Leon Štukelj International School

Middle Years Programme

Long-Range Plan — School Year 2026-2027

MYP 3

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: English and Literature

Subject: Language and Literature MYP 3

Teacher: Urška Sedlar **Email: urska.sedlar@os-leon.si**

Unit Title	**Unit 1: The Power of a Personal Story**	**Unit 2: Conflict, Communication and Resolution**	**Unit 3: Songs of Heroes & Monsters**
Statement of Inquiry	A unique first-person narrator can help people experience the world through a different perspective.	Miscommunication and competing interests can transform conflicts, while effective communication can create opportunities for resolution.	Epic narratives use distinctive structures and symbols to preserve and transform the cultural values of societies across time and place.
Global context	• Identities and relationships	• Fairness and development	• Orientation in space and time
Key concept	• Perspective	• Communication	• Culture
Related concepts	• Character • Point of view • Self-expression	• Theme	• Genre • Structure
Inquiry into / Content	Narrative techniques and first-person narration in *The Curious Incident of the Dog in the Night-Time* Christopher Boone's characterisation, perspective, voice, and development Central themes: truth, trust, family, identity, and neurodiversity How authors construct complex characters and reveal motivations and perspectives Representation of autism and neurodiversity in literature Authenticity, perspective, and literary interpretation when representing neurodivergent characters Personal and social identity and the influence of individual experiences Literary devices and stylistic choices, including imagery, metaphor, symbolism, syntax, and narrative voice How narrative choices shape the reader's understanding, empathy, and interpretation of events	Shakespearean language, dramatic conventions, and literary devices Character motivations, relationships, perspectives, and development Plot structure and conventions of Shakespearean comedy Key themes: love, illusion vs. reality, order vs. disorder, imagination, and conflict Verbal, non-verbal, and written communication Causes and consequences of miscommunication Conflict dynamics and strategies for resolution Elizabethan society, gender roles, and cultural expectations Connections between the play and contemporary issues of fairness, power, and conflict resolution	Characteristics and structural conventions of epic narratives Epic themes, archetypal characters, and heroic journeys Symbolism, motifs, allegory, and their cultural significance Cultural values, beliefs, and worldviews reflected in epic literature Historical, geographical, and societal contexts of epic narratives Literary terminology and devices used in epic texts Close reading and analysis of epic excerpts Comparison of epic narratives from different cultures Research and evaluation of cultural and historical sources Creating a modern epic narrative using traditional conventions Developing and supporting interpretations with textual evidence Communicating analytical and creative ideas effectively
Assessment tasks	**The Same Moment: One Story, Two Perspectives** **Goal:** Explore how narrative perspective shapes our understanding of characters, events and themes in *The Curious Incident of the Dog in the Night-Time*.	**Goal:** Explore how perspective, communication and misunderstanding contribute to conflict and resolution in *A Midsummer Night's Dream*. **Role:** Peer Conflict Adviser and Literary Commentator.	**Goal:** Create a modern epic using traditional epic conventions to explore an important contemporary value or issue. **Role:** Storyteller from the year 3026.

	Role: Literary Analyst and Creative Writer. **Audience:** Classmates and English teachers. **Situation:** Retell one significant scene from the perspective of another character and explore how this changes the reader's understanding of the event and Christopher's experience. **Product/Performance:** Create a **"Two Perspectives" literary response** consisting of a creative retelling and a short analysis of how the change in perspective affects meaning. **Success Criteria:** Your work will be assessed using the **MYP Language and Literature Year 3 criteria**: ● **Criterion A – Analysing:** Analyse how Haddon uses narrative perspective and literary choices to shape the reader's understanding of Christopher, other characters and themes such as ASD. ● **Criterion B – Organising:** Organise ideas and the creative narrative in a clear, coherent and purposeful way. ● **Criterion C – Producing Text:** Create an engaging and convincing alternative perspective that demonstrates an understanding of character, context and purpose. ● **Criterion D – Using Language:** Use appropriate vocabulary, sentence structure, style and conventions to create an authentic voice and communicate ideas effectively.	**Audience:** Classmates and the wider school community. **Situation:** Use a significant conflict from the play to help young people understand why conflicts develop and how they can be resolved. **Product/Performance:** Create a **Conflict Clinic Guide** analysing one conflict from the play and offering practical advice for understanding and resolving it. **Success Criteria:** Your work will be assessed using the **MYP Language and Literature Year 3 criteria**: ● **Criterion A – Analysing:** Analyse how perspective, communication and literary choices contribute to conflict and resolution in *A Midsummer Night's Dream*, using relevant textual evidence. ● **Criterion B – Organising:** Organise your ideas logically and coherently, creating a clear progression from identifying the conflict to explaining its causes and proposing possible ways of addressing it. ● **Criterion C – Producing Text:** Create an engaging and purposeful text that applies ideas from the play to a contemporary audience and demonstrates imagination and sensitivity when exploring different perspectives. ● **Criterion D – Using Language:** Use appropriate, accurate and varied language, structure and style to communicate your ideas effectively to a student audience.	**Audience:** Future generations, classmates and teacher. **Situation:** In 3026, much of the knowledge of the 21st century has been lost. Create a heroic story that preserves an important idea, value or experience from our time. **Product/Performance:** Create a **Modern Epic for the Year 3026** featuring a hero, a significant challenge or journey, conflict, symbolism and a meaningful message about humanity. **Success Criteria:** Your work will be assessed using the **MYP Language and Literature Year 3 criteria**: ● **Criterion A – Analysing:** Demonstrate understanding of epic conventions and explain or apply how literary features and symbolism communicate meaning. ● **Criterion B – Organising:** Structure the narrative effectively, maintaining a coherent sequence of events and purposeful development of ideas. ● **Criterion C – Producing Text:** Create an imaginative, engaging and original modern epic that develops a clear heroic journey and meaningful contemporary message. ● **Criterion D – Using Language:** Use language accurately and effectively, making deliberate stylistic choices appropriate to an epic narrative and its intended audience.
ATL skills clusters	Communication skills	Organization skills Critical-thinking skills	Reflection skills Develop new skills, techniques and strategies for effective learning Media literacy skills

Subject assessment criteria — Objectives

Subject assessment criteria — Objectives	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	8

	iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts.	
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

Interdisciplinary Unit (IDU)

Unit Title	**Playing the System: Power, Choice, and Game Design**
Statement of Inquiry	***Designed systems influence human choices, behaviours, and power dynamics in an interconnected world.***
Global context	• Globalization and sustainability
Key concept	• Systems
Related concepts	Language and literature ● Imagination ● Innovation Design and Technology ● Ergonomics ● Invention
Inquiry into / Content	In this unit, students will integrate literary analysis of 'The Hunger Games' with digital game design to explore how systems influence choices, behaviours, and power dynamics. They will deconstruct the novel's fictional system, identifying rules and power structures. These insights will directly inform the design of their digital board games, where abstract concepts of power and control are translated into game mechanics using Tinkercad, Canva, and Inkscape. Through iterative prototyping and peer feedback, students will refine their digital designs. Simultaneously, they will apply their understanding of both literary and design principles to critically analyze and propose changes to the Hunger Games narrative's 'game design' in an analytical essay. Throughout, students will reflect on the explicit connections between their literary analysis and practical digital design, understanding how their creations communicate complex systems and power dynamics.
Assessment tasks	**Goal:** Design a playable board game inspired by *The Hunger Games* and analyse how systems, rules and game structures influence choices, behaviour and power. **Role:** Digital Board Game Designer and Literary Analyst/Game Strategist. **Audience:** Classmates and teacher as players and evaluators, and an academic audience for the literary analysis. **Situation:** Create a board game inspired by *The Hunger Games* and critically examine the design of the Games in the novel from the perspective of either President Snow or Katniss Everdeen. **Product/Performance:** Create a **playable physical board game** with digitally designed components and rulebook, plus an **analytical essay** proposing and justifying changes to the Games' design from your chosen character's perspective.

	Success Criteria: ● **A:** Analyse systems, power and the design of the Games using textual evidence. ● **B:** Organise the game and analytical argument clearly. ● **C:** Create a playable, visually effective board game and a convincing analysis. ● **D:** Use accurate, appropriate and purposeful language.
MYP objectives	**Objective A: Evaluating** i. analyse disciplinary knowledge ii. evaluate interdisciplinary perspectives. **Objective B: Synthesizing** i. create a product that communicates a purposeful interdisciplinary understanding ii. justify how their product communicates interdisciplinary understanding. **Objective C: Reflecting** i. discuss the development of their own interdisciplinary learning ii. discuss how new interdisciplinary understanding enables action.

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: MATHEMATICS

Subject: Mathematics MYP 3

Teacher: Dinka Fazlić

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Unit Title	**Unit 1: Say it with Symbols**	**Unit 2: Growing, growing, growing**	**Unit 3: How can we move in space?**	**Unit 4: Shape Shifters**
Statement of Inquiry	Through models and representations, symbols simplify complex ideas, allowing individuals and cultures to communicate logical concepts.	Finding and using patterns expresses relationships and constructs viable arguments to understand and generalize scientific principles.	Applying mathematical logic to spatial dimensions can open personal, cultural, and social entrepreneurship opportunities.	Statement Of Inquiry: Artists may try and experiment with dimensions and forms in space to create unique and interesting patterns
Global context	• Personal and cultural expression	• Scientific and technical innovation	• Orientation in space and time	• Personal and cultural expression
Key concept	• Logic	• Relationships	• Logic	• Form
Related concepts	• Models • Representation • Simplification	• Generalization • Patterns • Simplification	• Space	• Patterns • Space

Inquiry into / Content	More in detail investigate the multiplication with monomials, binomials and polynomial patterns using symbols to communicate ideas. -Knowing, understanding and developing skills and application of: 1. Number sense (order of operations) 2. Algebraic notation vs. numerical notation 3. operations with polynomials (Addition and Subtraction Polynomials, Multiplying Monomials, Polynomials, Special Products, Quotients of Power, Dividing Monomials and Polynomials). 4. Factoring polynomials 5. Solving multistep equations	Equations Shape growing Sequence of the numbers Patterns Models Generalization Relation Function Graphs Coordinates Coordinate plane Using patterns to solve real-life problems	Axes Origin Coordinates Midpoint Standard Form Point-Slope Form Slope-Intercept Form Gradient Parallel Lines Perpendicular Lines Inequations Graphing	Content from the "Spatial Reasoning" section will be covered in this unit. Students will develop an understanding of: • construction and manual skills • visualisation and representation of 3D shapes • moving between dimensions Topics include- 1. Attributes of Shapes 2. Exploring Similar Figures and Rules of similarity 3. Drawing Similar figures 4. Transformation of shapes 5. 2D and 3D patterns created by transformations 6. Inscribing and Circumscribing Shapes
Assessment tasks	G: to develop own magical trick with a help of which impress the public R: entertainer, a ''mathemagician'' A: school community S: as a entertainer you are keep on developing new innovative trick to impress your audience P: magic trick with steps descriptors S S: you will be assessed on criteria B and C A: end of unit test	G: display new brand of cat food in the store in a shape of triangle R: shelf filler A: store costumers/store chief S: find many possible combinations to stack the tins against a window and that each tin must be supported by two tins underneath. P: design S: you will be assessed on criteria B and D	A: end of unit test C,D: Optimizing real-life problems G: Students will apply your understanding of the Cartesian plane and linear functions to analyze and solve real-life mathematical problems. R: A city planner A: A mathematical report intended for city officials and urban planners. S: Compare two offers and decide which one is more effective for a certain situation P: A clear and detailed mathematical report	Task for Criteria D: Op-Art Portfolio Assessment: Students will make Op-Art involving one of the two real-world scenarios highlighted(Criteria D)
ATL skills clusters	Communication skills Collaboration skills Information literacy skills Critical-thinking skills	Communication skills Collaboration skills Information literacy skills Critical-thinking skills	Communication skills Organization skills Affective skills Reflection skills Develop new skills, techniques and strategies for effective learning Transfer skills Apply skills and knowledge in unfamiliar situations	Communication skills Information literacy skills Critical-thinking skills Creative-thinking skills

Subject assessment criteria — Objectives

Subject assessment criteria — Objectives	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. select and apply mathematical problem- solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings iii. prove, or verify and justify, general rules.	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, coherent and concise 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. justify the degree of accuracy of a solution v. justify 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: Music

Subject: Music MYP 3

Teacher: Lina Herman **Email: lina.herman@os-leon.si**

Unit Title	**Rhyme & Reason: Expressing Self, Inspiring Community**	**Spontaneous Sounds: Collaborative Creations**	**The Power of Dance in Communication and Unity**
Statement of Inquiry	Lyrical narratives, as a form of creative communication, explore and shape individual identities, empowering individuals to 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	• Communication	• 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 • Active Listening • Creative Decision-Making • Collaborative Performance • Musical Analysis • Self-Reflection and Appraisal • Artistic Communication	DISCIPLINARY KNOWLEDGE: • Dance Elements & Principles • Global Dance Genres • Dance & Identity • Dance & Global Interactions • Artistic Intent & Interpretation DISCIPLINARY SKILLS: • Research & Analysis • Creativity & Performance • Communication & Reflection
Assessment tasks	Original Lyrical Narrative and Artist's Statement for Social Impact	Collaborative Improvised Performance & Artistic Reflection	Cultural Dance Exploration & Creative Response

	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.	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 improvisational and expressive skills, and how they utilized the selected ATL skills to support their learning and performance. **(Objective D.ii)**	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. ● **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 — Objectives

Subject assessment criteria — Objectives	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

Subject: Design and Technology MYP 3

Teacher: Milan Ketiš **Email: milan.ketis@os-leon.si**

Unit Title	**Educational toys**	**Playing the System: Power, Choice, and Game Design**	**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 Invention	• 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	Students will acquire knowledge and skills in: Board Game Design Principles: Understanding how rules and mechanics influence player actions and decisions; designing components such as boards, cards and game pieces; exploring competitive, cooperative and semi-cooperative play; and defining clear victory conditions. Prototyping and Iteration: Creating low- to high-fidelity digital prototypes; conducting playtests, observing player behaviour and gathering feedback; and refining designs through iterative improvement. User Experience (UX): Understanding how visual aesthetics, digital design and physical components contribute to player engagement and understanding. Systems Thinking: Analyzing how interconnected rules and components create a functional system that guides player choices and can represent or challenge power structures. Digital Design Tools and Techniques: Using Tinkercad for 3D modelling and Canva or Inkscape for game boards, cards and other visual elements. Graphic Design: Applying elements and principles of design and typography to create visually compelling game boards and cards. Communication of Rules: Writing concise, clear and unambiguous rulebooks that effectively explain the game system to new players.	Students will acquire knowledge and skills in: VEX IQ System Fundamentals: Identifying VEX IQ (2nd gen) components and their functions; developing spatial reasoning; and applying basic construction techniques to build stable, functional robots. Robot Operation and Control: Building and operating the Simple Clawbot and Clawbot; using the VEX IQ Controller for driving, navigation and manipulator control; and exploring driver configurations and control strategies. Robotic Manipulator Design: Understanding passive and active manipulators; exploring intake, claw and robotic arm designs for object manipulation. Engineering Principles & Design Cycle: Applying the Design Cycle through iterative building, testing and refinement; exploring motor groups and mechanical advantage, including gear ratios; and troubleshooting mechanical and operational issues. Competition Strategy & Reflection: Planning and applying strategies for robotics challenges such as Robot Soccer and Up and Over; reflecting on design choices and outcomes; and connecting robotics to real-world STEM careers. Collaboration and Teamwork: Working effectively in teams to build, test and compete with VEX IQ robots while developing shared understanding and coordinated approaches to 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 (A, B, C, D).	SUMMATIVE ASSESSMENT TASK: DESIGNING A HUNGER GAMES-INSPIRED BOARD GAME G – Goal: Design a physical board game inspired by The Hunger Games that explores how systems influence choices, behaviours and power dynamics. R – Role: Board Game Designer. A – Audience: Peers and teacher as players and evaluators. S – Situation: Create a playable physical board game inspired by the world and themes of The Hunger Games, demonstrating understanding of how created systems influence human choices, behaviours and power dynamics. P – Product: A playable physical board game prototype with a clear and comprehensive rulebook. S – Standards: The game is assessed on playability, clarity of rules, craftsmanship and how effectively it reflects themes from The Hunger Games.	Summative Assessment: VEX IQ Robotics Challenge – "Mission: Autonomous Delivery" G – Goal: Design, build and program a VEX IQ robot to autonomously navigate a designated course and deliver an object to a target area, demonstrating understanding of the Design Cycle, robotic systems and collaborative problem-solving. R – Role: Robotics Engineer and Designer working as part of a team to develop an autonomous delivery solution. A – Audience: Peers, teacher and VEX IQ Challenge Judges. S – Situation: Develop, test and refine a VEX IQ robot prototype that meets a client's delivery specifications, including navigating obstacles and accurately picking up and placing objects. P – Product/Performance: A functioning VEX IQ robot completing the "Mission: Autonomous Delivery" challenge. A Design Portfolio/Engineering Notebook documenting research, ideation, planning, building, programming, testing, CER troubleshooting, modifications and team reflections. A Team Presentation explaining the robot's design, functionality, challenges, solutions and collaborative learning. S – Standards/Criteria for Success: Demonstration of MYP Design Objectives A, B, C and D through the Design Portfolio. Effective and reliable autonomous robot performance. Quality of collaboration and challenge management. Clear, complete and organized Design Portfolio/Engineering Notebook. Clear, coherent and persuasive Team Presentation. Application of Creative Thinking, Critical Thinking (including CER), Communication, Collaboration and Reflection skills.
ATL skills clusters	Critical-thinking skills Creative-thinking skills Communication skills	Critical-thinking skills Creative-thinking skills	Communication skills Collaboration skills Reflection skills Critical-thinking skills Creative-thinking skills

Subject assessment criteria — Objectives

Subject assessment criteria — Objectives	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 iii. describe how the solution could be improved iv. describe the impact of the solution on the client/target audience.	8

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: Visual Arts

Subject: Visual Arts MYP 3

Teacher: Milan Ketiš **Email: milan.ketis@os-leon.si**

Unit Title	**Unit 1 Aesthetics through Personal Representation 26/27**	**Unit 2 Expression through Manipulation and Play 26/27**	**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 learn: Artistic Genres and Expressions: Understanding genre as artistic expressions grouped by shared techniques, styles, themes, content or practices, and exploring how artists work within and across genres. Diverse Artistic Genres: Exploring different artistic expressions through comparisons such as Van Gogh and Patrick Seymour's portraiture, John Cage and Etsuko Ichikawa's conceptual approaches, and Romanesque stained glass and Banksy's contemporary reinterpretation. Artist Study: Analyzing David Hockney's joiners and Patrick Bremer's mixed-media collages, including their styles, techniques, subjects and contributions to the collage genre. Practical Artistic Skills: Developing tempera painting techniques using tones, tints and shades of a single hue; experimenting with tearing and cutting materials for collage; and exploring digital collage tools and methods. Conceptual Application: Applying knowledge of genre, representation and style to analyze artworks, evaluate aesthetic value and articulate personal artistic intentions.	Students will learn: Narrative and Play in Visual Arts: How spoken, written and visual narratives are created, and how experimentation and improvisation contribute to artistic processes and outcomes, including how bias can influence persuasive narratives. Evolution of Visual Culture: How visual culture changes through societal, technological and individual influences, explored through the evolution of characters such as Mickey Mouse. Artist Study and Analysis: Exploring: Do Ho Suh: Home, displacement, identity and unconventional materials through Seoul Home. Ub Iwerks & Damien Hirst: Narrative, play and reinterpretation of pop culture icons. Andy Warhol & Sonia Singh: Pop art, celebrity, consumerism and repurposing materials to challenge perceptions. Roman Funerary Reliefs & Freya Jobbins: Sculpture as storytelling and social commentary, including material repurposing. Margaret Morrison & Allan Innman: Toys and nostalgia as tools for visual narratives and mood. Artistic Techniques and Processes: Experimenting with wire and nylon to create abstract forms; developing artistic intentions, ideas, sketches and plans; and manipulating media to express personal or cultural aspects.	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.

		Art Criticism and Reflection: Interpreting artworks, critiquing personal and peer work, and reflecting on artistic development and learning connections. Elements of Art and Principles of Design: Applying fundamental visual art concepts through creation, analysis and evaluation.	
Assessment tasks	Summative Assessment: Visual Art Process Journal Students will use their Visual Art Process Journal to demonstrate achievement across all four MYP Visual Arts objectives: Objective A – Investigating: Analyze the work of David Hockney or Patrick Bremer, including art terms, content, style and creative process. Interpret one Hockney joiner, explaining how its style, medium and/or subject matter influences meaning. Objective B – Developing: Document practice of tempera tones, tints and shades and tearing/cutting collage techniques, and apply these techniques in the final artwork. Objective C – Creating/Performing: Develop an artist statement explaining the intent, style, techniques and subject matter of the final artwork. Present at least two sketches/plans for a self-portrait using one dominant hue and a collage component. Objective D – Responding: Explain connections between previous and current artworks and future artistic practice. Create a visual map/web connecting artworks, styles, movements, concepts, worldviews, political contexts, cultural references and individual perspectives. Complete a four-square critique of their own and a peer's final artwork, identifying strengths, questions, improvements and overall impressions.	Summative Assessment: Visual Art Process Journal Students will demonstrate understanding through artistic creation, investigation, development and critical reflection across all four MYP Visual Arts objectives: Objective A – Investigating: Describe and analyze Do Ho Suh's Seoul Home using relevant art terms, including its content, creation process and interpretation. Create a Venn diagram comparing their abstract wire/nylon sculpture with Seoul Home. Objective B – Developing: Create a sketchnote on Do Ho Suh's life and work and demonstrate his influence in developing their own abstract wire/nylon sculpture. Objective C – Creating/Performing: Develop a narrative for their abstract sculpture, explaining its interpretation and metaphors. Present at least two plans/sketches incorporating metaphor through wire and nylon. Objective D – Evaluating: Explain connections between previous and current artworks and future artistic practice. Create a visual map/web connecting artworks, styles, movements, concepts, worldviews, politics, cultural references and individual perspectives. Complete a four-square critique of their own and a peer's sculpture, identifying successes and opportunities for growth.	Students will complete a series of tasks aligned with the MYP objectives: Objective A – Investigating: They will research and write an artist study, analyzing how a selected printmaker (e.g., Käthe Kollwitz or Keith Haring) used graphic line and imagery to convey a message. Objective B – Developing: They will document their creative process, including initial sketches, positive/negative space inversions, gouging practice, and proof prints in their Visual Art Process Journal. Objective C – Creating/Performing: They will carve a relief block matrix and produce a consistent series/edition of prints that communicate a personal or social message. Objective D – Evaluating: They will complete a four-square critique, appraising the technical execution of their print edition and the effectiveness of their message in reaching the intended audience.
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 — Objectives

Subject assessment criteria — Objectives	**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: Theatre Subject: Theatre MYP 3

Teacher: Urška Sedlar Email: urska.sedlar@os-leon.si

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. **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.	**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 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 — Objectives

Subject assessment criteria — Objectives	**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 3

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

Unit Title	**Development of living world: plants and animals**	**Human body**	**Sustainability**
Statement of Inquiry	Systems adapt in form and function to sustain life in changing environments.	Body systems rely on interactions and functions to maintain balance and support overall well-being.	Relationships between humans and the environment require balance, as our choices carry consequences that shape the sustainability of life on Earth
Global context	• Globalization and sustainability	• Identities and relationships	• Globalization and sustainability
Key concept	• Systems	• Systems	• Relationships
Related concepts	• Form • Function	• Function • Interaction	• Balance • Consequences • Environment
Inquiry into / Content	Disciplinary Knowledge: • The classification system of living organisms (kingdom, phylum, class, etc.) • The relationship between an organism's form	Disciplinary Knowledge: •Students will develop an understanding of the human body as an integrated system.	Disciplinary Knowledge: • The relationships between human activities, environmental systems, and sustainability

	(structure) and function (how its organs or features support survival) • Adaptations of plants and animals to different environments • The impact of human activity on ecosystems and sustainability Disciplinary Skills: • Observing and describing organism features accurately • Analyzing and comparing structures to determine function • Classifying organisms based on observable traits and evolutionary relationships • Applying scientific reasoning to design a new organism adapted to a specific environment • Communicating scientific ideas clearly through drawings, models, or written explanations	•They will learn about the structure and function of major human body systems, including the circulatory, respiratory, digestive, nervous, and skeletal/muscular systems. •Students will explore how these systems interact to maintain balance (homeostasis) and support overall health and well-being. •They will also examine the consequences of system failure and the impact of lifestyle choices on body systems. Disciplinary Skills: •Students will develop scientific skills by identifying and describing body systems and their functions, using correct scientific terminology. •They will analyze interactions between systems and explain cause-and-effect relationships within the human body. •Students will practice interpreting information from diagrams, models, and texts, and apply their understanding by designing an interactive quiz or game that communicates scientific concepts accurately and effectively.	• Patterns and trends in human behaviour and environmental impact • The environmental impacts and sustainability of a chosen problem around us • The use of scientific data to investigate and evaluate real-world sustainability issues • The role of science in developing sustainable solutions and supporting informed decision-making Disciplinary Skills: • Collecting and analysing survey and environmental data • Identifying patterns, trends, and relationships in datasets • Presenting and interpreting data using tables, graphs, percentages, and comparisons • Constructing research questions and designing data-based investigations • Drawing evidence-based conclusions and evaluating the strengths and limitations of investigations • Communicating scientific findings clearly and connecting them to real-world sustainability issues
Assessment tasks	Students will apply their understanding of classification, biological systems, adaptations, and form and function to design and scientifically document a new organism adapted to a specific environment. Goal (G): Design and document a new organism that can survive in a specific environment using knowledge of classification, adaptations, and form and function. Role (R): You are a biologist and scientific illustrator presenting a newly discovered organism. Audience (A): Your audience is scientists, environmental researchers, your teacher, and classmates. Situation (S): You have discovered an unknown organism and must explain how it survives in its environment and classify it scientifically. Product (P): You will create a scientific organism profile. Standards for Success (S): Criterion A, D	Students will investigate how physical activity affects reaction time and apply their understanding of human body systems to analyse evidence and communicate how body systems function and interact. Goal (G): Investigate how physical activity affects reaction time and explain how body systems work together during exercise. Role (R): You are a sports scientist and science educator investigating the human body's response to physical activity. Audience (A): Your audience is your teacher, classmates, and other students learning about the human body. Situation (S): You are investigating the effects of physical activity on reaction time and using scientific evidence to explain interactions between body systems. Product (P): You will complete two tasks: - A scientific investigation - A Kahoot quiz Standards for Success (S): Criterion A, B, C, D	Students will investigate a sustainability issue relevant to their school, analyse data to identify patterns and environmental impacts, and communicate scientifically supported conclusions and possible improvements. Goal (G): Investigate a school sustainability issue using data to identify patterns, evaluate impacts, and communicate findings. Role (R): You are an environmental investigator examining a sustainability issue at your school. Audience (A): Your audience is the school community, including students, teachers, and school leaders. Situation (S): The school wants to understand its sustainability practices and identify areas for improvement. You will choose a relevant issue, investigate it using available data, and communicate your findings. Product (P): You will produce a scientific investigation report. Standards for Success (S): Criterion A, B, C, D.
ATL skills clusters	Communication skills Organization skills	Communication skills Organization skills	Communication skills

	Information literacy skills Creative thinking skills	Information literacy skills Media literacy skills	Collaboration skills Information literacy skills

Subject assessment criteria — Objectives

Subject assessment criteria — Objectives	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: SCIENCES

Subject: Chemistry MYP 3

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

Unit Title	**Chemical reactions**	**Chemistry of acids, bases and pH**	**Properties of matter**
Statement of Inquiry	Conditions drive change in energy affecting people and the environment.	Changing conditions can alter relationships and functions within natural and human made systems.	By exploring the form and properties of matter, we can understand their functions and develop innovations that transform technology and society.
Global context	• Globalization and sustainability	• Identities and relationships	• Scientific and technical innovation
Key concept	• Change	• Relationships	• Relationships
Related concepts	• Conditions • Energy	• Conditions • Function	• Form • Interaction
Inquiry into / Content	Disciplinary Knowledge: • The difference between physical and chemical change. • The meaning of chemical reactions and how substances interact and change. • The roles of reactants and products in a reaction. • Observable signs of chemical reactions, such as gas production, temperature change, and colour change. • How conditions affect chemical reactions. • The role of energy in reactions • The concept of conservation of mass in chemical reactions. • How chemical reactions impact daily life, communities, and the environment Disciplinary Skills: • Observe and describe chemical changes using appropriate scientific language. • Collect, record, and interpret data from investigations and demonstrations. • Identify reactants and products in simple chemical reactions. • Explain reactions using word equations and simple energy diagrams. • Analyse how conditions affect reactions and make predictions. • Communicate scientific understanding clearly through written, visual, and creative formats. • Reflect on scientific processes and revise explanations based on evidence.	Disciplinary Knowledge: Students will develop an understanding of acids, bases, and pH as fundamental chemical concepts. They will learn how substances can be classified as acidic, basic, or neutral and how pH is used as a scale to describe chemical conditions. Students will explore how changing conditions, such as concentration and type of substance, affect chemical interactions, reactivity, and function. They will also understand how acid–base interactions can lead to observable changes, including neutralisation and energy changes. Through real-world examples, students will recognize the importance of pH in human health, industry, and the environment. Disciplinary Skills: Students will develop core scientific investigation skills by designing and carrying out experiments to measure pH using indicators and pH meters. They will practice accurate data collection, organization, and recording of observations in tables and charts. Students will analyze data to identify patterns and trends in pH and reactivity, draw conclusions based on evidence, and explain interactions using appropriate scientific language. They will also develop skills in scientific communication by presenting their findings through a structured investigation portfolio that includes methods, analysis, and reflection. Throughout the unit, students will apply critical thinking to make informed decisions and connect experimental evidence to real-world contexts.	Disciplinary Knowledge: •Properties of matter •Phases of matter •Physical vs. chemical changes •Mixtures and separation techniques •Students will be able to describe and compare the characteristic properties of solids, liquids, and gases •Students will be able to distinguish between physical and chemical changes in matter. •Students will be able to explain the principles behind various separation techniques and justify their application based on the properties of the mixture components. •Students will be able to discuss the societal and environmental implications of understanding and applying separation techniques Disciplinary Skills: •Practical lab skills (observing, recording data, and drawing conclusions) •Students will be able to design and safely execute experiments to separate mixtures, collecting and analyzing data effectively. •Students will be able to critically evaluate the accuracy and limitations of experimental procedures used in investigating matter and its separation, suggesting improvements for greater precision.

Assessment tasks	Students will demonstrate their understanding of chemical reactions by investigating reaction rates, explaining scientific concepts through creative communication, and evaluating how chemical reactions are applied in real-life contexts. Goal (G): Demonstrate your understanding of chemical reactions and the factors that affect them by investigating reaction rates, explaining scientific concepts, and connecting chemistry to real-life applications. Role (R): You are a scientist and science communicator investigating chemical reactions and explaining how they work and why they matter in everyday life. Audience (A): Your audience is your science teacher, classmates, and a general audience learning about chemical reactions. Situation (S): You are exploring how chemical reactions occur, what affects their speed, and how they are used to solve real-world problems. You must communicate your understanding using scientific evidence and appropriate scientific language. Product (P): You will complete three summative assessments: - Scientific Investigation - Creative Communication Task – create a comic or poster that explains chemical reactions - Real-Life Application Task – write a short article explaining a real-world chemical reaction Criteria: A, B, C, D.	Students will demonstrate their understanding of acids, bases, pH, and neutralization by explaining scientific concepts, conducting a scientific investigation, analyzing evidence, and evaluating the reliability and real-world applications of their findings. Goal (G): Demonstrate your understanding of acids, bases, pH, and neutralization by explaining scientific concepts and conducting a scientific investigation. Role (R): You are a chemist and science communicator investigating pH in everyday substances and explaining your findings using scientific evidence. Audience (A): Your audience is your science teacher and classmates, who expect clear scientific reasoning, accurate data, and correct scientific vocabulary. Situation (S): You are investigating how acids and bases behave in the world around you and communicating what pH and neutralization reveal about different substances and their applications. Product (P): You will complete two summative assessments: - Scientific Investigation - Understanding Task – explain acids, bases, pH, neutralization, and their real-world applications Criteria: A, B, C, D.	Students will plan, carry out, record, and evaluate a scientific method to separate an unknown mixture into its individual components, presenting evidence of their recovered materials and reflecting on the process. Goal (G): Separate an unknown mixture into its individual components using appropriate techniques, planning, carrying out, recording, and evaluating your method as a laboratory scientist. Role (R): You are a laboratory chemist designing and performing a scientific procedure to recover and identify substances in a 'mystery mixture,' justifying technique choices based on material properties. Audience (A): Your supervisor (the teacher) will review your lab report for scientific validity, efficiency, and safety. Situation (S): An accidental mixture of raw materials (oil, water, sand, paper clips, colored dye) needs separation for reuse. You must separate each component and provide evidence of success. Product (P): - A lab report explaining methods and reasoning. Criteria A, B, C, D.
ATL skills clusters	Reflection skills Information literacy skills Critical-thinking skills Creative-thinking skills Transfer skills	Organization skills Reflection skills Information literacy skills Critical-thinking skills	Collaboration skills Information literacy skills Critical-thinking skills Creative-thinking skills Transfer skills

Subject assessment criteria — Objectives

Subject assessment criteria — Objectives	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	8

	iii. describe how to manipulate the variables, and describe how data will be collected iv. design scientific investigations.	
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: SCIENCES

Subject: Physics MYP 3

Teacher: Dinka Fazlić

Email: dinka.fazlic@os-leon.si

Unit Title	**Unit 1: What makes things move? [2026-27]**	**Unit 2: Energy on the move [2026-27]**	**Unit 3: Making connections [2026-27]**
Statement of Inquiry	The interaction of forces dictates changes in movement, driving advancements in science and technology.	In order to meet growing demands for energy, societies often turn to new technologies that interact with the natural world.	The form and function of electrical systems provide insight into future energy systems that support sustainability.
Global context	• Scientific and technical innovation	• Fairness and development	• Globalization and sustainability
Key concept	• Change	• Relationships	• Systems
Related concepts	• Interaction • Movement	• Consequences • Energy • Transformation	• Form • Function
Inquiry into / Content	Calculating speed Graphing speed Compare frames of reference Different kinds of speeds Relativity and space-time	Calculating work and power Calculate with forms of Energy Law of conservation of energy Loss of energy and efficiency	Static electricity, Lightning, Safety with electricity, Insulators and conductors

	Solving practice problems involving constant and average speed Acceleration (calculating and graphing) Motion in circles Gravity and energy Forces and gravity Falling objects Newton's Laws of Motion Friction and forces in circular motion Universal motion	Simple machines Mechanical advantage Efficiency of a machine Sources of energy Production of electricity Alternative sources of energy and environment Power plants	Electrical charges, Calculating electrical charges, Electrical circuits and symbols for drawings (series and parallel circuits) Effects of electrical current, Electrical current, Voltage and electrical sources, Electrical resistance, Ohm's Law Kirchoff's Laws
Assessment tasks	Criteria A: end of unit test Criteria D: essay on road safety	Criteria B amd C: Lab report and investigation on Hooke's Law Criteria D: An Essay - Multiple choice (bungee jumping, roller coasters, sports)	Criteria A: end of unit test Critaria B anc C: Investigation Option 1: Students will apply their gained knowledge and understanding from this unit to design and carry out the investigation about simple circuit and Ohm's law. Option 2: Students will apply their gained knowledge and understanding from this unit to design and carry out the investigation about resistance on the wire nad how it depends on the wire length Task: Students use knowledge of electricity in a lab report based on experiment. With detailed plan students use a research technique and outline a testable prediction, describe use of variables and obtain data which must be converted in appropriate units and analysed to be presented and afterwards evaluated.
ATL skills clusters	Communication skills Collaboration skills Information literacy skills Critical-thinking skills	Communication skills Collaboration skills Information literacy skills Critical-thinking skills	Communication skills Collaboration skills Information literacy skills Critical-thinking skills

Subject assessment criteria — Objectives

Subject assessment criteria — Objectives	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: INDIVIDUALS AND SOCIETIES Subject: Geography MYP 3

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

Unit Title	**Farming**	**Population dynamics**	**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 production, and global food patterns.	Disciplinary Knowledge: •Students will gain knowledge of population distribution and density, including influencing factors and calculation methods.	Understanding Tourism: • Defining tourism and its diverse forms (e.g., mass, eco, cultural, sustainable).

	•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.	•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).	• 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 debate presentation that presents your argument,	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. Product (P): You will create a Sustainable Tourism Management Proposal using geographical evidence (maps,

	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	supports it with evidence, considers different viewpoints, and reaches a justified conclusion. Standards (S): Criterion A, B, D	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 — Objectives

Subject assessment criteria — Objectives	Subject assessment criteria — Objectives	Max. level
	Objectives	
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: INDIVIDUALS AND SOCIETIES

Subject: History MYP 3

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

Unit Title	**Renaissance and Reformation**	**The Age of Exploration and Conquest**	**The Black Death - Crisis and Transformation**
Statement of Inquiry	The Renaissance and Reformation led to fundamental changes in culture and perspective, reshaping human interactions and understanding of their time and space.	Human exploration across different spaces creates conflicts that permanently alter global perspectives.	Environmental and health crises cause rapid changes that reshape human identity and societal stability.
Global context	• Orientation in space and time	• Globalization and sustainability	• Globalization and sustainability
Key concept	• Change	• Time, place and space	• Change
Related concepts	• Causality (cause and consequence) • Culture • Innovation and revolution • Perspective	• Conflict • Perspective	• Causality (cause and consequence) • Identity
Inquiry into / Content	In this unit, students will delve into the historical context of the late medieval period, understanding the backdrop against which the Renaissance and Reformation emerged. The Renaissance: Students will explore the intellectual and artistic explosion of the Renaissance, focusing on: • Key figures such as Leonardo da Vinci, Michelangelo, Raphael, and Machiavelli, and their seminal works. • The profound changes in art, literature, science, and political thought. • The impact of innovation, particularly the printing press, on the dissemination of ideas and knowledge. • The philosophy of humanism and its influence on culture and perspective. The Reformation: Students will investigate the religious upheaval of the Reformation, examining: • The causality behind the movement, including critiques of Church practices and theological debates. • Central figures like Martin Luther, John Calvin, and Henry VIII, and their roles in initiating change. • Major events such as the posting of the 95 Theses and the Council of Trent, and their immediate and long-term consequences. • The resulting shifts in religious, political, and social	1. MOTIVATIONS, TECHNOLOGIES, AND KEY FIGURES OF EXPLORATION: • Knowledge: Economic (e.g., search for new trade routes, resources), political (e.g., power, empire building), and religious motivations for European exploration. Key navigational technologies (e.g., caravel, compass, astrolabe) and their impact. Significant explorers and their voyages (e.g., Columbus, Magellan, Da Gama). 2. ENCOUNTERS, EXCHANGE, AND COLONIZATION: • Knowledge: First encounters between European and indigenous civilizations (e.g., Aztec, Inca, various North American tribes). The Columbian Exchange: its biological, cultural, and demographic impacts on both the Old and New Worlds. Establishment of colonial empires and systems (e.g., encomienda, mercantilism). 3. CONFLICTS, RESISTANCE, AND CONSEQUENCES: • Knowledge: Causes and nature of conflicts (e.g., territorial disputes, resource exploitation, cultural clashes, disease). Indigenous resistance movements. The transatlantic slave trade and its economic, social, and human rights impacts.	• Historical Context of the 14th Century: Understanding the social, economic, political, and religious landscape of Europe and Asia prior to the Black Death. • Origins and Spread of the Black Death: Examining the geographical origins, routes of transmission, and the scientific understanding (or lack thereof) of the plague. • Immediate Impact and Mortality: Studying the demographic catastrophe, its immediate effects on populations, and the psychological responses to mass death. • Societal Transformations: • Economic Changes: Labor shortages, changes in land tenure, peasant revolts, and the decline of the feudal system. • Social Structures: Shifts in class relations, the role of the Church, and urban vs. rural impacts. • Political Repercussions: Weakening of central authorities, rise of new powers, and changes in governance. • Cultural and Intellectual Shifts: Impact on art, literature, education, and emerging scientific thought. • Religious Responses: Explaining the role of faith, superstition, persecution, and the questioning of religious authority. • Human Resilience and Adaptation: Exploring how communities and individuals attempted to cope, adapt, and rebuild in the aftermath of the plague. • Historical Skills: • Source Analysis: Distinguishing between primary and secondary sources, evaluating their reliability, bias, and

	landscapes, and the emergence of new perspectives on faith and authority.	4. LONG-TERM GLOBAL IMPACT AND CHANGING PERSPECTIVES: • Knowledge: How the Age of Exploration fundamentally reshaped global trade, power dynamics, and cultural landscapes. The emergence of a globalized world system. The ongoing legacies of colonialism and their influence on contemporary societies and international relations.	purpose. • Evidence Interpretation: Using historical evidence to support claims and construct arguments. • Chronological Thinking: Understanding cause-and-effect relationships and sequencing historical events. • Perspective-Taking: Understanding diverse viewpoints and experiences of people during the Black Death.
Assessment tasks	Students will choose a specific "turning point" (e.g., the invention of the printing press, Martin Luther's 95 Theses, the flourishing of Florentine art) within the Renaissance or Reformation. They will create a multimedia presentation or a digital exhibit that explores how this turning point instigated fundamental changes in culture and perspective, reshaping human interactions and understanding of their time and space. This task will require them to identify primary and secondary sources, make connections between various sources, and evaluate evidence to support their narrative. They will also need to practise flexible thinking to present various interpretations of the event's significance and structure their information effectively for a clear and engaging presentation.(A, C, D)	Students will work individually to conduct an in-depth investigation into a specific historical interaction or conflict from the Age of Exploration (e.g., the impact of the Columbian Exchange on a particular region, the Spanish conquest of the Aztec Empire, or the Portuguese establishment of trade routes in Asia). Their investigation will culminate in a multi-modal presentation (e.g., a documentary, a digital exhibit, a research paper with a presentation, or a historical debate) (B, C)	Students will undertake an in-depth historical inquiry into a specific aspect of the Black Death's impact on human identity and societal stability in a chosen region or community. They will use a variety of primary and secondary sources, students will investigate how the crisis caused rapid changes, examining its environmental, social, economic, or cultural dimensions; formulate a clear research question and develop a well-supported argument about how the Black Death reshaped human identity and societal stability in their chosen context, considering multiple perspectives. Ss will present their findings and arguments in a chosen format (e.g., an analytical essay, a documentary-style presentation, a historical exhibition with accompanying explanatory texts). (A, B, D)
ATL skills clusters	Communication skills Information literacy skills Critical-thinking skills Creative-thinking skills	Collaboration skills Reflection skills Media literacy skills Critical-thinking skills	Communication skills Organization skills Media literacy skills Critical-thinking skills

Subject assessment criteria		Objectives	Max. level
A	**Knowing and understanding**	A1 use a range of terminology in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.	**8**
B	**Investigating**	B1 formulate/choose a clear and focused research question, explaining its relevance B2 formulate and follow an action plan to investigate a research question B3 use methods to collect and record relevant information B4 evaluate the process and results of the investigation, with guidance.	**8**

C	**Communicating**	C1 communicate information and ideas in a way that is appropriate for the audience and purpose C2 structure information and ideas according to the task instructions C3 create a reference list and cite sources of information.	**8**
D	**Thinking critically**	D1 analyse concepts, issues, models, visual representation and/or theories D2 summarize information to make valid, well-supported arguments D3 analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations D4 recognize different perspectives and explain their implications.	**8**

Leon Štukelj International School

Middle Years Programme

School Year 2026-2027

Subject group: PHYSICAL EDUCATION

Subject: Physical Education MYP 3

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.	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.	Sport for all. Sport in the community. Disabled sport – requirements for participation.	• 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.

	Intensity, Time, Type SMART goals = specific, measurable, attainable, realistic, time-oriented	How the body uses carbohydrates, proteins and fats as fuel sources. Nutrition (fuel) for various physical activities - endurance, explosive and everyday activities. Dieting myths	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	• 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, …). 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

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: ATL

Subject: ATL MYP 3

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

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 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