Leon Štukelj International School

Middle Years Programme

Long-Range Plan — School Year 2026-2027

MYP 2

Leon Štukelj International School

Middle Years Programme
School Year 2026-2027

Subject group: English and Literature
Teacher: Urška Sedlar
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Subject: English MYP 2

Unit Title	**Unit 1: Welcome to Mount Olympus**	**Unit 2: The Poetic Art of Being Ridiculous**	**Unit 3: Finding Meanings in Ordinary Things**	**Unit 4: The Art of Visual Storytelling**
Statement of Inquiry	Powerful characters, impossible choices and unexpected consequences shape the stories societies tell about themselves.	Breaking conventional forms and playing with language can transform ordinary experiences into meaningful and memorable expressions.	The way writers transform ordinary experiences can influence how readers understand change and the world around them.	The interaction between words and visual elements can transform how a story communicates meaning and shapes the reader's interpretation.
Global context	Fairness and development	Personal and cultural expression	Orientation in space and time	Scientific and technical innovation
Key concept	Connections	Creativity	Form	Communication
Related concepts	Character Theme	Audience imperatives Style	Setting Structure	Genre Intertextuality
Inquiry into / Content	**Greek mythology and its cultural significance**, including key figures, narratives and archetypes. **Literary elements and narrative techniques**, including characterisation, conflict, theme, symbolism and perspective. **Ethics, justice and consequences**, exploring how choices and actions raise questions about right, wrong and responsibility. **Power and inequality**, examining privilege, marginalisation and power relationships in mythological contexts. **Persuasion and argumentation**, analysing rhetorical choices and developing evidence-based arguments. **Critical and creative interpretation**, researching, evaluating, reimagining and responding to mythological and literary texts.	**The conventions and characteristics of nonsense poetry**, including its playful use of language, logic and meaning. **Nonsense poets and their works**, exploring how writers such as Edward Lear, Lewis Carroll and Dr. Seuss use absurdity and wordplay. **Language and poetic techniques**, including neologisms, portmanteaus, absurd imagery, rhyme, rhythm and sound devices. **Breaking literary conventions**, experimenting with grammar, structure, logic and traditional poetic forms. **Creative poetry writing and performance**, developing, revising and performing original nonsense poetry for an audience. **Purpose and audience**, considering how nonsense poetry can entertain, challenge expectations and communicate ideas in unexpected ways.	**Literary elements and authorial choices**, including symbolism, imagery, characterisation, conflict, theme, perspective, tone and mood. **Setting and narrative structure**, exploring how Lark Creek and Terabithia shape characters, events and themes. **Themes and human experiences** in *Bridge to Terabithia*, including friendship, loss, grief, imagination, courage and family. **The transformation of ordinary experiences**, examining how seemingly everyday moments can lead to significant change and understanding. **Form, structure and meaning**, exploring how an author's structural and stylistic choices shape the reader's experience. **Analytical and creative responses**, developing evidence-based interpretations and communicating ideas effectively for different audiences.	**The conventions of graphic novels**, including panels, gutters, speech and thought balloons, captions, splash pages, emanata and visual techniques. **Visual storytelling and literary devices**, exploring how symbolism, metaphor, foreshadowing, characterisation and setting are communicated through images. **Multimodal communication**, examining how text, image, colour, composition and layout interact to create meaning. **Adaptation and intertextuality**, exploring how a prose narrative can be transformed into a graphic novel and how adaptation creates new interpretations. **Themes and ideas in *The Giver***, including memory, individuality, conformity, control, freedom, choice and emotion. **Analysis and creative production**, developing skills in interpreting visual and textual choices and creating purposeful multimodal narratives.
Assessment tasks	**The Mythological Case File**	**Festival of the Absurd**	**The Terabithia Museum**	**From Words to Images — Adapting *The Giver***

	Goal: Investigate a controversial figure from Greek mythology, analyse their actions and consequences, and develop a justified interpretation of their legacy. Students will explore how the myth presents ideas about **justice, power, responsibility, fate and free will**. **Role:** **Mythological Investigator and Literary Analyst** investigating a disputed case from Greek mythology. **Audience:** The **Olympian Council** and an academic literary audience who must consider the evidence before reaching their own interpretation. **Situation:** A controversial mythological figure has been brought before the Olympian Council. Their actions have been interpreted in different ways, and the Council must reconsider their legacy. As a mythological investigator, you must examine the original myth, investigate the figure's actions and motivations, consider the consequences of their choices, and use literary and contextual evidence to build a convincing case. **Product/Performance: The Mythological Case File** **Success Criteria:** ● **Criterion A – Analysing:** Analyse the figure's actions, consequences, literary choices and thematic significance using relevant evidence. ● **Criterion B – Organising:** Organise ideas logically and structure the case file and literary response effectively. ● **Criterion C – Producing Text:**	**Goal:** Explore how nonsense poetry challenges conventions and creates meaning through playful language, sound, rhythm, absurdity and imagination. Students will analyse mentor texts and use these techniques to create and perform an original nonsense poem. **Role:** **Nonsense Poet and Literary Critic** who studies established nonsense poetry before developing an original creative voice. **Audience:** Peers, students and teachers attending the **"Festival of the Absurd."** **Situation:** The school is hosting a poetry slam celebrating creativity, experimentation and unconventional forms of expression. Your challenge is to create a nonsense poem that surprises the audience, plays with language and challenges expectations while demonstrating deliberate poetic choices. **Product/Performance: The Festival of the Absurd Portfolio** **Success Criteria:** ● **Criterion A – Analysing:** Analyse mentor texts and explain how their literary and poetic techniques create meaning and effect. ● **Criterion B – Organising:** Plan, structure and develop ideas effectively throughout the creative process. ● **Criterion C – Producing Text:** Create an original, imaginative and purposeful nonsense poem and communicate it effectively through performance. ● **Criterion D – Using Language:** Use language accurately and	**Goal:** Explore how writers transform ordinary experiences into significant moments of change, understanding and personal growth. Students will analyse how *Bridge to Terabithia* uses characterisation, setting, symbolism and narrative choices to communicate these transformations. **Role:** **Museum Curator/Exhibit Designer and Literary Analyst** creating an exhibition that brings important moments from the novel to life. **Audience:** Peers, teachers and the wider school community visiting **"The Terabithia Museum."** **Situation:** The school is creating a literary exhibition exploring how seemingly ordinary experiences can become meaningful turning points. Your task is to select significant moments from *Bridge to Terabithia* and transform them into museum exhibits that reveal how the characters change and what they come to understand. **Product/Performance: The Terabithia Museum** **Success Criteria:** ● **Criterion A – Analysing:** Analyse literary choices, significant moments and their contribution to meaning and themes. ● **Criterion B – Organising:** Organise the museum exhibit and comparative essay logically and purposefully. ● **Criterion C – Producing Text:** Develop thoughtful interpretations and communicate them effectively through the exhibit and essay.	**Goal:** Explore how meaning changes when a prose narrative is transformed into a multimodal text. Students will analyse how words, images, colour, layout and visual storytelling work together and then apply these techniques to adapt a scene from *The Giver*. **Role:** **Graphic Novel Analyst and Creative Adaptor** transforming a literary scene into a purposeful visual narrative. **Audience:** Peers and teacher. **Situation:** You have been asked to explore how a scene from *The Giver* could be reimagined as a graphic narrative. First, you will analyse how meaning is created through the interaction of written and visual elements in graphic storytelling. You will then adapt a significant scene from the novel, making deliberate choices about what to show, what to write and how to guide the reader's response. **Product/Performance: From Prose to Graphic Narrative** **Success Criteria:** ● **Criterion A – Analysing:** Analyse how written and visual elements create meaning and how multimodal choices influence the audience. ● **Criterion C – Producing Text:** Create an effective multimodal adaptation that communicates ideas clearly and purposefully through the interaction of text and visuals.

	Develop a thoughtful, convincing interpretation supported by evidence and analysis. ● **Criterion D – Using Language:** Use appropriate academic and literary vocabulary, clear expression and accurate language for the intended audience.	deliberately, experimenting with vocabulary, sound, structure and poetic devices to suit the purpose and audience.	● **Criterion D – Using Language:** Use accurate, appropriate and purposeful language, including relevant literary terminology.	
ATL skills clusters	Critical-thinking skills	Affective skills Creative-thinking skills	Reflection skills Transfer skills	Organization skills Information literacy skills
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Subject assessment criteria

Subject assessment criteria — Objectives		**Max. level**
	Objectives	
A Analysing	i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts.	8
B Organizing	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and 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, imagination and sensitivity while exploring and considering 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 develop 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 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.	8

Leon Štukelj International School

Middle Years Programme
School Year 2026-2027

Subject group: MATHEMATICS **Subject: Mathematics MYP 2**

Teacher: Dinka Fazlić
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Unit Title	**Unit 1: Optimist or pessimist**	**Unit 2: Stretching and shrinking**	**Unit 3: Comparing and scaling**	**Unit 4: What do you expect?**
Statement of Inquiry	Positive and negative numbers communicate both quantity and value, shaping our interpretation of reality.	Form helps us represent and build sustainable constructions that change local and global environments.	Logical analysis of situations, with models, can help us represent situations and generalise fairness in uncertain situations.	Logical analysis of situations, with models, can help us represent situations and generalise fairness in uncertain situations.
Global context	Personal and cultural expression	Globalization and sustainability	Fairness and development	Fairness and development
Key concept	Communication	Form	Relationships	Logic
Related concepts	Models Quantity	Change Representation	Quantity Representation	Generalization Models Representation
Inquiry into / Content	Integers - Understanding integers - Integers on number lines - Absolute value and opposite integers - Compare and order integers - Integer inequalities with absolute values - Integer addition and subtraction - Integer multiplication and division - Simplify expressions involving integers Simplify expressions involving positive and negative rational numbers	CONVERTING UNITS - measurements, units, converting TRANSFORMATIONS - Reflection - Symmetry - Enlargement TRIANGLES - Classifying and properties - Sum of angles - Constructing - Height - perimeter and area - The Pythagoras` theorem in right triangle QUADRILATERALS - Properties - Angles - perimeter and area CIRCLE - properties - angles	RATIO, PERCENTAGE, DIRECT AND INVERSE PROPORTION: • comparison statements • expanded and exponential notation • ratios • proportions • rates and unit rates • select samples • make inferences about populations • line graphs • define independent and dependent variables • tables and graphs • constant of proportionality • formula and equation • solving word problems involving rates and time conversions • solving word problems on proportions using unit rate • solving word problems on proportions	Understanding of Probability Basics: • Defining key terms: experiment, outcome, event, sample space. • Differentiating between theoretical and experimental probability. • Calculating probabilities of simple events. Representing Probability: • Expressing probabilities as fractions, decimals, and percentages. • Using tree diagrams and sample space lists to represent outcomes of compound events. • (Potentially) using area models for visualizing probabilities. Data Collection and Analysis in Probability: • Designing and conducting simple probability experiments. • Organizing and recording data effectively (e.g., using tables, tally charts). • Calculating relative frequencies from experimental data. Identifying and Describing Patterns:

		- perimeter and area POLYGONS - properties - classifying - constructing - Identify shapes - Similarity and congruency of polygons - Compare lengths and angles in similar and non-similar figures 3D GEOMETRY - Area and volume of cube and rectangular solid (formula) - Identify the net and what shape it will make SCALE DRAWING - Select and use appropriate tools to measure an object - Create a scale drawing using ratios and proportions - Select and use appropriate tools to measure an object		• Recognizing and describing trends and relationships in experimental probability data. • Comparing experimental probabilities with theoretical probabilities. • Formulating general rules or conjectures about probability based on observed patterns. Justifying Probabilistic Conclusions: • Employing mathematical reasoning to support claims about patterns, relationships, and general rules in probability. • Informal understanding of the Law of Large Numbers (how experimental probability approaches theoretical probability over many trials). • Understanding the mathematical definition of a "fair" game or situation. • Analyzing simple games or scenarios to determine their fairness based on probability.
Assessment tasks	Students complete an end-of-unit test covering simple and challenging familiar and unfamiliar problems (A). They also invent an Integer Game using integer calculations, exponents, roots and patterns (B, C).	Students complete an end-of-unit test covering simple and challenging familiar and unfamiliar problems (A) G: Plan and design your own bedroom. R: Architect. A: Parent. S: Prepare a detailed bedroom design with materials and costs. P: Official 2D design with calculations, advantages and disadvantages (C, D).	G: Plan a school trip. R: Organizer of a school trip. A: school board. S: Prepare a detailed report P: Official presentation, comparison of two offers, advantages and disadvantages, final selection Students investigate a real-world issue related to fairness, inequality or development using ratios, percentages and proportions. They analyse data, represent findings and present a justified proposal or recommendation (C, D).	Students design and conduct a probability experiment, collect and organize data, identify patterns and formulate and justify general rules about experimental probability in a report or presentation (B).

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 explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete and coherent mathematical lines of reasoning v. organize information using a logical structure.	8

D 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: ARTS **Subject: Music MYP 2**

Teacher: Lina Herman
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Unit Title	**Unit 1: Rhyme & Reason: Expressing Self, Inspiring Community**	**Unit 2: Spontaneous Sounds: Collaborative Creations**	**Unit 3: The Power of Dance in Communication and Unity**
Statement of Inquiry	Lyrical narratives, both explored and created through musical expression and performance, serve as powerful creative communication to shape individual identities, foster personal efficacy, and contribute to positive change within communities and societal relationships.	Through innovative improvisation and expressive interpretation, musicians communicate identity and cultural perspectives, shaping and responding to an audience within diverse structures and roles.	Through the expression and representation of diverse cultural genres, dance shapes individual and collective identities, fostering connections and influencing global interactions.
Global context	Identities and relationships	Personal and cultural expression	Identities and relationships
Key concept	Identity	Creativity	Connections
Related concepts	Boundaries Expression Narrative	Audience Expression Innovation Interpretation Play Role Structure	Audience Expression Genre Representation
Inquiry into / Content	DISCIPLINARY KNOWLEDGE: • Lyrical Form and Structure • Communicative Techniques • Social Impact of Lyrical Narratives DISCIPLINARY SKILLS: • Crafting Lyrical Narratives • Analyzing Lyrical Communication • Evaluating Social Impact	DISCIPLINARY KNOWLEDGE: • Musical Elements • Improvisation Techniques • Musical Structures • Expressive Devices • Cultural Contexts in Music • Audience Engagement • Ensemble Roles DISCIPLINARY SKILLS: • Technical Proficiency	DISCIPLINARY KNOWLEDGE: • Dance Elements & Principles • Global Dance Genres. • Dance & Identity • Dance & Global Interactions • Artistic Intent & Interpretation DISCIPLINARY SKILLS: • Research & Analysis • Creativity & Performance • Communication & Reflection

		• Active Listening • Creative Decision-Making • Collaborative Performance • Musical Analysis • Self-Reflection and Appraisal • Artistic Communication	
Assessment tasks	Original Lyrical Narrative and Artist's Statement for Social Impact Students will engage in a multi-faceted summative assessment that demonstrates their learning across all MYP Arts objectives: ● **Criterion A: Investigating)**: Students will **investigate** a chosen aspect of identity or a relevant social issue within their community, researching existing lyrical narratives or musical genres that address similar themes. This investigation will inform the conceptualization of their original work. ● **Criterion B: Developing**: Based on their investigation, students will **develop** ideas and **practically explore** various lyrical and musical approaches to inform their final artwork. They will clearly **present their artistic intention** for their original lyrical narrative (song, spoken word poem, rap, jingle), articulating how it aligns with the statement of inquiry and aims to foster personal efficacy or contribute to positive change. ● **Criterion C: Creating/Performing**: Students will **create and perform** their original lyrical narrative. This performance will showcase their mastery of lyrical form, musical expression, and communicative techniques, bringing their artistic intention to life for an authentic audience. ● **Criterion D: Evaluating**: Students will **appraise their own lyrical narrative and performance**, reflecting on their creative choices, the impact of their work, and their development as an artist throughout the unit. This evaluation will also consider how they applied relevant ATL skills (communication, thinking, organization) during the songwriting and performance process.	Collaborative Improvised Performance & Artistic Reflection Students will work in small ensembles to collaboratively create and perform an original improvised musical piece. This piece should explore a specific cultural context or theme of their choosing, demonstrating how their musical choices (in terms of structure, expression, and innovation) communicate particular identities and perspectives to an audience. Following their performance, each student will submit an individual artistic reflection that addresses the following: ● **Artistic Intention**: Students will present a clear statement of their individual and group artistic intentions for their performance, outlining the chosen cultural context or theme and explaining how their improvised musical choices aimed to communicate specific ideas or feelings to their audience. **(Objective B.ii)** ● **Process Documentation**: Students will provide a brief explanation of their collaborative process, detailing how they investigated different musical influences or genres related to their chosen cultural context and practically explored ideas to inform the development of their improvised piece, including their roles within the ensemble. **(Objectives A.i & B.i)** ● **Collaborative Performance**: Students will create and perform an original improvised musical piece in an ensemble setting. **(Objective C.i)** ● **Self-Appraisal and Analysis**: Students will appraise their own and their ensemble's performance, discussing strengths and areas for growth in terms of musicality, expression, innovation, and effective communication with the audience, and analyze how their performance conveyed their artistic intentions.**(Objectives D.i & A.ii)** ● **Artistic Development**: Students will reflect on their personal growth as an artist throughout the unit, specifically focusing on how they developed their	Cultural Dance Exploration & Creative Response Students research a cultural dance genre, develop an artistic intention and create a musical response inspired by the genre, demonstrating how music and movement communicate identity and foster community connections. ● **Criterion A: Investigation::** Students will research and investigate a specific cultural dance genre that interests them or represents a culture they want to explore (e.g., Bollywood, Flamenco, Traditional African Dance, Hip-Hop). They will explore its historical origins, cultural significance, key movements, and how it embodies identity and fosters community connections. ● **Criterion B: Developing and Criterion C: Creating/performing - Artistic Intention & Creative Response:** Based on their research, students will develop a clear artistic intention for a short (1-2 minute) creative response inspired by their chosen cultural dance genre. This response could take various forms, allowing for diverse expressions of identity, connection, or cultural interpretation. Students can choose to: ○ Choreograph and perform a dance piece (solo or group) that expresses a specific aspect of individual or collective identity, fosters connections, or interprets a narrative from the cultural genre. ○ Create a digital presentation or multimedia artwork that creatively explores the cultural significance, communicative power, or identity-shaping aspects of their chosen dance, potentially incorporating movement, imagery, sound, and text. ○ Develop a choreographic study or movement sequence that deconstructs and reinterprets key elements of the cultural dance to convey a new understanding of identity or connection.

		improvisational and expressive skills, and how they utilized the selected ATL skills to support their learning and performance. **(Objective D.ii)**	● **Criterion D: Evaluating - Appraisal & Reflection:** Finally, students will appraise their own performance and creative process. They will reflect on how effectively their dance communicated their artistic intention, how it authentically connected to the cultural genre, and how it explores themes of identity, connections, and global interactions. This reflection will also include their growth as an artist throughout the unit.
ATL skills clusters	Communication skills Organization skills Creative-thinking skills	Collaboration skills Reflection skills Creative-thinking skills	Organization skills Media literacy 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. analyse 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
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Subject: Design MYP 2

Unit Title	**Unit 1: Educational toys**	**Unit 2: Playing the System: Power, Choice, and Game Design**	**Unit 3: Problem Solving with VEX IQ: An Introduction to Robotics**
Statement of Inquiry	The community needs to scaffold the development of functional designs.	Designed systems influence human choices, behaviours, and power dynamics in an interconnected world.	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	Personal and cultural expression	Globalization and sustainability	Scientific and technical innovation
Key concept	Communities	Systems	Development
Related concepts	Evaluation Function	Ergonomics Innovation	Collaboration Function
Inquiry into / Content	Materials (wood, paper, plastic, textile…) Internet research Technical drawings (orthographic projection, dimensioning) Digital drawing and writing Educational needs of kindergarten children Workshop tools and machines Safety rules Evaluation and improvement of designs Presentation skills	Board Game Design Principles: ● Rules and Mechanics: How rules define the system and influence player actions and decisions. Components: Designing game pieces, boards, cards, and other digital elements for game play. Player Interaction: Exploring competitive, cooperative, or semi-cooperative play styles and how they reflect power dynamics and choices. Victory Conditions: Defining clear objectives and how players navigate the system to achieve them. Prototyping and Iteration: Digital Prototyping: Creating low-fidelity to higher-fidelity digital models of their game using design software. Playtesting and Feedback: Conducting playtests, observing player behavior, and gathering constructive feedback to refine their designs. Iterative Design: Understanding the importance of continuous improvement based on testing. User Experience (UX) in Digital and Physical Games: Focusing on how digital design, visual aesthetics (created in tools like Canva or Inkscape), and the design for physical components (created in Tinkercad for 3D printing) contribute to player engagement and understanding. Systems Thinking for Board Games: Analyzing how the interconnected rules and components of a board game create a functional system that guides player choices and can represent or challenge power structures.	Students will acquire knowledge and skills in: VEX IQ System Fundamentals: •Identifying and understanding the function of VEX IQ (2nd gen) Kit components (beams, plates, connectors, motors, brain, controller). • Developing spatial reasoning skills through building various shapes and structures. • Mastering basic construction techniques for creating stable and functional robot assemblies. Robot Operation and Control: • Building and operating the VEX IQ Simple Clawbot and Clawbot. • Developing proficiency in using the VEX IQ Controller for robot driving, navigation, and manipulator control. • Exploring different driver configurations and strategies for effective robot control. Robotic Manipulator Design: • Understanding the principles of passive and active manipulators. • Investigating various intake and claw designs for object manipulation. • Learning about different elements and types of robotic arms and their design considerations. Engineering Principles & Design Cycle Application: • Applying the design cycle through iterative building, testing, and refinement of robot designs. • Exploring concepts like motor groups for increased power and an introduction to mechanical advantage (e.g., gear ratios). • Developing troubleshooting skills for mechanical and operational issues.

		Digital Design Tools and Techniques: Exploring and developing skills in using software like Tinkercad for 3D modeling game pieces and tools, and Canva or Inkscape for designing game boards and card layouts. Enhancing Graphic Design Skills: Applying elements of design, principles of design, and typography using tools like Canva or Inkscape for visually compelling game boards and cards. Clear Communication of Rules: Learning to write concise and unambiguous rulebooks that effectively explain the game's system to new players.	Competition Strategy & Reflection: • Planning and executing strategies for robotics competitions (e.g., Robot Soccer, Up and Over). • Reflecting on learning experiences, design choices, and the outcomes of challenges. • Connecting robotics and engineering concepts to real-world STEM careers. Collaboration and Teamwork: • Working effectively in teams to build, test, and compete with VEX IQ robots. • Developing shared understanding and coordinated efforts to achieve common goals.
Assessment tasks	G: Design and create an educational toy for first graders that develops specific skills. R: Designer. A: Younger students in the school community. S: Respond to the needs of younger students through the design cycle. P: A tested educational toy supported by design-cycle documentation (Assessed Criterion A, B, C, D).	G: Design a physical board game exploring systems, choices and power. R: Board Game Designer. A: Peers and teacher. S: Create a playable game that demonstrates how systems influence behaviour and power dynamics. P: A playable physical board game and design documentation. (Assessed Criterion A, B, C, D).	G: Design, build and program an autonomous robot to complete a delivery challenge. R: Robotics Engineer and Designer. A: Teacher/assessment audience. S: Navigate a designated course and deliver an object autonomously. P: VEX IQ robot, program and evidence of the design process. (Assessed Criterion A, B, C, D).
ATL skills clusters	Collaboration skills Critical-thinking skills Creative-thinking skills	Critical-thinking skills Creative-thinking skills	Communication skills Collaboration skills Reflection 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. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. analyse a group of similar products that inspire a solution to the problem iv. develop a design brief, which presents the analysis of relevant research	8
B Developing ideas	i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected ii. present a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and outline the reasons for its selection iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.	8
C Creating the solution	i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. explain changes made to the chosen design and plan when making the solution	8
D Evaluating	i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explain the success of the solution against the design specification	8

	iii. describe how the solution could be improved iv. describe the impact of the solution on the client/target audience.	

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: Arts **Subject: Visual Arts MYP 2**

Teacher: Milan KetiŠ
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Unit Title	**Unit 1: Aesthetics through Personal Representation**	**Unit 2: Expression through Manipulation and Play**	**Unit 3: Communication through Visual Activism and Relief Printmaking**
Statement of Inquiry	Aesthetic value is perceived through the lens of personal and cultural expression. Appreciation of beauty is impacted by the genre, representation, and/or style of art.	The process of change can express personal or cultural aspects through play or manipulation. Manipulation and play can create a narrative or tell a story.	Visual culture uses simplified graphic forms to communicate powerful messages to a broader audience.
Global context	Personal and cultural expression	Personal and cultural expression	Orientation in space and time
Key concept	Aesthetics	Change	Communication
Related concepts	Genre Representation Style	Narrative Play Visual culture	Audience Visual culture
Inquiry into / Content	Students will begin by understanding genre as different artistic expressions grouped by shared techniques, distinctive manners, themes, content, or practice. They will explore the significance of categorizing art into genres and consider how artists can work within, or even across, multiple genres. The unit will then delve into: • Diverse Artistic Genres and Expressions: Students will be introduced to a range of artistic expressions and genres, drawing inspiration from comparisons such as Vincent van Gogh's and Patrick Seymour's portraiture, John Cage's conceptual art versus Etsuko Ichikawa's molten glass drawings, and the historical context of Romanesque stained glass compared to Banksy's contemporary reinterpretation. This initial exploration will broaden their understanding of artistic diversity. • Focused Artist Study: A deep dive into David Hockney's	Students will learn: Narrative and Play in Visual Arts: How spoken, written and visual accounts of connected events are created, and how experimentation and improvisation contribute to the artistic process and product, including how bias can manipulate viewpoint in persuasive narratives. Evolution of Visual Culture: How visual culture changes over time through societal, technological and individual influences, explored through the evolution of characters such as Mickey Mouse. Artist Study and Analysis: Do Ho Suh: Home, displacement, identity and unconventional materials through Seoul Home. Ub Iwerks & Damien Hirst: Different approaches to pop culture icons through narrative and play, including reinterpretation of existing works. Andy Warhol & Sonia Singh: Pop art, celebrity, consumerism and repurposing materials to challenge perceptions.	This unit will cover: • Understanding of Visual Activism: History, purpose, significant artists (e.g., Käthe Kollwitz, Keith Haring, Shepard Fairey, Elizabeth Catlett), and impact. • Principles of Relief Printmaking: Techniques (carving, inking, printing), materials (linocut, rubber block), positive and negative space, consistent ink coverage, registration. • Visual Communication Principles: Use of simplified graphic forms, symbols, iconography, and messaging for a broader audience. • Art Analysis and Critique: Terminology for describing artworks, methods for evaluating technical execution and communicative effectiveness. • Creative Process: Sketching, idea generation, development of artistic intention, documentation in a process journal. • Social and Personal Messaging: Exploring how art can convey social or personal messages and drive social change.

	"joiners" (photomontages) and Patrick Bremer's mixed-media collages. Students will analyze their distinctive styles, techniques, and approaches to subjects like portraiture and landscapes, understanding how these artists contribute to and evolve the genre of collage. • Practical Artistic Skills: Students will develop hands-on skills through various practical tasks, including: • Tempera Painting Techniques: Focusing on mixing tones, tints, and shades using a single hue. • Collage Techniques: Experimenting with tearing and cutting various materials to create compelling compositions. • Digital Collage Exploration: Investigating digital tools and methods for creating collages, offering a contemporary approach to the genre. • Conceptual Application: Applying knowledge of genre, representation, and style to analyze artworks, critically evaluate aesthetic value, and articulate their own artistic intentions.	Roman Funerary Reliefs & Freya Jobbins: Historical and contemporary sculpture as storytelling and social commentary, including material repurposing. Margaret Morrison & Allan Innman: The use of toys and nostalgia to create visual narratives and evoke mood. Artistic Techniques and Processes: Experimenting with wire and nylon to create abstract sculptural forms; developing artistic intentions, ideas, sketches and plans; and exploring how material manipulation can express personal or cultural aspects. Art Criticism and Reflection: Interpreting artworks, critiquing their own and peers' work, and reflecting on artistic development and learning connections. Elements of Art and Principles of Design: Applying fundamental visual art concepts through artistic creation, analysis and evaluation.	
Assessment tasks	Students complete a Visual Art Process Journal including an analysis of Hockney's or Bremer's work, development of ideas and techniques, creation of an artwork and evaluation of the outcome (A, B, C, D).	Students investigate Do Ho Suh's Seoul Home, explore interpretation and medium, develop ideas through experimentation and create and evaluate an artwork based on manipulation and play (A, B, C, D).	Students research a printmaker and analyse how graphic line and imagery communicate a message. They document sketches, positive/negative-space experiments, gouging and proof prints before creating and evaluating a relief print (A, B, C, D).
ATL skills clusters	Communication skills Reflection skills Information literacy skills Critical-thinking skills Creative-thinking skills	Communication skills Organization skills Information literacy skills Critical-thinking skills Creative-thinking skills	Communication skills Critical-thinking 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: Arts
Teacher: Urška Sedlar
Email: urska.sedlar@os-leon.si

Subject: Theatre MYP 2

Course outline

Unit Title	**Unit 1: One Scene, Many Voices: Exploring Genre Through Performance**	**Unit 2: Yes, And! - The Art of Improvisation**
Statement of Inquiry	The way a story is presented in different genres shapes its meaning, emotional impact, and the way audiences connect with it.	Spontaneous performance choices can transform uncertainty into meaningful theatrical experiences for an audience.
Global context	Identities and relationships	Personal and cultural expression
Key concept	Perspective	Creativity
Related concepts	Interpretation Style	Expression Play Role
Inquiry into / Content	• Knowledge of theatrical genres and conventions (comedy, tragedy, musical, mime). • Understanding of performance elements: voice, movement, timing, music integration. • Skills in rehearsal planning, ensemble collaboration, and performance delivery. • Analytical skills to evaluate the impact of performance choices on meaning and audience response.	**Foundational principles of improvisation** – "Yes, And…", offers, agreement, blocking and initiation. **Improvisational structures and storytelling** – short-form games, scene structures, narrative development and resolution. **Characterisation in performance** – developing character through voice, physicality, motivation and relationships. **Ensemble and stage skills** – active listening, collaboration, stage presence and responsiveness. **Spontaneous creativity and problem-solving** – making quick choices, adapting to unexpected situations and transforming mistakes into opportunities. **Non-verbal and performance techniques** – using movement, facial expression, body language, voice and space to communicate meaning.
Assessment tasks	**One Scene, Many Voices** **Goal:** Demonstrate how changing theatrical genre can transform the **meaning, tone, characterisation and audience response** to the same dramatic scene. **Role:** You are a **theatre artist and ensemble performer** experimenting with different theatrical styles and conventions.	**The Improviser's Journey & Final Showcase** **Goal:** Demonstrate your understanding of improvisational theatre by investigating improv techniques, developing scenes collaboratively, performing spontaneously, and reflecting on your growth as an improviser. **Role:** You are an **improviser, theatre-maker and reflective performer** preparing to create and perform original unscripted theatre.

	Audience: Your audience will be your **classmates, teacher and invited viewers**, who will experience and respond to your different interpretations of the scene. **Situation:** You have been given one dramatic excerpt. Your challenge is to perform the **same scene in three or four different genres**—such as comedy, tragedy, musical theatre and mime—while keeping the basic events and characters recognisable. You must explore how changes in **acting style, movement, voice, staging, music, pacing and theatrical conventions** can completely change the audience's understanding and emotional response. **Product/Performance:** Create a **Multi-Genre Performance** **Success Criteria:** Your work will be assessed using the **MYP Theatre criteria**: ● **Criterion A – Investigating:** Demonstrate understanding of the conventions and characteristics of different theatrical genres. ● **Criterion B – Developing:** Explore and refine performance ideas collaboratively, making purposeful choices to transform the scene. ● **Criterion C – Creating/Performing:** Apply theatrical skills and genre conventions effectively to create contrasting interpretations of the same scene. ● **Criterion D – Evaluating:** Reflect critically on your creative choices and analyse how changes in genre affected meaning, performance and audience response.	**Audience:** Your audience will be your **classmates and teacher**, who will experience and evaluate your final improvisational performance. **Situation:** You have been challenged to demonstrate how performers can create meaningful theatre without a predetermined script. You will investigate how improvisers use **listening, "Yes, And…", characterisation, spontaneity, collaboration and storytelling** to transform unexpected ideas into coherent scenes. You will move from **investigation → development → performance → reflection**, documenting your artistic choices and growth along the way. **Product/Performance:** Create and present an **Improviser's Showcase** **Success Criteria:** Your work will be assessed using the **MYP Theatre criteria**: ● **Criterion A – Investigating:** Demonstrate knowledge and understanding of improvisational techniques, conventions and approaches. ● **Criterion B – Developing:** Explore, experiment with and develop ideas collaboratively to create effective improvised scenes. ● **Criterion C – Creating/Performing:** Apply performance skills spontaneously and collaboratively to create engaging theatrical experiences. ● **Criterion D – Evaluating:** Reflect critically on your performance, creative choices, collaboration and development as an improviser.
ATL skills clusters	Communication Research Self-management Thinking Collaboration	Affective skills Reflection skills Consider ATL skills development Transfer 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. analyse 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: SCIENCES **Subject: Biology MYP 2**

Teacher: Katerina Malinova
Email: katerina.malinova@os-leon.si

Unit Title	**Unit 1: Cells and their function**	**Unit 2: Infectious diseases**	**Unit 3: Living, non-living and once-living things**
Statement of Inquiry	The form and function of parts within a system shape human identity.	Evidence of human interaction with microbial life changes personal choices and causes large-scale global responses.	Interactions between living and non-living systems shape environments and drive scientific and technical innovations.
Global context	Identities and relationships	Globalization and sustainability	Scientific and technical innovation
Key concept	Systems	Change	Systems
Related concepts	Form Function	Evidence Interaction	Environment Interaction
Inquiry into / Content	Disciplinary Knowledge: CELL STRUCTURE & TYPES • Differences between plant and animal cells • Structure and function of major organelles: • Nucleus • Mitochondria • Ribosomes • Endoplasmic reticulum (RER/SER) • Golgi apparatus • Vacuoles • Cell membrane • Cell wall, chloroplasts (plants) • Cytoplasm SYSTEMS THINKING • A cell is a system made up of interacting parts. • Each organelle performs a specific role, but the cell only works when all parts function together. • Inputs and outputs of cell systems (nutrients, waste,	Disciplinary Knowledge: • Distinguish between infectious and non-infectious diseases. • Identify and describe different types of pathogens, including bacteria, viruses, fungi and parasites. • Explain how infectious diseases are transmitted between individuals and populations. • Describe methods used to prevent and control the spread of infectious diseases. • Explain how the immune system helps protect the body from disease. • Describe how vaccines, medicines and hygiene practices contribute to disease prevention. • Explain how scientists investigate infectious diseases and evaluate evidence. Disciplinary Skills: • Identify and classify different infectious diseases and pathogens.	Disciplinary Knowledge: • characteristics that define living things • how these traits distinguish living, non-living, and once-living things • how living and non-living components interact within an environment and how these systems influence one another Disciplinary Skills: • observing and recording data accurately during field investigations • applying characteristics of life to classify objects or organisms • organizing information into tables or charts for clear presentation • analyzing and justifying classifications using scientific reasoning • reflecting on the importance of distinguishing living from non-living systems in real-world contexts

	energy). FORM AND FUNCTION • How organelle structure supports its role in the cell. • How differences in form lead to differences in cell function (e.g., plant vs. animal cells). • Why specialization within the cell is necessary for survival. BIOLOGICAL PROCESSES • Basic understanding of: • Protein synthesis (ribosomes, ER, Golgi) • Energy production (mitochondria, chloroplasts) • Transport across the cell membrane (diffusion/basic concept) • Storage and waste management (vacuoles, lysosomes)	• Analyse and interpret scientific data and evidence. • Evaluate scientific investigations and identify strengths and limitations. • Identify variables and components of fair scientific investigations. • Assess the reliability and validity of scientific information. • Use evidence to support conclusions and recommendations. • Compare different disease prevention and control strategies. • Evaluate the impact of scientific developments on society. • Communicate scientific understanding using appropriate vocabulary. • Apply biological knowledge to real-world public health issues.	
Assessment tasks	Students will demonstrate their understanding of cell biology by creating and presenting an authentic analogy of a cell as a system. Goal (G): To demonstrate your understanding of cell structure, function, and how cells work as systems by creating an analogy that connects cell organelles to a familiar system like a city. Role (R): You are a Cell Biologist and Science Communicator. Audience (A): Your peers and teacher. Situation (S): You need to explain the complex functions and interactions within a cell using a clear and accurate analogy. Product (P): You will create and present a "Cell City" model (2D, 3D, or digital) that explains the form, function, and systemic interaction of organelles. You will also provide a reflection connecting cell biology to real-world applications. Standards (S): Criterion A, B, C, D	Students will evaluate scientific investigations and evidence related to infectious diseases and explain how scientific knowledge and applications can help prevent and control disease. Goal (G): Demonstrate your understanding of infectious diseases and scientific investigations by evaluating evidence and explaining how science can help prevent and control disease. Role (R): You are a junior public health scientist investigating infectious diseases and helping evaluate scientific evidence used to protect communities. Audience (A): Your audience is public health professionals who need clear and reliable scientific information. Situation (S): Scientists investigate infectious diseases by asking questions, designing investigations, collecting evidence, and evaluating possible solutions. You have been asked to use these skills to analyse investigations and explain how scientific knowledge can help address infectious diseases. Product (P): You will complete a written scientific assessment. Standards (S): Criterion A, B, C, D	Students investigate their schoolyard/home environment. They collect evidence (photos, sketches, notes) of objects/organisms, then classify them as living, non-living, or once-living. Goal (G): Your goal is to conduct a scientific field investigation in the schoolyard to determine whether objects or organisms in the environment are living, non-living, or once-living. You will collect evidence, classify your findings, and present your conclusions using scientific reasoning. Role (R): You are a young biologist investigating your environment. Your job is to observe, record, classify, and justify your decisions using the characteristics of life. A – Audience: Your audience is your science teacher and future students. Situation (S): You have been asked to explore how living and non-living systems interact in your schoolyard environment. Scientists must correctly identify what is alive because this knowledge is important for ecology, medicine, and scientific innovation. You need to apply the characteristics of life, collect accurate data, and present your findings clearly. Product (P): You will produce a field investigation report. Standards (S): Criterion A, B, C, D
ATL skills clusters	Critical-thinking skills Transfer 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 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.	8
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: SCIENCES **Subject: Chemistry MYP 2**

Teacher: Katerina Malinova
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Unit Title	**Unit 1: Introduction to practical chemistry**	**Unit 2: Periodic table of elements**
Statement of Inquiry	Change happens when substances interact under different conditions, and the energy involved shapes the materials around us and our understanding of the world.	Understanding relationships between structure and function supports scientific and technical innovation.
Global context	Identities and relationships	Scientific and technical innovation
Key concept	Change	Relationships
Related concepts	Conditions Energy Interaction	Function Models
Inquiry into / Content	Disciplinary Knowledge: 1. Lab Equipment and Tools • Names, purposes, and proper handling of common chemistry equipment (beakers, test tubes, pipettes, Bunsen burners, thermometers, etc.).	Disciplinary Knowledge: • How the periodic table is organized by atomic number, groups, and periods. • The properties of different element families (alkali metals, alkaline earth metals, transition metals, halogens, noble gases).

	• How to measure accurately. 2. Lab Safety • Importance of personal protective equipment (goggles, gloves, aprons). • Safety rules for handling chemicals, heat sources, and glassware. 3. Basic Chemical Concepts • Understanding reactants, products • Observing and describing physical vs chemical changes. 4. Scientific Observation and Recording • Using tables, charts, and diagrams to accurately record data. • Noticing and describing changes in color, temperature, gas production, or precipitate formation. Disciplinary Skills: 1. Practical Laboratory Skills • Safely set up and conduct simple experiments. • Handle equipment and chemicals correctly and responsibly. • Measure, mix, and observe substances carefully. 2. Analytical Skills • Compare predicted and actual results of experiments. • Identify patterns, trends, or unexpected outcomes in reactions. • Explain observations using scientific reasoning. 3. Planning and Designing Experiments • Formulate testable hypotheses. • Decide which conditions or variables to change. • Organize steps and materials for a systematic investigation. 4. Communication and Reflection • Present results in portfolios with diagrams, notes, and reflections. • Explain observations and conclusions to peers during demonstrations. • Reflect on safety, accuracy, and the implications of experiments.	• The relationships between atomic structure (protons, neutrons, electrons) and an element's placement in the table. • Periodic trends such as reactivity, atomic size, and electronegativity. • How the periodic table allows scientists to predict properties and behaviours of elements. • The connection between element properties and technological uses (e.g., lithium in batteries, silicon in electronics). Disciplinary Skills: • Use the periodic table to identify and classify elements. • Explain how an element's structure relates to its properties and position in the table. • Compare and contrast different groups of elements based on their patterns and behaviours. • Apply knowledge of periodic trends to predict reactivity or uses of unfamiliar elements. • Conduct and organize research about elements and their technological applications using reliable sources. • Communicate findings clearly in different formats (report, infographic, presentation). • Reflect on and evaluate the societal and environmental impacts of element-based technologies.
Assessment tasks	Students will apply their understanding of practical chemistry by both educating others and conducting scientific research. Goal (G): Your goal is to demonstrate practical chemistry knowledge by creating a guide for new learners. You will also conduct a scientific investigation to understand how substances interact under various conditions. This will involve communicating scientific principles and their real-world implications. Role (R): You are a junior chemist acting as both an educator and an investigator. Audience (A): Your guide is for new chemistry students at a community science center. Your investigation report is for a panel of senior chemists (teacher and peers). Situation (S): A community science center needs a clear introduction to chemistry for new participants. They also require investigations into everyday chemical interactions. Product (P): 1) "New Chemist's Guide": Create a guide (e.g., presentation, booklet) covering lab safety, equipment, measurement, physical/chemical changes, and a real-world	Students will demonstrate their understanding of the periodic table by applying their knowledge of element structure, properties, and relationships in a real-world context. Goal(G): Investigate how a chosen element is used in a technological innovation, explain its suitability based on properties, and analyze its impact on society and the environment. Role (R): You are a scientific investigator and communicator. Audience (A): Your audience will be your peers, the scientific community, or the general public. Situation (S): You need to address a real-world challenge by scientifically analyzing an element's role in technology. Product (P): You will create a crime board investigation, a lab report, or an article. Standards (S): Your work will be assessed on clear communication, scientific knowledge, reasoning, and the use of reliable sources. A, B, C, D

	chemistry application. 2) Chemical Investigation & Report: Design and conduct an experiment on a chosen chemical interaction. Document your inquiry, data, analysis, and evaluation in a scientific report. Standards (S): Your work will be assessed on the accuracy and clarity of your guide, the rigor of your scientific investigation, your data analysis and interpretation, and your evaluation of methods. Effective communication and adherence to safety are also key. A, B, C, D	
ATL skills clusters	Organization skills Critical-thinking skills Creative-thinking skills	Communication skills Organization skills Information literacy skills Media literacy 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 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.	8
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: SCIENCES **Subject: Physics MYP 2**

Teacher: Dinka Fazlić
Email: dinka.fazlic@os-leon.si

Unit Title	**Unit 1: Measuring with Scientific Units**	**Unit 2: Forces, Energy and Power**
Statement of Inquiry	By accurately measuring the environment, humans can better understand interactions within systems and use this knowledge to improve them through scientific and technical innovation.	Understanding how energy transforms helps us explain changes in systems and the power of forces in our world.
Global context	Scientific and technical innovation	Scientific and technical innovation
Key concept	Systems	Change
Related concepts	Environment Interaction	Energy Transformation
Inquiry into / Content	Scientific units of measurements, SI units, Metric and Imperial System of units, Prefixes for conversion, Converting units, Scientific notation, Science process skills, Averaging, Graphing, Speed, Writing a lab report	Properties of matter, Phases (states) of matter, Measuring mass, Measuring forces, Drawing forces, Forces and motion, Newton's laws 1,3, Gravity, Forces and work, Distinguish between work and power, Calculate work and power, Interpret data from a sample el. bill, Problem solving, Name and describe basic forms of energy, Give examples of energy conversions, Describe the Law of conservation of Energy, Infer the role of energy conversions in everyday situations, Write a lab report – Energy and ecology Project – Egg drop experiment
Assessment tasks	Students complete an end-of-unit test demonstrating understanding of the Statement of Inquiry (A), followed by a scientific investigation and lab report on a chosen topic (B, C).	Students complete an end-of-unit test demonstrating understanding of the Statement of Inquiry (A Students design and build a device to protect an egg dropped from about 3 metres, applying Newton's laws and energy concepts. The egg must survive the test without cracks (C, D).
ATL skills clusters	Communication skills Collaboration skills Information literacy skills Critical-thinking skills	Communication skills Collaboration skills Information literacy skills Critical-thinking skills

Subject assessment criteria

Subject assessment criteria — Objectives		Max. level
	Objectives	
A Knowing and understanding	i. describe scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse information to make scientifically supported judgments.	8
B Inquiring and designing	i. describe a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis and explain it using scientific reasoning iii. describe how to manipulate the variables, and describe how data will be collected iv. design scientific investigations.	8
C Processing and evaluating	i. present collected and transformed data ii. interpret data and describe results using scientific reasoning iii. discuss the validity of a hypothesis 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. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss and analyse 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: Geography MYP 2**

Teacher: Katerina Malinova
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Unit Title	**Unit 1: Farming**	**Unit 2: Population dynamics**	**Unit 3: Tourism**
Statement of Inquiry	Patterns of farming and human-environment interactions shape how food is produced and how sustainable agricultural practices can be maintained.	Population systems evolve for different reasons, creating disparities in resources and opportunities between communities.	Tourism connects people and cultures, influencing the development of places and their management.
Global context	Globalization and sustainability	Fairness and development	Personal and cultural expression
Key concept	Global interactions	Systems	Time, place and space
Related concepts	Diversity Patterns and trends	Causality (cause and consequence) Disparity and equity	Culture Management and intervention
Inquiry into / Content	Knowledge and Understanding, students should be able to: • Explain the influence of climate on farming systems, agricultural	Disciplinary Knowledge: •Students will gain knowledge of population distribution	Understanding Tourism: • Defining tourism and its diverse forms (e.g., mass, eco,

	production, and global food patterns. •Identify and interpret major climate zones, graphs, and their relationship to diverse farming systems and suitable crops. •Analyze the advantages, disadvantages, and sustainability of various agricultural practices. •Accurately use maps and evaluate sources to communicate geographical understanding. Conceptual Understanding, students understand that: •Climate and diverse environmental conditions fundamentally shape global food production and agricultural practices. •Human-environment interactions influence farming systems, food security, and sustainability at various scales. •The positive and negative impacts of farming, and the critical role of sustainable agriculture for the future. Skills Students Need to be Successful (Geographical Skills): •Interpret and analyze climate data, graphs, and maps to identify climate zones and their relationship to agricultural production. •Select, evaluate, and justify appropriate farming systems for different environments. •Draw conclusions, evaluate sustainability, and organize/communicate geographical information effectively using various formats. •Reflect on investigations and propose improvements.	and density, including influencing factors and calculation methods. •They will investigate components of population change, such as birth/death rates, natural increase, and various forms of migration (causes, types, impacts). •The unit will cover population structure through age-sex pyramid analysis and global population trends, including the Demographic Transition Model. •A core focus will be on human-environment interaction, exploring relationships between population size, resources, environmental impact, and development. •Furthermore, students will examine mass tourism's socio-economic, environmental, cultural impacts on local communities, and ethical considerations, understanding how population dynamics and tourism contribute to disparities and inequalities in resources and opportunities. Disciplinary Skills: •Students will develop essential geographical skills including data analysis (interpreting demographic data, maps, statistics), geographical inquiry (formulating research questions, evaluating information), critical thinking (analyzing complex issues, evaluating evidence, recognizing perspectives, forming conclusions), communication (presenting arguments clearly), and map skills (interpreting population and thematic maps).	cultural, sustainable). • Key factors influencing tourism development and destination appeal (e.g., physical, cultural, infrastructure). Impacts of Tourism: • Economic: Job creation, income, infrastructure, alongside issues like leakage and over-reliance. • Social & Cultural: Exchange, heritage preservation, but also commodification, loss of authenticity, and disruption. • Environmental: Conservation efforts, but also habitat destruction, pollution, and resource depletion. Tourism Management and Sustainability: • Principles of sustainable tourism and responsible travel. • Strategies for managing destinations (e.g., visitor quotas, community involvement, infrastructure planning). • Role of stakeholders (governments, communities, tourists, businesses) in planning and management. Geographical Skills: • Interpreting and analyzing geographical data (maps, graphs, statistics). • Developing evidence-based arguments. • Understanding spatial patterns in tourism.
Assessment tasks	In this unit, students will investigate the profound influence of climate on global farming systems and crop production, then effectively communicate their comprehensive findings through a detailed world map and analytical report. Goal (G): Demonstrate how global climate patterns influence farming systems and crop production, and explain sustainable agricultural practices. Role (R): You are a geographer investigating global agricultural systems. Audience (A): Your audience is a group of MYP Geography students learning about global food production. Situation (S): You have been asked to investigate the relationship between climate and farming around the world and present your findings to help others understand global agriculture. Product (P): You will create: - A world map showing eight cities and their climate zones.	Students will investigate contrasting population dynamics and their impacts, then critically evaluate the complexities of population growth and decline from multiple perspectives. Goal (G): Investigate population growth and decline, and evaluate whether population growth is a global challenge using evidence and different perspectives. Role (R): You are a population expert or policy advisor on global population issues. Audience (A): Your audience is a group of MYP Geography students discussing global challenges. Situation (S): You have been invited to contribute a reasoned argument about the impacts of population growth and decline on communities around the world. Product (P): You will prepare and deliver a structured	Students will investigate a real tourism destination, analyze its impacts, and develop a sustainable management plan. This assessment provides an authentic opportunity to apply geographical understanding and critical thinking to a real-world issue. Goal (G): Investigate the impacts of tourism on a destination and develop a sustainable tourism management proposal. Role (R): You are a geographical consultant promoting sustainable tourism. Audience (A): Your audience is the local tourism board and community leaders of your chosen destination. Situation (S): A tourism destination is experiencing positive and negative impacts from tourism and needs recommendations for a more sustainable future.

	- A written investigation of four cities, explaining the climate, farming type, crops/products, reasons for their suitability, and the advantages and disadvantages of each farming system. - An action plan and a short reflection on your investigation. - A source analysis table and a complete reference list. Standards (S): Criterion A, B, C, D	debate presentation that presents your argument, supports it with evidence, considers different viewpoints, and reaches a justified conclusion. Standards (S): Criterion A, B, D	Product (P): You will create a Sustainable Tourism Management Proposal using geographical evidence (maps, graphs, statistics, and photographs) to analyze tourism's impacts and suggest realistic solutions. Standards (S): Criterion C.
ATL skills clusters	Communication skills Information literacy skills Critical-thinking skills	Collaboration skills Information literacy skills Media literacy skills Critical-thinking skills	Communication skills Information literacy skills Critical-thinking skills

Subject assessment criteria

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

Leon Štukelj International School

Middle Years Programme
School Year 2026-2027

Subject group: Humanities
Teacher: Mateja Vešnar
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Subject: History MYP 2

Unit Title	**Unit 1: Ancient Empires and Power**	**Unit 2: The Islamic Golden Age and the Spread of Knowledge**	**Unit 3: The Silk Road and Cultural Exchange**
Statement of Inquiry	Governance systems shape the expansion and sustainability of civilizations across space and time.	Cultural exchange and innovation spark societal changes that reshape global knowledge.	Global interactions encourage interdependence and alter the perspective of different cultural groups.
Global context	Orientation in space and time	Scientific and technical innovation	Identities and relationships
Key concept	Systems	Change	Global interactions
Related concepts	Governance	Culture Innovation and revolution	Perspective
Inquiry into / Content	• Major Ancient Civilizations and Empires: Overview of significant ancient empires (e.g., Roman, Egyptian) across different geographical regions and time periods. • Types of Governance Systems: Exploration of various political structures (e.g., monarchies, republics, empires, city-states) and their defining characteristics. • Factors of Expansion and Consolidation: Understanding the military, economic, social, and technological drivers behind imperial growth. • Causes of Decline and Collapse: Analysis of internal (e.g., political instability, economic crisis, social unrest) and external (e.g., invasions, environmental factors) reasons for the fall of empires. • Social Structures and Daily Life: Examination of social hierarchies, cultural practices, and economic activities within selected ancient civilizations. • Historical Vocabulary: Acquisition and application of key terms such as "empire," "governance," "sustainability," "primary source," "secondary source," "dynasty," "republic," etc.	• Historical Context: Understanding the geographical and chronological scope of the Islamic Golden Age (roughly 8th to 14th centuries CE), including key empires and regions. • Centers of Learning: Knowledge of significant intellectual hubs like Baghdad (House of Wisdom), Cordoba, and Cairo, and their roles in fostering scholarship and innovation. • Major Contributions & Innovations: • Science: Key advancements in astronomy (e.g., observatories, astrolabe), medicine (e.g., hospitals, surgical techniques, pharmacology), and other scientific fields (e.g., optics, chemistry). • Mathematics: The development of algebra, algorithms, and the adoption/spread of the Hindu-Arabic numeral system. • Philosophy & Logic: The preservation, translation, and original development of philosophical and logical thought, building on ancient Greek traditions. • Arts & Culture: Understanding the distinctive artistic and architectural styles, including calligraphy, geometric patterns, and literary forms. • Technology & Engineering: Innovations in areas such as irrigation, mechanical devices, and the spread of papermaking technology. • Mechanisms of Knowledge Transfer: How knowledge was translated, copied, disseminated through libraries, trade routes, and scholarly travel. • Intercultural Exchange: Exploring the synthesis of knowledge from various civilizations (e.g., Greek, Roman, Persian, Indian, Chinese) that enriched Islamic scholarship.	• Historical Context of the Silk Road: Origins, significant periods of activity, and its eventual decline. • Geography of the Silk Road: Key routes (land and maritime), major cities, and geographical challenges. • Cultural Exchange: • Goods: Types of commodities traded (e.g., silk, spices, precious metals, ceramics). • Ideas: Spread of religions (e.g., Buddhism, Islam), philosophies, and scientific knowledge. • Technologies: Transfer of innovations (e.g., paper-making, gunpowder, navigational tools). • Key Civilizations and Empires: Roles of major groups (e.g., Chinese dynasties, Central Asian nomads, Persian empires, Roman Empire) in facilitating and being impacted by the Silk Road. • Interdependence: How various cultures became reliant on each other through trade and exchange. • Altered Perspectives: Examination of how interactions along the Silk Road influenced the worldviews, social structures, and cultural practices of different societies. • Primary and Secondary Sources: Understanding the nature and value of different types of historical evidence related to the Silk Road.

		• Impact & Legacy: Recognizing the profound influence of the Islamic Golden Age on the European Renaissance, the Scientific Revolution, and modern global knowledge systems.	
Assessment tasks	Students choose an ancient civilization and create a presentation or report explaining its governance, expansion, and reasons for its success or decline, supported by research and different viewpoints. (A, B ,C)	Students research a significant innovation or cultural exchange from the Islamic Golden Age, analyse its contribution to global knowledge and evaluate its long-term impact. They present their findings as a documentary, digital exhibit, research paper, podcast or historical reenactment (B, C ,D)	Students conduct a research-based case study of a specific Silk Road interaction or cultural exchange, using primary and secondary sources to analyse interdependence, different perspectives and changes in cultural understanding, then present their findings (A, D).
ATL skills clusters	Communication skills Organization skills Information literacy skills Critical-thinking skills	Communication skills Collaboration skills Organization skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills	Communication skills Organization skills Critical-thinking 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: PHYSICAL AND HEALTH EDUCATION

Subject: Physical and Health Education MYP 2

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

Unit Title	**Circuit training**	**Diet and nutrition**	**Issues in sport**	**Volleyball**
Statement of Inquiry	The form of motivation changes depending on the form and function	Our choices influence the way our bodies function and shape our healthy lifestyle, identity and relationships with others.	Changing perspectives within sport creates an appreciation of the challenges people face.	Effective communication and adaptation within a group influence how individuals establish and navigate identities and relationships, shaping their use of space and movement.
Global context	• Identities and relationships	• Identities and relationships	• Fairness and development	• Identities and relationships
Key concept	• Change	• Relationships	• Change	• Communication
Related concepts	• Function	• Choice • Function	• Perspective	• Adaptation • Movement • Space
Inquiry into / Content	Ss will recap and further develop an understanding of health-related components of fitness – cardiovascular fitness, muscular strength, flexibility, muscular endurance, body composition. Explicitly teach FITT principle = frequency. Intensity, Time, Type SMART goals = specific, measurable, attainable, realistic, time-oriented	Recap of nutrition - food groups, the health eating food pyramid, the healthy food plate, healthy eating habits. Composition and uses of carbohydrates, proteins and fats. How the body uses carbohydrates, proteins and fats as fuel sources. Nutrition (fuel) for various physical activities - endurance, explosive and everyday activities. Dieting myths	Sport for all. Sport in the community. Disabled sport – requirements for participation. Disability awareness. Environmental barriers. Learning styles for different disabilities. Adapting and modifying activities for different disabilities. Equipment design. Disability awareness games. Activities to enhance understanding of limitations for some people (goalball, sitting volleyball, boccia, new age curling) Case study – Paralympics	• Rules and Regulations: Understanding the official rules of volleyball, scoring, and common faults. • Player Positions and Roles: Knowledge of standard positions (setter, hitter, libero, etc.) and their specific responsibilities within offensive and defensive systems. • Offensive and Defensive Strategies: Basic tactical concepts such as the 3-hit system, attacking options, blocking techniques, and court coverage. • Communication Systems: Learning verbal cues (e.g., "mine," "out," "help") and non-verbal signals (e.g., hand signals for sets/blocks) essential for team coordination. • Principles of Adaptation: Understanding how to make in-game adjustments to strategies based on opponent actions and game flow. • Spatial Awareness: Knowledge of effective court positioning, movement patterns, and transitioning between offense and defense.

Assessment tasks	Ss will take on the role of a fitness designer and athlete to create and complete their own personal circuit training program. Ss goal is to design a circuit that targets a specific fitness goal (function), perform it safely and effectively (form), and demonstrate how they adapt and improve through effort and reflection (change). Ss will show their ability to plan, perform, and evaluate their circuit training while showing how their motivation and understanding evolved during the unit. (B, C)	Summative assessment task - "Fuel for Function – Designing a Nutrition Plan for a Lifestyle Goal" Ss will create a personalized nutrition and lifestyle plan for themselves with a specific lifestyle or performance goal (e.g., increased energy for school, training for a sport, improved focus, etc.). Ss goal is to demonstrate how dietary choices affect body function and performance, and to explore the relationship between nutrition and overall well-being. Presentation Format (choose one): • Digital slideshow (PP) • Video or voice-recorded presentation • Written report (A, B, D)	Ss will investigate an inclusivity issue in sport and design a modified version of a sport so that more people can fairly participate. Ss will show: 1. Understanding of access and barriers in sport 2. How sport can be adapted to be inclusive 3. Reflection on how your perspective changed Ss choose a common sport (e.g., basketball, football, athletics, …) and design a modified version that allows the person/group in your case study to participate. Ss must clearly explain: • Rule changes • Equipment changes • Space/environment changes • How these changes make the sport more inclusive and fair (A, D)	Students will participate in a round-robin volleyball tournament (or a series of simulated game scenarios). During these games, they will be assessed on their ability to: • Demonstrate and apply a range of skills and techniques (e.g., serving, passing, setting, attacking, blocking, digging) effectively. • Demonstrate and apply a range of strategies and movement concepts (e.g., offensive plays, defensive formations, court coverage, transitions). • Outline and apply information to perform effectively by adapting to game situations and opponent tactics. Following the tournament, students will complete a reflective analysis (e.g., a journal entry or video analysis commentary). (C)
ATL skills clusters	Communication skills Organization skills Affective skills Reflection skills Critical-thinking skills	Organization skills Affective skills Reflection skills Critical-thinking skills Creative-thinking skills	Communication skills Reflection skills Critical-thinking skills	Collaboration skills Organization skills Affective skills Critical-thinking skills
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Subject assessment criteria — Objectives

Subject Assessment Criteria	Objectives	Max. level
A **Knowing and understanding**	i. describe physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding.	Maximum 8
B **Planning for performance**	i. outline goals to enhance performance Ii. design and explain a plan for improving physical performance and health	Maximum 8

C **Applying and performing**	i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts iii. analyse and apply information to perform effectively.	Maximum 8
D **Reflecting and improving performance**	i. describe and demonstrate strategies that enhance interpersonal skills ii. explain the effectiveness of a plan based on the outcome iii. explain and evaluate performance**.**	Maximum 8

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: APPROACHES TO LEARNING **Subject: ATL MYP 2**

Teacher: Tina Lešnik
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Unit Title	**Unit 1: Building Positive Communities**	**Unit 2: Taking Action-Preparing for the Community Project**
Statement of Inquiry	Understanding our own strengths and perspectives helps us collaborate effectively and contribute to our communities.	Through understanding the interconnectedness and diversity within communities, taking initiative and acting responsibly can lead to sustainable change, recognizing the consequences of human impact on the environment within a globalized world.
Global context	Fairness and development	Globalization and sustainability
Key concept	Communities	Change
Related concepts	Perspective	Communities
Inquiry into / Content	Students will: Understand communities and their well-being. Explore fairness, justice, equality, and equity. Recognize roles and responsibilities within communities. Understand inclusion, diversity, and community challenges. Communicate effectively and provide constructive feedback. Collaborate with others, show empathy, and resolve conflicts. Demonstrate persistence, focus, and emotional management. Set goals, plan tasks, and manage time effectively. Apply critical and creative thinking to solve community problems. Make ethical decisions and take responsible action.	Students will: Explore how communities are connected locally and globally. Investigate the impact of human actions on people, communities, and the environment. Examine what makes change sustainable. Identify ways young people can take responsible action to create positive change. Consider different perspectives when addressing community issues. Understand how the Community Project develops active and responsible global citizenship. Skills Conduct research and evaluate sources. Apply critical thinking and problem-solving skills. Communicate and collaborate effectively.

		Manage time and stay organized. Set goals and create action plans. Take responsible action as global citizens. Reflect on learning and personal growth.
Assessment tasks	Students demonstrate and reflect on the development of ATL skills through formative tasks, feedback and reflection activities focused on building positive communities.	Students prepare ideas for the Community Project by applying ATL skills through planning, collaboration, information gathering and reflection.
ATL skills clusters	Communication skills Collaboration skills Organization skills Affective skills	Communication skills Collaboration skills Reflection skills Information literacy skills