump, sit-up test.	Students will learn about the essential components of game design, including rules, objectives, roles, scoring systems, and how to define a game's environment. Ss will understand how to integrate fundamental movement skills, tactical strategies, spatial awareness, and body control effectively into game structures. •Ss will learn how to design games that are safe, promote healthy activity, and are inclusive for participants of varying abilities and backgrounds. Ss will learn the principles of giving and	Nutrition - food groups, the health eating food pyramid, the healthy food plate, healthy eating habits. Physical activity - circuit training, games with classmates Social media - social media safety, social media ethics, social media responsibility

	together, apply patterns (repetition, direction change, level change) when creating routines.	How to motivate and encourage your training/testing partner.	receiving constructive feedback in a physical education context to refine game designs.	
Assessment tasks	• Create an aerobic routine in their chosen tempo • Use a selection of aerobic steps learned in the unit (A step, I step, L step, Turn step, K step, Box step, Jumping jacks). • Sequence movements in a logical order with smooth transitions. • Perform routines individually After performing, Ss will reflect (verbally or in a short written format) on: • How well they stayed in time with the beat • How they adjusted movements for different tempos • Which transitions worked best and why • One area for improvement Students will demonstrate: • Understanding of tempo and rhythm • Ability to apply aerobic skills safely and confidently • Logical movement sequencing and smooth transitions • Reflection and improvement awareness (B, C)	Ss will demonstrate their understanding through both practical performance and written explanations connected to the fitness tests. Ss will correctly identify what each fitness test measures, distinguish between aerobic and anaerobic exercise, identify the body systems involved in exercise and describe how the body communicates effort (breathing rate, heart rate, sweating, muscle fatigue) Ss will identify a fitness area that is challenging for them, correctly perform the four fitness tests with safe technique. (A, B , C)	Summative Assessment: "My Expressive Physical Activity Game" Design and Play Event Each student will individually design, create, and present an original physical activity game that reflects their personal or cultural expression and incorporates elements of ritual and play. The game must actively involve movement and physical engagement. (C, D)	Summative assessment: My Healthy Lifestyle Campaign” Ss will create and present a personalized Healthy Lifestyle Campaign, which draws upon the knowledge, skills, and reflections they gained from the three formative tasks (nutrition, physical activity, and digital wellbeing). The plan needs to include analysis, goal setting, strategies for balance, and a reflection on personal choices and health outcomes. Ss can choose one format for presenting their Healthy Lifestyle Campaign: • A digital presentation (PowerPoint) • A video presentation (2–4 minutes) • A visual report (poster, booklet) (A, D)
ATL skills clusters	Communication skills Organization skills	Communication skills Collaboration skills Organization skills	Communication skills Organization skills Affective skills Critical-thinking skills Creative-thinking skills	Communication skills Organization skills Affective skills

Subject assessment criteria

Subject assessment criteria — Objectives		**Max. level**
	Objectives	
A / Knowing and understanding	i. outline physical and health education factual, procedural and conceptual knowledge ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations	8

	iii. apply physical and health terminology to communicate understanding.	
B / Planning for performance	i. identify goals to enhance performance ii. construct and outline a plan for improving physical activity and health.	8
C / Applying and performing	i. recall and apply a range of skills and techniques ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively.	8
D / Reflecting and improving performance	i. identify and demonstrate strategies to enhance interpersonal skills ii. describe the effectiveness of a plan based on the outcome iii. describe and summarize performance.	8

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: APPROACHES TO LEARNING **Subject: ATL MYP 1**

Teacher: Tina Lešnik
Email: tina.lesnik@os-leon.si

Unit Title	**Unit 1: Research Project**	**Unit 2: Making the most out of your time**	**Unit 3: Win-win negotiation**
Statement of Inquiry	An effective investigation requires a systematic approach to information gathering,forming connections, analysis and evaluation	The development of balanced time management and organisational skills changes productivity and efficiency.	Willingness to communicate and effective negotiation enhances relationships, connections and interactions.
Global context	• Scientific and technical innovation	• Identities and relationships	• Identities and relationships
Key concept	• Systems	• Development	• Communication
Related concepts	• Form	•Change	• Relationships

Inquiry into / Content	Students will develop the following knowledge and understanding: Understand the research process from inquiry to reporting. Distinguish between primary and secondary sources. Evaluate sources for reliability, bias, authority, and relevance. Understand academic integrity and plagiarism prevention. Apply basic citation and referencing conventions. Organize and interpret data effectively. Recognize the structure of clear and coherent research reports. Students will develop the following skills: Formulate focused inquiry questions. Use effective research and search strategies. Evaluate the credibility of information sources. Analyze and synthesize information from multiple sources. Organize and manage research data and resources. Apply appropriate citation and referencing techniques. Communicate findings clearly, ethically, and effectively through reports and presentations.	Students will develop the following knowledge and understanding: Understand time management strategies and prioritisation techniques. Explore organisational systems for notes, files, and resources. Recognise the causes and effects of distractions. Understand SMART goal-setting principles. Develop awareness of personal learning habits and work preferences. Understand the impact of organisation and time management on academic success and well-being. Students will develop the following skills: Plan and manage schedules, tasks, and deadlines. Set achievable short-term and long-term goals. Prioritise tasks effectively. Minimise distractions and improve focus. Organise information and resources efficiently. Reflect on and improve personal work habits. Evaluate and adapt organisational strategies to meet individual needs.	Students will develop the following knowledge and understanding: Understand the nature and purpose of negotiation. Explore different types and stages of negotiation. Recognise effective verbal and non-verbal communication strategies. Understand the difference between interests and positions. Identify constructive conflict-resolution strategies. Recognise the influence of culture and ethics on negotiation outcomes. Students will develop the following skills: Listen actively and consider diverse perspectives. Communicate clearly and persuasively. Interpret non-verbal communication. Collaborate to solve problems and find common ground. Manage emotions and respond constructively during negotiations. Analyze negotiation scenarios and evaluate strategies. Reflect on and improve personal negotiation skills
Assessment tasks	As this unit is focused on the explicit development of Approaches to Learning (ATL) skills and is not formally graded, a traditional summative assessment will not be conducted. Student progress and skill acquisition will be continuously monitored and supported through ongoing formative assessments and feedback throughout the research project. The final research report will serve as a demonstration of skill application rather than a graded assessment.	As this unit is focused on the explicit development of Approaches to Learning (ATL) skills and is not formally graded, a traditional summative assessment will not be conducted. Student progress and skill acquisition will be continuously monitored and supported through ongoing formative assessments and feedback.	As this unit is focused on the explicit development of Approaches to Learning (ATL) skills and is not formally graded, a traditional summative assessment will not be conducted. Student progress and skill acquisition will be continuously monitored and supported through ongoing formative assessments and feedback.
ATL skills clusters	Information literacy skills Critical-thinking skills	Communication skills Organization skills Affective skills Critical-thinking skills	Communication skills Collaboration skills Affective skills