



Danila Kumar International School

Middle Years Programme

School Year 2022-2023



Subject group: LANGUAGE ACQUISITION Subject: SLOVENIAN LANGUAGE (phase 1, MYP 1-3)

Course outline

Teacher: Tina Frelih

Email: freliht@os-danilekumar.si

<u>Unit Title</u>	Unit 1: <u>To sem jaz.</u> <u>This is me.</u>	Unit 2: <u>Okusno...</u> <u>Delicious...</u>
Statement of Inquiry <i>(Global context)</i>	Meaningful and purposeful communication supports relationships. <i>(Identities and relationships)</i>	Communication depends on the purpose and is influenced by the context. <i>(Personal and cultural expression)</i>
Inquiry into / Content	Greetings Numbers and time Describing oneself (basic information, appearance) Family tree School (rooms, people, timetable, objects, actions) Hobbies Daily routines Clothes and colors Work with visual and spoken, written texts (reading, viewing and listening) ----- Grammar ----- Capitalization, Punctuation, Basic Verbs, Present Tense, Plural, Formulating Questions, Personal Pronouns	Vocabulary on food and drinks, cutlery, flavors Knowing necessary phrases for ordering food (restaurant) and buying food (market, shop) Making dialogues in everyday situations Knowledge about traditional national dishes Knowledge of consequences of unhealthy eating habits Writing recipes Creating a menu Work with visual and spoken, written texts (reading, viewing and listening) ----- Grammar ----- Interrogative sentences, Adverbs of quantity, Plural of the nouns, Prepositions of place

ATL skills clusters	COMMUNICATION (<i>Communication skills</i>) SELF-MANAGEMENT SKILLS (<i>Organisation</i>)	COMMUNICATION (<i>Communication skills</i>) SOCIAL (<i>Collaboration skills</i>)
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International-Mindedness	<ul style="list-style-type: none"> ▪ Students introduce themselves, their families and different cultures. ▪ Comparing Slovenian words to words in their own languages. ▪ Discussing food culture from around the world.
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Subject assessment criteria			Max. level
A	LISTENING	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	8
B	READING	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	8
C	SPEAKING	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	8
D	WRITING	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	8

Grade	Boundaries
1	1–5
2	6–9
3	10–14
4	15–18
5	19–23
6	24–27
7	28–32

Sources

ěz, Mihaela et al: Čas za slovenščino 1 (učbenik)
 ěz, Mihaela et al: Čas za slovenščino 1 (delovni zvezek)
 ěz, Mihaela et al: Čas za slovenščino 2 (učbenik)
 ěz, Mihaela et al: Čas za slovenščino 2 (delovni zvezek)
 ...udi rod – gradivo (https://www.mladirod.at/?page_id=9)
 Dictionaries
 PIL, INFODROM, CICIBAN

**Danila Kumar International School***Middle Years Programme***School Year 2022-2023****Subject group: Language Acquisition****Subject: Slovenian Language (Emergent Communicators, Phase 2, MYP 1-3)****Teacher: Petra Cerar****Email: iveticcerarp@os-danilekumar.si***Course outline*

Unit Title	<i>This is me! To sem jaz!</i>	<i>Welcome to my world. Dobrodošli v mojem svetu.</i>
Statement of Inquiry	<p>Following patterns in daily life builds meaningful connections between personal choices and general expectations.</p> <p><i>Personal and Cultural Expression</i></p>	<p>Our needs in culture are mirror through the design of our living spaces.</p> <p><i>Orientation in space and time</i></p>
Inquiry into ... /Content	<ul style="list-style-type: none"> - Request and provide information in a limited range of familiar and some unfamiliar situations. - Understand and use of basic language conventions (such as grammar structure, syntax, spelling...) - Use language appropriate to a limited range of interpersonal and cultural context: - Describing myself, my family and others, Daily routines Hobbies, Time and Timetables 	<ul style="list-style-type: none"> - Understand messages/information presented in multimodal text - Interact in basic rehearsed and some unrehearsed exchange - Present ideas coherently using vocabulary about house, flat, buildings, rooms, furniture - Use phrases to communicate information on how to get around a (new) town - Critically evaluate importance of personal space and freedom
ATL skills clusters	<p>Communication Skills</p> <p>Self- Management Skills (Organisation)</p> <p>Social Skills (Collaboration)</p>	<p>Communication Skills</p> <p>Social Skills (Collaboration)</p> <p>Self-Management Skills (Reflection)</p>

International-Mindedness	<p>Why is it important to learn and speak foreign languages and learn about different cultures?</p> <p>How do our differences and similarities bring us together?</p> <p>Do we use polite expressions in the same way across different languages?</p>
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Subject assessment criteria			Max. level
A	LISTENING	<ul style="list-style-type: none"> Identify explicit and implicit information (facts and/or opinions, and supporting details) Analyse conventions Analyse connections 	8
B	READING	<ul style="list-style-type: none"> Identify explicit and implicit information (facts and/or opinions, and supporting details) Analyse conventions Analyse connections 	8
C	SPEAKING	<ul style="list-style-type: none"> Use a wide range of vocabulary Use a wide range of grammatical structures generally accurately Use clear pronunciation and intonation in comprehensible manner Communicate all or almost all the required information clearly and effectively 	8
D	WRITING	<ul style="list-style-type: none"> Use a wide range of vocabulary Use a wide range of grammatical structures generally accurately Organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context 	8

FINAL GRADE BOUNDARIES:

Grade	Boundaries
1	1–5
2	6–9
3	10–14

4	15–18
5	19–23
6	24–27
7	28–32

Sources	<i>Pirih Svetina, Nataša: ABC gremo</i> <i>Čuk, Metka: Za začetek, učimo se slovenščino</i> <i>Markovič, Andreja et al: Slovenska beseda v živo 1a</i> <i>Jerman, Tanja et al: Slovenščina ekspres</i> <i>Cards, board games, realia</i>
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Danila Kumar International School

Middle Years Programme

School Year 2022-2023

Subject group: Language Acquisition

Subject: Slovenian Language, Phase 3 (Capable), MYP 1-3

Course outline

Teacher: Mateja Kores
Email: koresm@os-danilekumar.si

Unit Title	<i>Unit 1: <u>Dress to impress</u> (Obleka naredi človeka)</i>	<i>Unit 2: <u>And the Oscar goes to...</u> (In Oskarja dobi...)</i>
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Statement of Inquiry	<p><i>Functioning in a global world and within diverse cultures requires understanding conventions.</i></p> <p><i>(Globalisation and sustainability)</i></p>	<p><i>Connecting with one another and fostering relationships requires accepting different points of view.</i></p> <p><i>(Identities and relationships)</i></p>
Inquiry into ... / Content	<p>Fashion, clothing, special occasions, dress code, invitations, celebrations.</p> <p>-----Grammar-----</p> <p>Functional language: invitations, formal/informal language, descriptions – adjectives.</p>	<p>Movies, characters – jobs, likes, dislikes, empathy, schedules, genres, stories, theatre etiquette.</p> <p>-----Grammar-----</p> <p>Future tense, comparisons, functional language: voicing an opinion, making suggestions.</p>
ATL skills clusters	<p>Research skills – Information literacy (Make connections between various sources of information), Thinking skills – Critical thinking skills (Interpret data), Transfer (Make connections between subject groups and disciplines)</p>	<p>Communication skills - Communication (Use appropriate forms of writing for different purposes and audiences), Social skills – Collaboration skills (Practise empathy), Self-management – Organisation skills (Keep an organized and logical system of information files/notebooks)</p>

International-Mindedness	<ul style="list-style-type: none"> ✓ Learning about fashion and other customs around the world. ✓ How diverse are celebrations of big life events. ✓ What is polite in different cultures. ✓ Theatre etiquette.
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Subject assessment criteria			Max. level
A	LISTENING	<ul style="list-style-type: none"> • Identify explicit and implicit information (facts and/or opinions, and supporting details) • Analyse conventions • Analyse connections 	8
B	READING	<ul style="list-style-type: none"> • Identify explicit and implicit information (facts and/or opinions, and supporting details) • Analyse conventions • Analyse connections 	8

C	SPEAKING	<ul style="list-style-type: none"> Use a wide range of vocabulary Use a wide range of grammatical structures generally accurately Use clear pronunciation and intonation in comprehensible manner Communicate all or almost all the required information clearly and effectively 	8
D	WRITING	<ul style="list-style-type: none"> Use a wide range of vocabulary Use a wide range of grammatical structures generally accurately Organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context 	8

Sources		Bogataj, Janez: Slovenija praznuje. Mladinska knjiga. Ljubljana: 2011.
Grade	Boundaries	
1		man, Tanja et al: Slovenščina ekspres z, Mihaela et al.: Čas za slovenščino
2		rovič, Andreja et al: Slovenska beseda v živo 1 ^a pše slovenske narodne pravljice
3		Svetina, Nataša: ABC gremo ds, board games, realia
4	15–18	z, Mihaela et al: Čas za slovenščino 2 venian-English and English-Slovenian dictionaries
5	19–23	venian magazines: PIL, Moj planet
6	24–27	ds, board games, maps, realia dej, Ivan: Kmečka hiša na Slovenskem
7	28–32	bdrom



Danila Kumar

International School

Middle Years Programme

School Year 2022-2023

Subject group: Language Acquisition

Subject: Slovenian Language, Phase 4, MYP 1-3

Course outline

Teacher: Ms Tea Jelnikar

Email: jelnikart@os-danilekumar.si

Unit Title	<i>Unit 1: Dober tek! (Bon appetite!)</i>	<i>Unit 2: Delimo si en svet (Ijudje in živali) – We share one world (people and animals)</i>
Statement of Inquiry Global context	The human relationship with food shapes our cultural identity and serves more than one purpose. IDENTITY AND RELATIONSHIPS <i>K.K.: Culture</i> <i>R.K.: Conventions, Purpose</i>	Sustainability depends on the functional connection between people and their environment. GLOBALIZATION AND SUSTAINABILITY <i>K.K.: Connection</i> <i>R.K.: Function, Idiom</i>
Learning objectives	<ul style="list-style-type: none"> The influence of food on our cultural identity Food choices affecting our health and well-being, making informed food choices Impact of food on human development, food of the future Past tense, future tense, declensions, compound sentences 	<ul style="list-style-type: none"> Descriptions of animals (body parts, abilities, habitats) Importance of sustainable relationship between humans and animals Differences and similarities between humans and animals Animal idioms Descriptions, making comparisons, compound sentences
ATL skills clusters	COMMUNICATION SKILLS RESEARCH SKILLS – Media Literacy SELF MANAGEMENT – Organizational Skill	THINKING – Critical thinking RESEARCH SKILLS – Information Literacy SELF-MANAGEMENT SKILLS – Reflection

International-Mindedness	<ul style="list-style-type: none"> Food reflecting our culture, lifestyles and values Comparison of animal idioms in various languages
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Subject assessment criteria		Objectives	Max. level
A	Listening	- demonstrate understanding of explicit and implicit spoken information in multimodal texts - demonstrate understanding of conventions demonstrate understanding of relationships between the various components of the multimodal text	8
B	Reading	- demonstrate understanding of explicit and implicit written information in multimodal texts - demonstrate understanding of conventions - demonstrate understanding of relationships between the various components of the multimodal text	8

C	Speaking	<ul style="list-style-type: none"> - use spoken language to communicate and interact with others - demonstrate accuracy and fluency in speaking - communicate clearly and effectively 	8
D	Writing	<ul style="list-style-type: none"> - use written language to communicate with others - demonstrate accurate use of language conventions - organize information in writing - communicate information with a sense of audience and purpose 	8

Grade	Boundaries
1	1–5
2	6–9
3	10–14
4	15–18
5	19–23
6	24–27
7	28–32

Sources	<ul style="list-style-type: none"> - KNEZ, Mihaela: Čas za Sloveščino 2 (student book and workbook) - KOCJAN, Marta et al.: Znanka ali uganka 5. (delovni zvezek) - SKAZA, Jože: Slovenska beseda - magazines <i>PIL</i>, <i>GEA</i>, <i>Moj Planet</i>, <i>Ciciban</i>, - bilingual dictionaries - worksheets and online sources (infodrom, etc.).
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Middle Years Programme

School Year 2022-2023

Subject group: LANGUAGE ACQUISITION Subject: SLOVENIAN LANGUAGE (phase 5, MYP 1-3)

Course outline

Teacher:

Dajana Trifunović

Email: trifunovicd@os-danilekumar.si

Unit Title	Unit 1: <u>V srcu, če je ta pravo, je zmeraj prostora.</u> In heart, if it's right, there is always room.	Unit 2: <u>Besede učijo, zgledi vlečejo.</u> Words teach, examples draw.
Statement of Inquiry <i>(Global context)</i>	Love, as one of the biggest themes in literature, connects people all over the world. <i>(Orientation in Space and Time)</i>	Role models from various cultures stimulate development of one's empathy, identity and self-esteem. <i>(Identities and relationships)</i>
Inquiry into / Content	<u>1) working with literary and non-literary texts in a teaching context</u> ~ motivating for reading and finishing the Slovenian Reading Badge ~ reading - fiction reading: universal theme of love ~ analysing texts ~ identifying information in multimodal text ~ exploring of world and Slovenian history ~ comparing with Romeo and Juliet, Orpheus and Eurydice etc.	<u>1) working with literary and non-literary texts in a teaching context</u> ~ engaging with teen problems ~ interpreting fiction and non-fiction texts ~ elements of youth novel and literary heroes ~ identifying information in various text ~ summarising ~ designing graffiti

	<ul style="list-style-type: none"> ~ focusing on responses to literature ~ richness of languages, understanding of typical phrases ~ creative, descriptive, narrative and expository writing ~ official writings (form and content) <p><u>2) using more-complex grammar structures</u></p> <ul style="list-style-type: none"> ~ pronouns: demonstrative, relative ~ adverbs ~ word order and complex sentences ~ dual ~ present and past tense 	<ul style="list-style-type: none"> ~ describing role models ~ famous quotes ~ narrative writing <p><u>2) using more-complex grammar structures</u></p> <ul style="list-style-type: none"> ~ capitals and punctuation marks ~ comparison of adjectives ~ imperative ~ future tense
ATL skills clusters	<p>SOCIAL (<i>Collaboration</i>)</p> <p>SELF-MANAGEMENT (<i>Organisation, Reflection</i>)</p> <p>RESEARCH (<i>Information literacy</i>)</p>	<p>COMMUNICATION (<i>Communication</i>)</p> <p>THINKING (<i>Creative, Critical</i>)</p> <p>RESEARCH (<i>Media literacy</i>)</p>

International-Mindedness	<p><u>Language:</u></p> <p>understanding the importance of learning (and using) foreign languages; presenting the roots of Slovenian literary language</p> <p><u>Writing:</u></p> <p>comparing formal and informal writing in different languages</p> <p><u>Speaking:</u></p> <p>communicating the importance of Greek mythology on the further development of literacy</p>
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	<u>Nations:</u> becoming familiar with Slovenian and other countries' literature
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Subject assessment criteria		Objectives	Max. level
A	Listening	<ul style="list-style-type: none"> • identify explicit and implicit information (facts, opinions, messages and supporting details) • analyse conventions • analyse connections 	8
B	Reading	<ul style="list-style-type: none"> • identify explicit and implicit information (facts, opinions, messages and supporting details) • analyse conventions • analyse connections 	8
C	Speaking	<ul style="list-style-type: none"> • use a wide range of vocabulary • use a wide range of grammatical structures generally accurately • use clear pronunciation and intonation in a comprehensible manner • communicate all the required information clearly and effectively 	8
D	Writing	<ul style="list-style-type: none"> • use a wide range of vocabulary • use a wide range of grammatical structures generally accurately • organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices • communicate all the required information with a clear sense of audience and purpose to suit the context 	8

Grade	Boundaries
1	1–5
2	6–9

3	10–14
4	15–18
5	19–23
6	24–27
7	28–32

FINAL GRADE

BOUNDARIES

Sources	<p>ČUDEN, Milena: Brihtna glavca. Slovenščina 6/7/8.</p> <p>JENKO, E.: Z branjem do slovenščine.</p> <p>KRAMARIČ, Mira: Komunikacijske igre s poudarkom na bogatenju besedišča.</p> <p>KUMER, V. et al.: Slovenščina v oblaku 6/7.</p> <p>PETRIČ LASNIK, I. et al.: Gremo naprej.</p> <p>SCHLAMBERGER – BREZAR, Mojca: Učimo se slovenščino 3.</p> <p>VOGEL, J. et al.: Slovenščina 6/7/8. Učbenik za slovenščino – jezik.</p>
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Danila Kumar International School
Middle Years Programme
School Year 2022-2023

Subject group: LANGUAGE ACQUISITION Subject: SLOVENIAN LANGUAGE (phase 6, MYP 1-3)

Course outline

Teacher:

Lidija Janeš Bajić janesi@os-danilekumar.si

Unit Title	<i>Unit 1: <u>Je to ljubezen?</u></i> Is this love?	<i>Unit 2: <u>Po dežju posije sonce</u></i> There is sunshine after the rain
Statement of Inquiry <i>(Global context)</i>	Love, as one of the biggest themes in literature, connects people all over the world. <i>(Orientation in Space and Time)</i>	Role models from various cultures stimulate development of ones empathy, identity and self-esteem. <i>(Identities and relationships)</i>
Inquiry into / Content	<p><u>1) working with literary and non-literary texts in a teaching context</u></p> <ul style="list-style-type: none"> ~ motivating for reading and finishing the Slovenian Reading Badge ~ (extensive) reading - fiction reading: universal theme of love (<i>Veronika and Friderik, Agata and Herberstein etc.</i>) ~ analysing non-fiction texts ~ identifying explicit and implicit information in multimodal text ~ exploring of history, culture, regional characteristics ~ presentation of a settlement/place (Celje, Lenart etc.) ~ comparing with Romeo and Juliet, Orpheus and Eurydice etc. ~ focusing on responses to literature ~ richness of languages, understanding of phrases ~ creating and paraphrasing texts ~ creative, descriptive, narrative and expository writing ~ various official writings (form and content) 	<p><u>1) working with literary and non-literary texts in a teaching context</u></p> <ul style="list-style-type: none"> ~ engaging with teen problems ~ analysing fiction and non-fiction texts ~ elements of youth novel ~ identifying explicit and implicit information in multimodal text ~ summarising ~ modern text analysis (graffiti, text messages) ~ diary writing ~ richness of languages, quotes and proverbs ~ rhyme, metaphor ~ narrative writing, expository writing

	<u>2) using more-complex grammar structures</u> ~ pronouns: demonstrative, relative ~ adverbs ~ word order and complex sentences ~ dual ~ present and past tense	<u>2) using more-complex grammar structures</u> ~ capitals and punctuation marks ~ comparison of adjectives ~ imperative ~ future tense
ATL skills clusters	SOCIAL (<i>Collaboration</i>) SELF-MANAGEMENT (<i>Organisation, Reflection</i>) RESEARCH (<i>Information literacy</i>)	COMMUNICATION (<i>Communication</i>) THINKING (<i>Creative, Critical</i>) RESEARCH (<i>Media literacy</i>)

International-Mindedness	<u>Language:</u> understanding the importance of learning (and using) foreign languages; presenting the roots of Slovenian literary language <u>Writing:</u> comparing formal and informal writing in different languages <u>Speaking:</u> communicating the importance of Greek mythology on the further development of literacy <u>Nations:</u> becoming familiar with Slovenian and other countries' literature
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Subject assessment criteria		Objectives	Max. level
A	Listening	<ul style="list-style-type: none"> identify explicit and implicit information (facts, opinions, messages and supporting details) analyse conventions 	8

		<ul style="list-style-type: none"> analyse connections 	
B	Reading	<ul style="list-style-type: none"> identify explicit and implicit information (facts, opinions, messages and supporting details) analyse conventions analyse connections 	8
C	Speaking	<ul style="list-style-type: none"> use a wide range of vocabulary use a wide range of grammatical structures generally accurately use clear pronunciation and intonation in a comprehensible manner communicate all the required information clearly and effectively 	8
D	Writing	<ul style="list-style-type: none"> use a wide range of vocabulary use a wide range of grammatical structures generally accurately organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices communicate all the required information with a clear sense of audience and purpose to suit the context 	8

Grade	Boundaries
1	1–5
2	6–9
3	10–14
4	15–18
5	19–23
6	24–27
7	28–32

*FINAL GRADE
BOUNDARIES*

Sources	<p>ČUDEN, Milena: Brihtna glavca. Slovenščina 6/7/8.</p> <p>JENKO, E.: Z branjem do slovenščine.</p> <p>KRAMARIČ, Mira: Komunikacijske igre s poudarkom na bogatenju besedišča.</p> <p>KUMER, V. et al.: Slovenščina v oblaku 6/7.</p> <p>PETRIČ LASNIK, I. et al.: Gremo naprej.</p> <p>SCHLAMBERGER – BREZAR, Mojca: Učimo se slovenščino 3.</p> <p>VOGEL, J. et al.: Slovenščina 6/7/8. Učbenik za slovenščino – jezik.</p>
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Danila Kumar International School
Middle Years Programme
School Year 2022-2023

Subject group: Language Acquisition – German
Teacher: Petra Cerar
Email: iveticcerarp@os-danilekumar.si

Grades: MYP 1-3 (Phase 1)

Course outline

<u>Unit Title</u>	Unit 1: <i>Willkommen in meinem Alltag</i> (Welcome to my day)	Unit 2: <i>Rund um die Welt</i> (Around the world)	
Statement of Inquiry (Global context)	Establishing patterns helps us build connections between time and space . ORIENTATION IN SPACE AND TIME	Communicating with purpose and a clear message engages intercultural understanding . PERSONAL AND CULTURAL EXPRESSION	
Inquiry into/ content	<u>Vocabulary</u>	<u>Grammar</u>	<u>Vocabulary</u> <u>Grammar</u>

	Introducing oneself, exploring vocabulary on family members, school subjects/schedule · discussing hobbies, likes/dislikes · talking about daily routines · writing about “My dream day” (Mein Traumtag).	Verb conjugation, present tense, form of adjectives, negation, personal and possessive pronouns, forming simple sentences and questions.	Exploring vocabulary on countries, languages and cities · talking about personal experiences (about travelling) · discussing personal origin · creating a short presentation of a country or city.	Definite articles, prepositions of place, forming W-questions, forming negated sentences, present and past tense.
ATL skills clusters	Communication Skills Self- Management Skills (Organisation) Research Skills (Information Literacy) Thinking Skills (Transfer)		Communication Skills Research Skills (Media Literacy) Self-Management Skills (Reflection) Thinking (Creative thinking)	

International-Mindedness	<p>Holidays, traditions and current events in German speaking countries, discussing current events in host- and students’ home countries, etc.</p> <p>Comparing and contrasting cultural and linguistic conventions in languages and cultures represented in school.</p> <p>Daily routines of teens around the world.</p>
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Subject assessment criteria		Objectives	Max. level
A	LISTENING	A1: Identify explicit and implicit information (facts and/or opinions, and supporting details). A2: Analyse conventions.	8

		A3: Analyse connections.	
B	READING	B1: Identify explicit and implicit information (facts and/or opinions, and supporting details). B2: Analyse conventions. B3: Analyse connections.	8
C	SPEAKING	C1: Use a wide range of vocabulary. C2: Use a wide range of grammatical structures generally accurately. C3: Use clear pronunciation and intonation in comprehensible manner. C4: Communicate all or almost all the required information clearly and effectively.	8
D	WRITING	D1: Use a wide range of vocabulary. D2: Use a wide range of grammatical structures generally accurately. D3: Organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices. D4: Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.	8

Sources	Magazines “Das Rad/ Der Schuss”, online sources (videos, interactive tools, handouts), monolingual and bilingual dictionaries, etc.
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Grade	Boundaries
1	1–5
2	6–9
3	10–14
4	15–18

5	19–23
6	24–27
7	28–32



Danila Kumar International School
Middle Years Programme



School Year 2022-2023

Subject group: **Language Acquisition – German**
Teacher: **Petra Ivetić Cerar**
Email: iveticcerarp@os-danilekumar.si

Grades: MYP 1-3 (**Phases 2 and 3**)

Course outline

Unit Title	Unit 1: Praktisch Deutsch (German is practical)		Unit 2: Hallo, ich bin Deutschland (Hello, I am Germany)	
Statement of Inquiry (Global context)	Functional communication in different contexts builds relationships. IDENTITIES AND RELATIONSHIPS		Culture is revealed through conventions and personal expression. PERSONAL AND CULTURAL EXPRESSION	
Inquiry into/ content	Vocabulary • Daily routines	Grammar Conjugation of high frequency verbs, present tense, form of adjectives,	Vocabulary • German customs, habits, holidays, festivals	Grammar Present and past tense, questions, language of social conventions, accusative (4th

	<ul style="list-style-type: none"> • Interests and free time • My day as a German learner (differentiated content) • Daily phrases of everyday communication • Travelling (means of transport; asking for and giving directions) • Rehearsed and unrehearsed situations in dialogue • Differences between German spoken in Austria, Switzerland and Germany (focus on nouns) • The influence of German on my mother tongue (focus on vocabulary; phase 3) 	negation, personal and possessive pronouns, past tense (Das Perfekt - phase 3)	<ul style="list-style-type: none"> • Cuisine in German speaking countries (cooking recipes) • Words often confused • Phrases for different occasions (etiquette) • Cultural idiosyncrasies (“Typisch Deutsch”) • Cultural overlaps • German humour (phase 3) 	case), formal and informal pronouns and further verb conjugations, imperative (phase 3)
ATL skills clusters	<p>Communication Skills</p> <p>Self- Management Skills (Organisation)</p> <p>Research Skills (Information Literacy)</p> <p>Thinking Skills (Transfer)</p>		<p>Communication Skills</p> <p>Research Skills (Media Literacy)</p> <p>Self-Management Skills (Reflection)</p>	

International-Mindedness	Comparing and contrasting cultural and linguistic conventions in languages and cultures represented in school. Daily routines of teens around the world.
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How can we use multilingualism to understand and learn a new language?

Subject assessment criteria		Objectives	Max. level
A	LISTENING	A1: Identify explicit and implicit information (facts and/or opinions, and supporting details). A2: Analyse conventions. A3: Analyse connections.	8
B	READING	B1: Identify explicit and implicit information (facts and/or opinions, and supporting details). B2: Analyse conventions. B3: Analyse connections.	8
C	SPEAKING	C1: Use a wide range of vocabulary. C2: Use a wide range of grammatical structures generally accurately. C3: Use clear pronunciation and intonation in comprehensible manner. C4: Communicate all or almost all the required information clearly and effectively.	8
D	WRITING	D1: Use a wide range of vocabulary. D2: Use a wide range of grammatical structures generally accurately. D3: Organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices. D4: Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.	8

Sources

Magazines “Das Rad/ Der Schuss”, online sources (videos, interactive tools, handouts), monolingual and bilingual dictionaries, etc.

Grade	Boundaries
1	1–5
2	6–9
3	10–14
4	15–18
5	19–23
6	24–27
7	28–32



Danila Kumar International School

Middle Years Programme

School Year 2022-2023



Subject: Language acquisition - French (Phase 1)
Grades: MYP 1-3

Subject teacher: Ms Katarina Čepič
Email: cepick@os-danilekumar.si

Course outline

Unit Title	Unit 1: <u>C'est moi</u> (It's me)	Unit 2: <u>Ma journée</u> (My day)
Statement of Inquiry	Identities are formed through meaningful communication and relationships	The culture we live in forms our identity and relationships
Global contexts	IDENTITIES AND RELATIONSHIPS	PERSONAL AND CULTURAL EXPRESSION
Learning objectives	<ul style="list-style-type: none"> Presenting yourself (basic questions, description, family) Place and time (telling time, numbers up to 20, days of the week) Social media communication, profile making, politeness phrases 	<ul style="list-style-type: none"> Francophone countries and countries, daily polite phrases talking about a school day (habits), leisure activities, likes and dislikes public holidays, traditions, celebrations (holiday cards)
		Basic questions, negation, reflexive verbs

	Present tense verbs, articles (le/la,un/une), plural of nouns, avoir, être	
ATL skills clusters	COMMUNICATION SKILLS SOCIAL SKILLS - Collaboration Skills SELF-MANAGEMENT – Organisational Skills	COMMUNICATION SKILLS THINKING SKILLS – Critical Thinking Skills SELF-MANAGEMENT SKILLS – Organisational Skills, Affective Skills

International-Mindedness	French habits, media, culture, celebrities Francophone countries, cities, tourism
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Subject assessment criteria		Objectives	Max. level
A	LISTENING	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	8
B	READING	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	8
C	SPEAKING	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	8
D	WRITING	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	8

Sources	<p>Pourquoi-pas Mary Glasgow magazines (<i>Allons-y, Bonjour, Ça va</i>) monolingual and bilingual dictionaries</p> <ul style="list-style-type: none"> • monolingual and bilingual dictionaries (in paper form, apps and on-line – e.g. Collins, Wordreference, Reverso, Cambridge). • Le point du FLE https://www.lepointdufle.net, Bonjour de France http://www.bonjourdefrance.com/ (for differentiated grammar and vocabulary exercises, for independent work) and other on-line resources of students' choice. <p>IB FRENCH LANGUAGE ACQUISITION (Teachers' book).</p>
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject: Language acquisition - French (Phase 2,3)
Grades: MYP 1-3

Subject teacher: Ms Katarina Čepič
Email: cepick@os-danilekumar.si

Course outline

<u>Unit Title</u>	<u>Unit 1: Le français en chanson</u>	<u>Unit 2: Ma journée</u>
Statement of Inquiry Global context	When communicating messages to the audience, music reflects a personal, cultural and social context in time and space. <i>(Personal and cultural expression)</i>	Exploring the purpose, inequalities, differences and inclusion, fosters empathy and connections with other people. <i>(Fairness and development)</i>
Learning objectives	<ul style="list-style-type: none"> • Inquiry into the francophone music • Exploring how ideas, feelings, values and beliefs are expressed through lyrics • Investigating the influential power of music <p>Discovering ways for language learning through music</p> <p>-----</p> <p>-</p> <p>Revising adjectives and adjective endings Comparative and superlative forms of adjectives</p>	<ul style="list-style-type: none"> • discovering different forms of education and understanding why everybody should have the right to go to education • exploring how children around the world go to school and how education brings peace <p>investigating how we can help ourselves and/or others</p> <hr/> <p>Revising the present (Le présent indicative) / future (Le futur proche et Le futur simple) / past tense (Le passé composé avec avoir)</p>

	Asking questions	
ATL skills clusters	<p>COMMUNICATION</p> <p>SELF-MANAGEMENT (<i>Affective</i>)</p> <p>RESEARCH (<i>Media Literacy</i>)</p>	<p>THINKING (<i>Critical</i>)</p> <p>SOCIAL (<i>Collaboration</i>)</p> <p>THINKING (<i>Creative</i>)</p>

International-Mindedness	<ul style="list-style-type: none"> • How does cultural diversity in music bring us closer? • How can an individual contribute to a better and more peaceful world?
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Subject assessment criteria		Objectives	Max. level
A	LISTENING	<p>A1: identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>A2: analyse conventions</p> <p>A3: analyse connections</p>	8
B	READING	<p>B1: identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>B2: analyse conventions</p> <p>B3: analyse connections</p>	8
C	SPEAKING	<p>C1: use a wide range of vocabulary</p> <p>C2: use a wide range of grammatical structures generally accurately</p> <p>C3: use clear pronunciation and intonation in comprehensible manner</p> <p>C4: communicate all the required information clearly and effectively</p>	8
D	WRITING	<p>D1: use a wide range of vocabulary</p> <p>D2: use a wide range of grammatical structures generally accurately</p> <p>D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices</p> <p>D4: communicate all the required information with a clear sense of audience and purpose to suit the context</p>	8

Sources	<p>UNIT 1:</p> <ul style="list-style-type: none"> • Blog for FLE http://ticsenfle.blogspot.com/p/chanson.html • French Songs to Help You Learn French Faster https://www.fluentin3months.com/french-songs/
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- La chanson francophone (blogspot – a French song per day) <http://akosyvaki.blogspot.com/?view=mosaic>
- Learning with lyrics (select your option – karaoke, quiz, etc.) <http://www.lyricsgaps.com/fr>
- On ne connaît pas la chanson (database of French songs and music) http://education.lehall.com/on_ne_connait_pas_la_chanson/site.php

UNIT 2:

- Pas d'éducation, pas d'avenir. <https://www.pasdeducationpasdavenir.org/>
- Sur le chemin de l'école (le film de Pascal Plisson) <https://www.youtube.com/watch?v=OlsFlkvupBs>
- Une journée au collège Alphonse Terroir de Marly https://www.youtube.com/watch?v=GydQ2_P5iyU
- YOUSAFZAI, MALALA. *Moi, Malala*. HACHETTE, 2015.

BOTH UNITS:

- French levelled readers, Mary Glasgow French magazines (*Allons-y, Bonjour, Ca va, Chez nous*), monolingual and bilingual dictionaries (in paper form, apps and on-line – e.g. Collins, Wordreference, Reverso, Cambridge).
 - Le point du FLE <https://www.lepointdufle.net>, Bonjour de France <http://www.bonjourdefrance.com/> (for differentiated grammar and vocabulary exercises, for independent work) and other on-line resources of students' choice.
- Jouffrey, Catherine, and Rémy Lamon. *French: Phases 3-5: MYP by Concept 4 & 5*. Hodder Education, 2017.



Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject: Language acquisition - Spanish (Phase 1)
Grades: MYP 1-3

Subject teacher: Ms Tea Jelnikar
Email: jelnikart@os-danilekumar.si

Course outline

Unit Title	Unit 1: <u>Escuelas en el mundo</u>	Unit 2: <u>Familias diferentes</u>
Statement of Inquiry Global context	Establishing connections between different language structures and discovering patterns helps us find our way as emergent language learners ORIENTATION IN SPACE AND TIME	Meaningful communication helps us express our identities and form close relationships IDENTITIES AND RELATIONSHIPS
Learning objectives	<ul style="list-style-type: none"> • Greetings and polite expressions • Presenting oneself (basic questions, interests) • Place and time (numbers up to 100, days of the week, countries) • Comprehension strategies 	<ul style="list-style-type: none"> • Describing one's physical appearance • Describing one's character • Talking about families (roles and relationships) • Interests and free time activities

	<ul style="list-style-type: none"> • School objects and subjects • Present tense of verbs <i>ser, llamarse, haber, gustar</i>, definite articles (<i>el/la, los/las</i>), plural of nouns 	<ul style="list-style-type: none"> • Present tense of regular verbs (+ <i>tener</i>), noun-adjective agreement, possessive adjectives, quantifiers and simple discourse connectors
ATL skills clusters	COMMUNICATION SKILLS THINKING SKILLS – Transfer SELF_MANAGEMENT – Organisational Skills	COMMUNICATION SKILLS SOCIAL SKILLS - Collaboration Skills SELF-MANAGEMENT SKILLS – Reflection

International-Mindedness	<ul style="list-style-type: none"> • Finding similarities and common roots between Spanish and English words • Exploring customs and traditions from Spanish speaking countries and comparing them to students' respective cultures
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Subject assessment criteria		Objectives	Max. level
A	Listening	- demonstrate understanding of explicit and implicit spoken information in multimodal texts - demonstrate understanding of conventions demonstrate understanding of relationships between the various components of the multimodal text	8
B	Reading	- demonstrate understanding of explicit and implicit written information in multimodal texts - demonstrate understanding of conventions - demonstrate understanding of relationships between the various components of the multimodal text	8
C	Speaking	- use spoken language to communicate and interact with others - demonstrate accuracy and fluency in speaking - communicate clearly and effectively	8
D	Writing	- use written language to communicate with others - demonstrate accurate use of language conventions - organize information in writing - communicate information with a sense of audience and purpose	8

Sources	Spanish student books (<i>Gente Joven, Spanish.Language Acquisition, Joven.es...</i>), magazines <i>Hola, ¿Qué Tal?, Ahora</i> , monolingual and bilingual dictionaries, worksheets and online sources.
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject: Language acquisition - Spanish (Phase 2)
Grades: MYP 1-3

Subject teacher: Ms Tea Jelnikar
Email: jelnikart@os-danilekumar.si

Course outline

Unit Title	<i>Unit 1: <u>Así es mi día</u></i>	<i>Unit 2: <u>El lugar donde vivo</u></i>
Statement of Inquiry Global context	Cultural expression gives meaning to our daily lives. PERSONAL AND CULTURAL EXPRESSION	The purpose of structure is to help us orient in our environment. ORIENTATION IN SPACE AND TIME
Learning objectives	<ul style="list-style-type: none">• Daily routine• Telling the time• Free time and hobbies and sports• Clothes, food and celebrations • Present tense of regular and irregular verbs, adverbs of frequency, reflexive verbs, prepositions	<ul style="list-style-type: none">• Describing a town• Travelling, means of transport• Landscape, weather and climate• Large numbers • Present tense, Present Perfect Simple, relative pronouns, superlatives
ATL skills	COMMUNICATION SKILLS	COMMUNICATION SKILLS

clusters	THINKING SKILLS – Transfer RESEARCH SKILLS – Information literacy SELF MANAGEMENT SKILLS– Organisational Skills	SOCIAL SKILLS - Collaboration Skills THINKING SKILLS – Transfer
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International-Mindedness	<ul style="list-style-type: none"> • Finding similarities and common roots between Spanish and English words • Exploring customs and traditions from Spanish speaking countries and comparing them to students' respective cultures
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Subject assessment criteria		Objectives	Max. level
A	Listening	- demonstrate understanding of explicit and implicit spoken information in multimodal texts - demonstrate understanding of conventions demonstrate understanding of relationships between the various components of the multimodal text	8
B	Reading	- demonstrate understanding of explicit and implicit written information in multimodal texts - demonstrate understanding of conventions - demonstrate understanding of relationships between the various components of the multimodal text	8
C	Speaking	- use spoken language to communicate and interact with others - demonstrate accuracy and fluency in speaking - communicate clearly and effectively	8
D	Writing	- use written language to communicate with others - demonstrate accurate use of language conventions - organize information in writing - communicate information with a sense of audience and purpose	8

Sources	Spanish student books (<i>Gente Joven, Spanish Language Acquisition, Joven.es...</i>), magazines <i>Hola, ¿Qué Tal?, Ahora</i> , monolingual and bilingual dictionaries, worksheets and online sources.
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: Language and Literature

Subject: English as an Additional Language (EAL) MYP 1

Course outline

Teacher: Katarina Čepič

Email: cepick@os-danilekumar.si

Unit Title	Grammar	Unit 1: Cultural Adaptation	Unit 2: Puppetry <i>Interdisciplinary unit (English + Drama)</i>	Unit 3: Boy: The Tales of Childhood	Unit 4: Feelings into Words
		Cultural adaptation aids us in expressing our identity and forming new relationships in different contexts.	Puppet performances allow us to communicate moral lessons and promote social change through relatable characters and narrative.	Through an autobiography, we can communicate our point of view which changes depending on time and place of events.	Poetry along with its structure is a universal language of creation, expression and thought.
Beginners (phase 1&2)	A1/A2 (sentence structures, tenses, spelling)	IB philosophy and terminology, classroom materials, school and everyday functional language. Specific subject terminology and help with different school subjects.			
Intermediate (phase 3&4)	A2/B1 (grammatical structures, tenses, word formation)	IB philosophy and terminology, functional language, literacy skills, specific subject terminology and help with different school subjects.			
Inquiry into / Content	Adopted to the level of understanding and level of language skills.	Discussions and debates on customs, behaviour and stereotypes, analysing short stories, vocabulary study, tips for an easier cultural adaptation, language workshops.	Script elements, genres, analysing drama scripts, writing a script based on a story and performing it, language workshops.	Autobiography/biography, life or Roald Dahl, impact of cultures and social environment, debate on corporal punishment, reading comprehension, vocabulary study, how to write a story/essay, language workshops.	Poetic elements, types of poetry and its history, analysing poems, expressing emotions through writing, writing poems, language workshops.

ATL skills clusters	I. Communication II. Collaboration III. Organisation IV. Information literacy V. Reflection
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International-Mindedness	We will meet poetry from different cultures and countries, as well as fairy tales, stories and oral traditions. We will get to know and compare school systems and routines around the world with our school. We will also share experiences of adapting to new cultures and what makes each culture special. We will also look into individual homelands of students.
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Subject assessment criteria		Objectives	Max. level
A	LISTENING	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	8
B	READING	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	8
C	SPEAKING	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	8
D	WRITING	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	8

<i>Interdisciplinary unit</i> Subject assessment criteria		Objectives	Max. level
A	Evaluating	i. analyse disciplinary knowledge. ii. evaluate interdisciplinary perspectives.	8
B	Synthesizing	i. create a product that communicates a purposeful interdisciplinary understanding ii. justify how your product communicates interdisciplinary understanding.	8
C	Reflecting	i. discuss the development of your interdisciplinary learning. ii. discuss how new interdisciplinary understanding enables action.	8

Sources	Prentice Hall: Literature World Masterpieces, bilingual and monolingual dictionaries, Literature 6 Textbook, Boy: Tales of Childhood by Roald Dahl, various fairy tales and fables, Language and Literature – MYP by Concept 1/2/3; poems by various poets, various internet sources, Oxford English Grammar. Mary Glasgow Magazines.
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: Language and Literature

Subject: English as an Additional Language MYP 2

Course outline

Teacher: Katarina Cepic

Email: cepick@os-danilekumar.si

Unit Title	Grammar	Unit 1: Learn to appreciate, don't discriminate. Awareness of context and different perspectives eliminates unfair prejudice.	Unit 2: Ancient Rome <i>Interdisciplinary unit (English + History)</i> Historical sources provide us with valuable information of a civilization and its culture.	Unit 3: The Whale Rider There is a strong connection between past events, relationships as well as the characters' future identity.	Unit 4: The Power of Advertisement Advertisements tailor their messages to appeal to specific audiences on a global scale.
Beginners (Phase 1&2)	A1/A2 (sentence structures, tenses, spelling)	IB philosophy and terminology, classroom materials, school and everyday functional language. Specific subject terminology and help with different school subjects.			
Intermediate (Phase 3&4)	A2/B1 (grammatical structures, tenses, word formation)	IB philosophy and terminology, functional language, literacy skills, specific subject terminology and help with different school subjects.			
Inquiry into / Content	Adopted to the level of understanding and level of language skills.	Unfair treatment, discrimination, analysing short stories and articles, discussions and debates, response to literature essay, language workshops.	Life in Ancient Rome and its legacy Primary, secondary sources. Reliability of historical sources. Roman historians. Journalism (historical reports)	Cultural and historical background of New Zealand – Maori culture. Reading comprehension. Language workshops.	Types of advertisement The purpose and impact of advertising Language, stylistic features and presentational devices in advertising.
ATL skills clusters		I. Communication II. Collaboration	IV. Information Literacy V. Reflection		

International-Mindedness	Exploring discrimination around the world, exploring culture and history of New Zealand, global advertising, Ancient Rome, historians from around the world.
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Subject assessment criteria		Objectives	Max. level
A	LISTENING	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	8
B	READING	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	8
C	SPEAKING	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	8
D	WRITING	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	8

<i>Interdisciplinary unit</i>		Objectives	Max. level
Subject assessment criteria			
A	Evaluating	Analyse disciplinary knowledge. Evaluate interdisciplinary perspective.	8
B	Synthesizing	Create a product that communicates a purposeful interdisciplinary understanding. Justify how their product communicates interdisciplinary understanding.	8
C	Reflecting	Discuss the development of their own interdisciplinary learning. Discuss how new interdisciplinary understanding enables action.	8

Sources	Prentice Hall: Literature World Masterpieces, books for sustained silent reading, handouts, magazines, bilingual and monolingual dictionaries, online sources, The Whale Rider by Witihiamaera, Language and Literature – MYP by Concept 1/2/3. etc. English level magazines (Mary Glasgow) and level books.
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: Language and Literature

Subject: English as an Additional Language MYP 3

Course outline

Teacher: Katarina Čepič

Email: cepick@os-danilekumar.si

Unit Title	Grammar	Unit 1: Love is blind Literary works are timeless products of creative thinking, self-expression and artistry.	Unit 2: The Kite Runner Connections between people form their character and relationships.	Unit 3: Girl Power Literature has always been a gateway to express suppressed voices through exploration of various themes and points of view.	Unit 4: English as a global language Communication with its style and structure helps us understand language changes influenced by migrations.
Beginners (Phase 1&2)	A1/A2 (sentence structures, tenses, spelling)	IB philosophy and terminology, classroom materials, school and everyday functional language. Specific subject terminology and help with different school subjects.			
Intermediate (Phase 3&4)	A2/B1 (grammatical structures, tenses, word formation)	IB philosophy and terminology, functional language, literacy skills, specific subject terminology and help with different school subjects.			
Inquiry into / Content	Adopted to the level of understanding and level of language skills.	The English Renaissance, William Shakespeare, his life and contemporaries, Shakespearean sonnet, Elizabethan Theatre; language workshops.	Cultural and historical background of Central Asia, bullying; chapter study; language workshops.	Female writers from around the world Male vs. female writers Role in society Equality	English dialects and accents Changes in the English language Developing creative writing Language workshops
ATL skills clusters	I. Communication II. Collaboration III. Organisation				

	VI. Information literacy V. Reflection
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International-Mindedness	Female writers from around the world, exploring various English accents/dialects around the world, exploring Afghani culture and history, important poets and authors of students' home countries, etc.
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Subject assessment criteria		Objectives	Max. level
A	LISTENING	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	8
B	READING	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	8
C	SPEAKING	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	8
D	WRITING	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	8

Sources	Prentice Hall: Literature World Masterpieces, books for sustained silent reading, handouts, magazines, bilingual and monolingual dictionaries, The Kite Runner by Khaled Hosseini; various online sources, works by William Shakespeare, Language and Literature – MYP by concept 1/2/3. Oxford grammar books, Mary Glasgow level magazines.
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