



Danila Kumar International School

Middle Years Programme

School Year 2022-2023



Subject group: Language and Literature

Subject: English MYP 3

Course outline

Teacher: Anja Dežman, Tina Frelih

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Unit Title	Unit 1: <i>Love is Blind</i>	Unit 2: <i>The Kite Runner</i>	Unit 3: <i>Girl Power</i>	Unit 4: <i>English as a Global Language</i>
Statement of Inquiry (Global context)	Literary works are timeless products of creative thinking, self-expression and artistry. (Personal and cultural expression)	Connections between people form their character and relationships. (Identities and relationships)	Literature has always been a gateway to express suppressed voices through the exploration of various themes and points of view. (Fairness and development)	Communication with its style and structure helps us understand language changes influenced by migrations. (Orientation in time and space)
Inquiry into / Content	The English Renaissance, William Shakespeare, his life and contemporaries, Shakespearean sonnet, Elizabethan Theatre; different genres; 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 VI. Information literacy VIII. Critical thinking IX. Creative thinking X. Transfer	I. Communication II. Collaboration VI. Information literacy VIII. Critical thinking IX. Creative thinking	I. Communication VI. Information literacy VIII. Critical thinking IX. Creative thinking	I. Communication II. Collaboration IX. Creative thinking

International-Mindedness	Exploring various English accents/dialects around the world, exploring Afghani culture and history, important poets and authors of students' home countries, female writers from around the world, etc.
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Subject assessment criteria		Objectives	Max. level
A	Analysing	i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts. ii. identify and explain the effects of the creator's choices on an audience. iii. justify opinions and ideas, using examples, explanations and terminology. iv. interpret similarities and differences in features within and between genres and texts.	8
B	Organizing	i. employ organizational structures that serve the context and intention. ii. organize opinions and ideas logically. iii. use appropriate 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 support ideas.	8
D	Using language	i. use appropriate and varied vocabulary, sentence structures and forms of expression. ii. write and speak in a register and style that serve the context and intention. iii. use correct grammar, syntax and punctuation. iv. spell and pronounce with accuracy. v. use appropriate non-verbal communication techniques.	8

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

Middle Years Programme

School Year 2022-2023

Subject group: Language and Literature

Subject: English as an Additional Language MYP 3

Course outline

Teacher: Katarina Čepič

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<u>Unit Title</u>	<i>Grammar</i>	<i>Unit 1: Love is blind</i>	<i>Unit 2: The Kite Runner</i>	<i>Unit 3: Girl Power</i>	<i>Unit 4: English as a global language</i>
		Literary works are timeless products of creative thinking, self-expression and artistry.	Connections between people form their character and relationships.	Literature has always been a gateway to express suppressed voices through exploration of various themes and points of view.	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				

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
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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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Danila Kumar International School

Middle Years Programme

School Year 2022-2023



Subject group: MATHEMATICS

Subject: MATHEMATICS

Course outline

Teacher: Lojzka Lušin

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Unit Title	<i>Unit 1:</i> Number sense	<i>Unit 2:</i> Say it with symbols	<i>Unit 3:</i> Linear function	<i>Unit 4:</i> Innovations <div style="border: 1px solid black; padding: 2px; text-align: center;">Interdisciplinary unit (Maths + Design)</div>
Statement of Inquiry	Finding and using patterns expresses relationships and constructs viable arguments to understand and generalize scientific principles.	Symbols present a simple language created to communicate concepts and ideas.	Models are used to represent relationships and improves, simplify and justify decision-making.	Function of the product depends on measurement, composition and form.

(Global context)	Scientific and technical innovations	Personal and cultural expression	Identities and Relationships	Scientific and technical innovations
Learning objectives	Understand and apply knowledge of expressions, equations, shape growing, sequence of numbers, patterns, models, generalization, relation, function, graph, coordinates and coordinate plane in different contexts.	Understand and apply knowledge of expressions and equations, equivalent expressions, solving linear and quadratic equations in different contexts to develop metacognition and abstract thinking skills.	Understand and apply the knowledge of linear equation, ordered pairs, Coordinate plane, graphing, relation, function, slope, intercept, writing equation, system of equations, inequalities in different contexts.	Understand and apply the knowledge of area, perimeter of shapes and surface area and volume of 3D shapes in different contexts. The understanding of form, measurement and resources is required for the planning, innovating and creating of new eco-friendly products.
ATL skills clusters	<u>VII. Critical-thinking</u> <u>X. Transfer</u>	<u>I. Communication:</u> <u>VII. Critical-thinking</u>	<u>III. Organization</u> <u>VI. Information Literacy skills:</u>	<u>IX. Creative-thinking</u> <u>X. Transfer</u>

International-Mindedness

The language of mathematics: universal symbolic language used all around the world, same rules

Numeration Systems and Units: from different countries.

Subject assessment criteria		Objectives	Max. level
A	KNOWING AND UNDERSTANDING	select appropriate mathematics when solving problems in both familiar and unfamiliar situations apply the selected mathematics successfully when solving problems solve problems correctly in a variety of contexts	8
B	INVESTIGATING PATTERNS	select and apply mathematical problem-solving techniques to discover complex patterns describe patterns as relationships and/or general rules consistent with findings verify and justify relationships and/or general rules	8
C	COMMUNICATING	use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations use appropriate forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models) to present information move between different forms of mathematical representation communicate complete and coherent mathematical lines of reasoning organize information using a logical structure	8
D	APPLYING MATHEMATICS IN REAL-LIFE CONTEXTS	identify relevant elements of authentic real-life situations select appropriate mathematical strategies when solving authentic real-life situations apply the selected mathematical strategies successfully to reach a solution explain the degree of accuracy of a solution describe whether a solution makes sense in the context of the authentic real-life situation	8

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

Sources	<ol style="list-style-type: none"> 1. Vollmar, Haese and Humphries, Mathematics for the international students 8. Australia: Hease & Hariss Publications 2008 2. Gordon, Evans, Speed, Senior, Pearce, Maths Frameworking (3.1.-3.3.). UK: Collins 2014 3. New York Cop
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Danila Kumar International School

Middle Years Programme



School Year 2022-2023

Subject group: SCIENCES

Subject: BIOLOGY

Course outline

Teacher: Marija Brenčič

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Unit Title	Classification and identification of living things	Infectious diseases	Characteristics of non-flowering plants
Statement of Inquiry Global context	Systems of classification are based on organisms' forms and genetic patterns which explains their evolutionary relationships. Scientific and technical innovation (systems)	The immune system defends the body against infectious diseases that are spread through human interactions and are evident in acquired physical symptoms. Identity and relationships	The way plants evolve and adapt is directly related to their form and function. Identities and relationships
Inquiry into / Content	Research on history of classification Understand levels of classification in natural world Apply use of language to explain the meaning of scientific names Distinguish between the five kingdoms Identify organisms by using taxonomic keys and field guides Develop skills of classifying, communicating, inferring, observing, organizing data, researching, identifying, and applying. Develop thinker and communicator attribute of the IB Ip.	Understand and discuss the difference between infectious versus non-infectious diseases Identify pathogens (viruses, bacteria, protozoa, fungi) Explain the principle of spreading of infectious disease Discuss how body natural defences work Show understanding about the immune system and active vs passive immunity Evaluate vaccines and antibiotics that fight diseases Explain how an infection with HIV happens Analyse social aspects of AIDS Show understanding how STDs happen and how to avoid them Develop experimental skills	Describe plant origins Justify plants classification Discuss adaptations of plants considering their geographic appearance Understand how photosynthesis and respiration are interconnected energy processes Discuss how non-flowering plants affect our life Analyse chemical interactions of plants Research life cycles of non-flowering plant Use research findings to plan an experiment Develop experimental skills Develop thinker and caring attribute of the IB Ip
ATL skills clusters	X. Transfer skills: Apply skills and knowledge in unfamiliar situations, combine knowledge, understanding and skills to create your own product.	I. Communication skills: Find information for disciplinary and interdisciplinary inquiries, using a variety of media. VI. Information literacy skills: Make connections between various sources of information, collect, record, verify data and interpret data, create references and citations, construct a bibliography according to recognized conventions.	VIII. Critical-thinking skills: practice observing carefully to recognize problems, gather and organize relevant information to formulate and argument, interpret data, test generalizations and conclusions, draw reasonable conclusions and generalizations, formulate factual, conceptual and debatable questions, identify trends and forecast possibilities.

International-Mindedness	We are human beings: what makes a male, male and a female, female? What is sexuality? What are male-female relationships in different cultures like?
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	Describe scientific knowledge Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations Analyse information to make scientifically supported judgments.	8
B	Inquiring and designing	Describe a problem or question to be tested by a scientific investigation Outline and explain a testable hypothesis using correct scientific reasoning Describe how to manipulate the variables, and describe how sufficient, relevant data will be collected Design a logical, complete and safe method in which he or she selects appropriate materials and equipment	8
C	Processing and evaluating	Correctly collect, organize, transform and present data in numerical and/or visual forms Accurately interpret data and describe results using correct scientific reasoning Discuss the validity of a hypothesis based on the outcome of a scientific investigation Discuss the validity of the method based on the outcome of a scientific investigation Describe improvements or extensions to the method that would benefit the scientific investigation.	8
D	Reflecting on the impacts of science	Describe the ways in which science is applied and used to address a specific problem or issue Discuss and analyse the implications of using science and its application to solve a specific problem or issue, interacting with a factor Consistently apply scientific language to communicate understanding clearly and precisely Document sources completely.	8

Sources	Science Insight: Exploring Living Things Science Insight: Exploring Energy and Matter Co-ordinated Science: Biology, Chemistry Discovery channel, youtube and other internet sources
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Danila Kumar International School

Middle Years Programme



School Year 2022-2023

Subject group: SCIENCES

Subject: CHEMISTRY

Course outline

Teacher: Marija Brenčič

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Unit Title	Properties of matter	Chemical reactions	Chemical bonding
Statement of Inquiry	A particle model of matter demonstrates the law of energy conservation and how matter changes its form.	In the processes of chemical reactions substances change by interaction and redistribution of energy what is evident in new products.	The model of chemical bonding provides evidence of the relationships that naturally exist both between and within atoms.
Global context	Scientific and technical innovation (Exploration into the natural world and its laws)	Scientific and technical innovation (Processes, products, models)	Scientific and technical innovation (the natural world and its laws)
Inquiry into / Content	Understand how the particle model of matter functions Describe phases of matter Analyze weather patterns with phase changes Explain Boyle's Law and Charles' Law Identify the gases laws in everyday situations Discuss what plasma is Compare and contrast physical and chemical changes in matter changes and apply these changes to physical and chemical weathering Develop the thinker and communicator attribute of the IB learner profile	Know characteristics of chemical reactions Understand structure of chemical equations Through practical work identify types of chemical reactions Compare and contrast chemical and physical changes Explain mechanics of chemical reactions Discuss endothermic and exothermic chemical reactions in connection to everyday life Understand and balance chemical equations Explain energy and reaction rate connection Give definition and examples of catalysts, explain their role in chemical processes Apply science process skills to plan and perform experiments	Know the atomic structure Give definition of an atom, element and compound Explain what valency is Discuss how chemical bonds condition stability of a given compound Use diagrams to show ionic and covalent bonding Identify ionic and covalent substances and their uses in everyday life Use chemical formulas and word naming for different compounds Develop research skills and skills for practical, experimental work in a pair and group Develop knowledgeable and inquirer attribute of the IB learner profile
ATL skills clusters	X. Transfer skills: Apply skills and knowledge in unfamiliar situations. VIII. Critical-thinking skills: Gather and organize relevant information to formulate an argument; Draw reasonable conclusions and generalizations; Identify trends and forecast possibilities.	I. Communication skills: Use appropriate form of writing; Negotiate ideas and knowledge with your audience. IX. Creative-thinking skills: Create novel solutions to authentic problems.	VI. Information literacy skills: Collect, record and verify data, make connections between various sources of information, understand and implement intellectual property rights, create reference and citations, construct a bibliography according to recognized conventions.

International-Mindedness		How have scientific and technological applications in societal fields changed the cultural life of people worldwide?		
Subject assessment criteria		Objectives		Max. level
A	Knowing and understanding	Describe scientific knowledge Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations Analyse information to make scientifically supported judgments.		8
B	Inquiring and designing	Describe a problem or question to be tested by a scientific investigation Outline and explain a testable hypothesis using correct scientific reasoning Describe how to manipulate the variables, and describe how sufficient, relevant data will be collected Design a logical, complete and safe method in which he or she selects appropriate materials and equipment		8
C	Processing and evaluating	Correctly collect, organize, transform and present data in numerical and/or visual forms Accurately interpret data and describe results using correct scientific reasoning Discuss the validity of a hypothesis based on the outcome of a scientific investigation Discuss the validity of the method based on the outcome of a scientific investigation Describe improvements or extensions to the method that would benefit the scientific investigation.		8
D	Reflecting on the impacts of science	Describe the ways in which science is applied and used to address a specific problem or issue Discuss and analyse the implications of using science and its application to solve a specific problem or issue, interacting with a factor Consistently apply scientific language to communicate understanding clearly and precisely Document sources completely.		8

Sources	Science Insight: Exploring Energy and Matter, Addison-Wesley Co-ordinated Science: Chemistry
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Danila Kumar International School

Middle Years Programme



School Year 2022-2023

Teacher: Mr. Saša Krapež
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Course outline

Subject group: Sciences
 Subject: **Physics MYP3**

<u>Unit Title</u>	<i>Unit 1: Forces, energy and motion</i>	<i>Unit 2: Energy resources</i>	<i>Unit 3: Electricity</i>
Statement of Inquiry (Global context)	Energy causes changes in motion. Scientific and technical innovation	In order to meet growing demands for energy, societies often turn to new technologies that interact with the natural world. Fairness and development	Understanding electricity as the key to understanding the energy form of the future Globalization and sustainability
Inquiry into / Content	Calculating speed Graphing speed Compare frames of reference Different kind of speeds Relativity and space-Time Solving practice problems involving constant and average speed Acceleration (calculating and graphing) Motion in circles Energy and motion Gravity and energy Forces and gravity Falling objects Newton's Laws of motion Friction and forces in circular motion Universal motion	Calculating work and power Using appropriately units Distinguish between 5 forms of energy 6 simple machines Mechanical advantage Efficiency of a machine Complex machines Sources of energy Production of electricity Alternative sources of energy and environment Power plants	Static electricity, Lightning, Safety with electricity, Electrical charges, Calculating electrical charges, Electrical circuits and symbols for drawings, Effects of electrical current, Electrical current, Voltage and electrical sources, Electrical resistance, Ohm's Law Practice problem solving, Units and electricity
ATL skills clusters	Communication Self-Management Research Transfer Thinking Reflection	Communication Collaboration skills Critical thinking skills Information literacy skills	Communication Social Self-Management Reflection skills Research Thinking

International-Mindedness	Fluctuation of energy on the global network, environmental-friendly energy sources.
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Subject assessment criteria		Objectives	Max. level
A	Knowing and Understanding	<ul style="list-style-type: none"> Outline scientific knowledge Apply scientific knowledge and understanding to solve problems set in familiar situations and suggest situations to problems set in unfamiliar situations Interpret information to make scientifically supported judgments. 	8
B	Inquiring and designing	<ul style="list-style-type: none"> Outline an appropriate problem or research question to be tested by a scientific investigation Outline a testable prediction using scientific reasoning Outline how to manipulate the variables, and outline how data will be collected. Design scientific investigation 	8
C	Processing and Evaluating	<ul style="list-style-type: none"> present collect and transform data interpret data and describe results using scientific reasoning Discuss the validity of the method Describe improvements or extensions to the method 	8
D	Reflecting on the impact of science	<ul style="list-style-type: none"> explain the ways in which science is applied and used to address a specific problem discuss the various implications of the use of science and its application in solving a specific problem or issue apply communication modes effectively 	8

Sources	<ul style="list-style-type: none"> teaching aids and manipulatives families, experts and other primary sources in the school and the community school library computer and internet Books: Science insights: Exploring matter and energy, Stephan Pople: Co-ordinated Physics
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Middle Years Programme

School Year 2022-2023

Subject group: Individual and

Societies

Subject: History

Course outline

Teacher: Tadeja Galonja

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Unit Title	Unit 1: European Renaissance and Reformation	Unit 2: Age of Explorations	Unit 3: Absolute Monarchs in Europe	The Enlightenment and the Scientific Revolution
Statement of Inquiry (Global context)	Embracing new and old ideologies causes conflicts and leads to significant changes. <i>Orientation in time and space (students conduct an inquiry into how we discover and express ideas, feelings, nature, culture, beliefs and values)</i>	Global interaction causes conflicts among cultures <i>Orientation in time and space (students conduct an inquiry into how we discover and express ideas, feelings, nature, culture, beliefs and values)</i>	Changes in governance can cause conflicts <i>Orientation in time and space (students conduct an inquiry into how we discover and express ideas, feelings, nature, culture, beliefs and values)</i>	Human innovations and revolutions can trigger significant changes. <i>Personal and cultural expression (students will explore how we discover and express ideas, feelings, nature, culture, beliefs and values)</i>
Inquiry into / Content	New Ideas in Art, Philosophy, Architecture ... Italy: Patrons, Power of the Popes Northern Renaissance Da Vinci, Michelangelo, Rafael, Machiavelli, ... The Causes and the Consequences. Martin Luther	Exploration of the East Exploration of the West	The Tudors Spain's Empire France's Absolute Monarchs Russian Czars	The Scientific Revolution The Enlightenment in Europe
ATL skills clusters	I. Communication VIII. Critical thinking	I. Communication: III. Organisation: V. Reflection skills VI. Information literacy VII. Media literacy	I. Communication VIII. Critical thinking	I. Communication III. Organisation V. Reflection skills VI. Information literacy VII. Media literacy

International-Mindedness	What is happening around the World – reporting news
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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 summarise information to make valid, well-supported arguments D3 analyse a range of sources/data in terms of origin and purpose, recognising values and limitations	8

Sources	<ol style="list-style-type: none"> 1. Gleason, Maud. Medieval Times to Today. New Jersey: Prentice Hall, 2003. 2. Beck, Roger B, PhD World History, Patterns of Interaction. USA: McDougal Little, 2007. 3. Carter M., Culpin C., Kinloch N. Past into Present 2 1400 - 1700. London: Collins Educational, 1995. 4. Crash Course History - The Renaissance (YouTube video clip) 5. Martin Luther - Reluctant Revolutionary (documentary) 6. Crash Course History - Indian Ocean Trade (YouTube video clip) 7. Crash Course History - Atlantic Slave Trade (YouTube video clip) 8. Peter the Great (YouTube video clip) 9. The Story of Science, 2010 (BBC documentary)
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Teacher: Mr. Simon Zoretič Gajser

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Course outline

Subject group: Individuals and societies

Subject: Geography

Unit Title	Unit 1: Population	Unit 2: Resources	Unit 3: European Union	Unit 4: Tourism
Statement of Inquiry	Every culture develops a set of systems according to their surrounding environment.	Locations and history have caused disparity in human and economic development.	Civilization can benefit from certain political and economic systems.	In a highly-globalized world diversity and sustainability can be at risk.
Global context	Identities and relationships (students will explore identity, beliefs and values of different cultures).	Fairness and development (students will explore how to share finite resources with other people and living things).	Identities and relationships (students will explore identity, beliefs and values of communities and cultures).	Globalization and sustainability (students conduct an inquiry into how tourists' activities affect an environment).
Inquiry into/content	A Growing Population Migrations World Cultures Settlements Economic and Political Systems	Mineral Resources Energy Resources Environmental Issues	What is the EU? Institutions Pros and Cons	World Tourism History of Tourism Sustainable Tourism
ATL skills clusters	<u>I. Communication</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u> <u>VII. Media literacy</u> <u>VIII. Critical thinking</u>	<u>I. Communication</u>	<u>I. Communication</u> <u>VIII. Critical thinking</u>	<u>I. Communication</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u> <u>VII. Media literacy</u>

International-Mindedness	Cultures around the world, political systems and world tourism.
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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

Sources	<ol style="list-style-type: none"> 1. Gentzler, Yvonne S., Ph.D. Geography, Tools and Concepts. New Jersey: Prentice Hall, 2001. 2. Owen, Andy. Geography in Action, Series 1, 2, 3. Oxford: Heinemann, 1995. 3. Fahrey Jr., John M., Student Atlas of the World - Third Edition. Washington, D.C: National Geographic, 2009 4. Human planet, 2011 (documentary) 5. Human Footprint, 2007 (documentary)
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Teacher: Anja Podreka

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Unit Title	Unit 1: Contemporary art	Unit 2: Philosophy of contemporary art
<p>Statement of Inquiry</p> <p>(Global context)</p>	<p>Contemporary art is based on a global problematic, new interpretations and consequently artistic innovations, which are about to be developed.</p> <p>Globalization and sustainability</p>	<p>Philosophers of contemporary art set interpretations of new representations which needs to be understood and experienced in order to fully engage it with an acceptance and an open mind.</p> <p>Fairness and sustainability</p>
<p>Inquiry into/Content</p>	<p>Art since 2000: What is a Concept, what is a Conceptual Art? Artists and their projects Ai Wei Wei Vik Muniz (Waste Land project) Olafur Eliason (others)</p>	<p>Philosophy of a contemporary art: Art & Theory H.Ulbrich Obrist, Christine Meceel, Frances Morris Exhibitions of a contemporary art Who / what is a curator / curatorship?</p>
<p>ATL skills clusters</p>	<p>Communication skills, Thinking skills, Social skills, Self-management skills, Research skills, Social skills</p>	<p>Communication skills, Thinking skills, Social skills, Self-management skills, Research skills, Social skills</p>

International-Mindedness	Contemporary art around the world, different cultures and expression, global awareness.
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Subject assessment criteria	Objectives	Max. level
Investigating	<ul style="list-style-type: none"> i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry ii. analyse an artwork or performance from the chosen movement or genre. 	8
Developing	<ul style="list-style-type: none"> 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
Creating/Performing	<ul style="list-style-type: none"> i. create or perform an artwork. 	8
Evaluating	<ul style="list-style-type: none"> i. appraise their own artwork or performance ii. reflect on their development as an artist. 	8

Sources	Literature, online sources (articles, videos, web pages), galleries.
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Danila Kumar International School

Middle Years Programme

School Year 2022-2023



Subject group: Arts

Course outline

Subject: Music, MYP 3

Teacher: Špela Pučko

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Unit Title	<i>Unit 1: Music and Technology</i>	<i>Unit 2: Our Composition</i>
Statement of Inquiry <i>(Global context)</i>	Expression through music and technology bring out a variety of emotional responses. (Scientific and technical innovation)	We express our individuality by creating a unique composition. (Identities and relationships)
Inquiry into / Content	Movie genres Soundtracks and composers Emotions through music Programs and apps for creating music Sound effects	Music theory – rhythm, melody, harmony and terminology Musical and non-musical elements of performances Musical pieces Instruments Voice
ATL skills clusters	Communication skills, Critical-thinking skills, Creative-thinking skills.	Communication skills, collaboration skills, Creative-thinking skills, Self-management skills.

International-Mindedness	Soundtracks of different movies from different parts of the world; expressing who we are and our cultural background.
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Subject assessment criteria		Objectives	Max. level
A	Investigating	i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry ii. analyse an artwork or performance from the chosen movement or genre.	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

Sources	<ul style="list-style-type: none"> - S.B.Ginn: Music Connection, and selected other books - Dictionaries - Worksheets on Music process skills - Web music-writing software (Musicshake etc.) - Different classroom and musical instruments - Online webpages (google.com; Wikipedia.com; etc.)
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Middle Years Programme

School Year 2022-2023

Subject group: Arts

Teacher: Mateja Kores

Subject: Drama – MYP 3

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Course outline

<u>Unit Title</u>	<i>Unit 1: It's show time!</i>	<i>Unit 2: Review!</i>
Statement of Inquiry (Global context)	We communicate our identity by adopting different roles . IDENTITIES AND RELATIONSHIPS	Reviewing an art form is a response to a personal aesthetic and cultural expression . PERSONAL AND CULTURAL EXPRESSION
Inquiry into/ content	<u>Course content</u> <ul style="list-style-type: none">• Drama as an expressive art form• Types of drama• Elements of drama• Drama skills• Pantomime• Adapting the script• Building a character in response to personal ideas and feelings• Voice work and sound effects• Body movement on the stage• Costumes and props• Stage and scenery	<u>Course content</u> <ul style="list-style-type: none">• Roles in the theatre• Evaluating expression• Reviewing performance• Functional language in the field of performance arts

ATL skills clusters	SELF-MANAGEMENT (Affective skills, Reflection) THINKING (Creative thinking, Transfer) SOCIAL (Collaboration)	COMMUNICATIO (Communication) SELF-MANAGEMENT (Organisation) THINKING (Critical thinking, Transfer)
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International-Mindedness	<ul style="list-style-type: none"> ✓ Drama from around the world, history ✓ How can I introduce elements of my culture into my character's performance? ✓ Tropes in classical drama around the world
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Subject assessment criteria		Objectives	Max. level
A	Investigating	ii. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry ii. analyse an artwork or performance from the chosen movement or genre.	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

Sources	<p>Literature and online sources on theatre, drama, character development. The chosen play – background research, character development. Videos (YouTube, etc.), guest speakers, previous plays – an analysis.</p> <p>https://education.digitaltheatreplus.com/ib-myp-drama#resources</p> <p>https://docs.google.com/spreadsheets/d/1oakgPgYaa4Pg6eST55FG-GJGWsW8zKOWO7iMuQzatyc/edit#gid=0</p> <p>https://dramaresource.com/</p>
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Danila Kumar International School

Middle Years Programme

School Year 2022-2023



Teacher: Mr. Saša Krapež

Subject group: Design

Email: krapezs@os-danilekumar.si

Course outline

Subject: **Design MYP**

<u>Unit Title</u>	<i>Unit 1: Table lamp</i> Interdisciplinary unit (design + math)	<i>Unit 2: Educational toy</i>	<i>Unit 3: DIY with Arduino</i>
Statement of Inquiry Global context	Function of the product depends on measurement, composition and form. Scientific and technical innovation	Community needs scaffold the development of functional designs. Personal and cultural expression	Machines also communicate and their language is so logical. Personal and Cultural expressions
Inquiry into/content	<ul style="list-style-type: none"> • Knowledge of different materials (bulbs, LED, switches, wires) • perspectives, side view, front view • Knowledge of using computer • Electricity Safety rules • safety rules working in the workshop • Skills of evaluating of the design and make changes to improve it 	<ul style="list-style-type: none"> • Knowledge of different materials (wood, paper, plastic, textile...) • Using internet efficiently for gathering information • technical drawings • Knowledge of drawing and writing using computer • Educational needs, development of skills from kindergarten children • Safety rules • Evaluating of the design and make changes to improve it 	<ul style="list-style-type: none"> • Learning new languages • How machines “think” • Planning in advanced • Sharing information on line. • Using creativity to teach machines what to do. • Reflect on work done. • Evaluate the electronic presentation.
ATL skills clusters	<u>I. Communication</u> <u>II. Collaboration</u> <u>III. Organization</u> <u>V. Reflection skills</u>	<u>Social</u> <u>Self-management</u> <u>Thinking</u>	<u>I. Communication</u> <u>II. Collaboration</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u>

International-Mindedness	Educational toys around the world.
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Subject assessment criteria		Objectives	Max. level
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 the 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

<i>Interdisciplinary unit</i>			
Subject assessment criteria		Objectives	Max. level
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
<ul style="list-style-type: none"> • http://www.btc-city.com/trgovina/349/mladi-tehnik • http://www.btc-city.com/trgovina/202/magic-shop • http://www.btc-city.com/trgovina/349/mladi-tehnik • educational games in the school kindergarten • families, experts and other primary sources in the school and the community • Teachers handouts and printed articles

- https://www.huffingtonpost.com/alicia-chang/how-to-design-smart-toys-_b_6464838.html
- <https://www.pinterest.com/explore/educational-toys/?lp=true>
- <http://www.technologystudent.com/joints/edu5.htm>



Danila Kumar International School

Middle Years Programme

School Year 2022-2023

Subject group: PHE

Subject: Physical and Health Education

Course outline

Teachers: Mitja Uršič, Jasna Lavrenčič

Email: mitjau@os-danilekumar.si, lavrencicj@os-danilekumar.si



Unit Title	<i>Unit 1:</i> BASIC MOVEMENTS	<i>Unit 2:</i> INVASION GAMES	<i>Unit 3:</i> LET'S MOVE	<i>Unit 4:</i> NET GAMES	<i>Unit 5:</i> MOTOR SKILLS	<i>Unit 6:</i> SPORTSMANSHIP AND HELATH RELATED ACTIVITIES
Statement of Inquiry	Improving technique and strategies changes one's personal efficacy and agency.	A good system and balance of players on court as well as their interpersonal skills are very important.	Different perspectives inspire the creation of choreography.	Good relationships and good volleyball skills makes a team function effectively.	The use of one's choice of movements and elements results in different creations.	It takes time and motivation to develop the right beliefs, values and attitudes.
(Global context)	Identities and relationships	identities and relationships	Personal and cultural expression	Identities and relationships	Personal and cultural expression	Identities and relationships

Content/Inquiry into	Improving (with some guidance) elements of ball, vortex, discus throw, shot put, improving 60m run, 600m run	Learning and improving techniques and tactics: attacks. Laws and rules of the game	Create and learn (with some guidance) dance routine.	Learning and improving techniques and tactics: attacks. Laws and rules of the game	Combine (with some guidance) gymnastics elements and motor skills in one routine.	Are aware about sportsmanship and a healthy way of life – Healthy lifestyle
ATL skills clusters	<p><i>Self-management skills (Reflection):</i> Develop new skills, techniques and strategies for effective learning</p> <p><i>Thinking skills (Transfer skills):</i> Apply skills and knowledge in unfamiliar situations</p>	<p><i>Thinking skills (Transfer skills):</i> Apply skills and knowledge in unfamiliar situations</p> <p>Thinking (critical thinking): observe tactics and ways of communication in order to recognize personal and team strengths and weaknesses</p>	<p><i>Thinking skills (Transfer skills):</i> Apply skills and knowledge in unfamiliar situations</p> <p><i>Self-management skills (Reflection skills):</i> keep a journal to record reflections</p>	<p><i>Thinking skills (Transfer skills):</i> Apply skills and knowledge in unfamiliar situations</p> <p>(critical thinking): observe tactics and ways of communication in order to recognize personal and team strengths and weaknesses</p>	<p><i>Self-management skills:</i> (Organization): create plans to prepare for summative assessments (Reflection): keep a journal to record reflections</p> <p><i>Thinking skills:</i> (Transfer skills): Apply skills and knowledge in unfamiliar situations</p>	<p><i>Communication skills (communication):</i> Give and receive meaningful feedback</p> <p><i>Self-management skills (organization skills):</i> Plan short- and long- term assignments;</p>

International-Mindedness	<ul style="list-style-type: none"> ✓ Share a game from your country ✓ What national sports are popular in Slovenian? ✓ Find a country where P.E. is taught differently than in Slovenia ✓ Explain differences and similarities
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Sources	<ul style="list-style-type: none"> • videos - youtube • clue pictures • PE lessons, • Different sport books • dictionaries – for language (words) • World web • Dynamic physical education: Robert P. Pangrazi
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Subject assessment criteria	Objectives	Max. level
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A	<p>Knowing and understanding</p> 	<p>Describe physical health education factual, procedural and conceptual knowledge Apply physical and health terminology effectively to communicate understanding. Apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations</p>	Maximum 8
B	<p>or Performance</p>	<p>Design and explain a plan for improving physical performance and health Explain the effectiveness of a plan based on the outcome.</p>	 <p>Maximum 8</p>
C	<p>Applying and Performing</p>	<p>Demonstrate and apply a range of skills and techniques Demonstrate and apply a range of strategies and movement concepts Outline and apply information to perform effectively.</p>	Maximum 8
D	<p>Reflecting and improving performance</p>	<p>Describe and demonstrate strategies to enhance interpersonal skills Outline goals and apply strategies to enhance performance Explain and evaluate performance</p>	Maximum 8

Danila Kumar International School
Middle Years Programme
School Year 2022-2023

Course outline

Subject: APPROACHES TO LEARNING

Teacher: Mateja Kores

Grade: MYP 3

<u>Unit Title</u>	Unit 1 <u>The 7 Habits of Highly Effective Me</u>	Unit 2 <u>Community project</u>	Unit 3 <u>What about tomorrow?</u>
<u>Statement of Inquiry</u>	<p>Planning, goal-setting, and collaboration affects our choices and fosters leadership skills.</p>	<p>Communities are strongest when people take active roles in maintaining them.</p>	<p>Reflection helps identify the steps to pursue one's goals.</p>

<u>Inquiry into / Content</u>	<ul style="list-style-type: none"> • What does it mean to be a leader? • Which habits cause us to be effective or ineffective? • What is the relationship between decisions and consequences? • How can a person's decisions and actions change his/her life? • How can a person plan and set goals to achieve personal and academic goals? 	<ul style="list-style-type: none"> • What is the value of my work? • What are the consequences if I do not accept my personal responsibilities in my community? • How do my actions impact others in a community? • How can my purposes and passions support the needs of the local and global community? 	<ul style="list-style-type: none"> • To which possible career choices do my personal preferences, skills, strengths, and abilities and connect to? • How can my purposes and passions support the needs of the local and global community when considering career choices? • How do my curriculum choices and co-curricular activities influence my career paths? • What steps are needed to move closer towards my career goals?
<u>ATL skills</u>	<p>SELF-MANAGEMENT (Organization)</p> <p>SOCIAL (Collaboration)</p> <p>THINKING (Critical, creative)</p>	<p>RESEARCH (Information Literacy)</p> <p>COMMUNICATION</p> <p>REFLECTION</p>	<p>THINKING (Critical thinking)</p> <p>TRANSFER</p>

SOURCES:

<p>UNIT 1:</p> <ol style="list-style-type: none"> 1. Covey, Sean. <i>The 7 Habits Of Highly Effective Teens</i>. Turtleback Books, 2014. 2. Covey, Sean. <i>The 7 Habits of Highly Effective Teens: Personal Workbook</i>. Touchstone Book/Simon & Schuster, 2014. 	<p>UNIT 2:</p> <p>Community project journal (in-school source)</p>	<p>UNIT 3:</p> <p>“The Leader in Me.” <i>The Leader In Me</i>, www.theleaderinme.org/.</p>
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Danila Kumar International School
Middle Years Programme
School Year 2022-2023



HOMEROOM LESSONS

Homeroom teacher(s): Anja Podreka (podrekaa@os-danilekumar.si), Mateja Kores (koresm@os-danilekumar.si)

Lessons	Objectives
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Introduction	<ul style="list-style-type: none"> • School rules and policies (on assessment, consequences ...), Code of conduct, dress code, Covid-19 rules and routines • Responsibilities of MYP students • Creating class rules
Philosophy night	<ul style="list-style-type: none"> • Preparing a presentation for parents about the MYP programme
Manners	<ul style="list-style-type: none"> • How to behave appropriately and be polite • How to send e-mails • How to talk to teachers and peers • How to behave during lessons
School climate	<ul style="list-style-type: none"> • Tolerance – being open-minded and accept differences • Communication students – teachers – parents • Positive attitude towards learning • Positive climate
Emergency	<ul style="list-style-type: none"> • How to evacuate the school • Who to reach in case of emergency
Community project	<ul style="list-style-type: none"> • What would help our community • How to plan and stay organised
Looking after ourselves	<ul style="list-style-type: none"> • Developing an awareness of the importance of personal hygiene • Nutrition and healthy eating • Addictions • Importance of exercising • Mindfulness
1st Portfolio night	<ul style="list-style-type: none"> • Organising personal portfolios
Relationships	<ul style="list-style-type: none"> • Communication skills, group work • Friendships • Empathy • Boy-girl relationships
Service as action	<ul style="list-style-type: none"> • Importance of volunteering and charity work

Manners in the dining room	<ul style="list-style-type: none"> • How to use manners in the dining room • Students share their experiences
Bullying	<ul style="list-style-type: none"> • Controlling anger • Solving conflicts (mediation) • Prejudice/stereotypes
Understanding ourselves	<ul style="list-style-type: none"> • Personal identity • Self-control • Accepting Responsibility • How we see ourselves
2nd Portfolio night	<ul style="list-style-type: none"> • Organising personal portfolios
Ourselves in the wider society	<ul style="list-style-type: none"> • Advertising and media influences • Social media • Violence
Valeta	<ul style="list-style-type: none"> • Plans for Valeta

Homeroom lessons are carried out once per week (in total 35 per year). During this lesson, the homeroom teacher discusses various topics important for the students' development and integration in the environment. The order of the topics is adjusted based on the needs of the class.