



# Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Subject group: **LANGUAGE ACQUISITION**

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

Course outline

Teacher: Tina Frelih

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| Unit Title             | Unit 1: <u>To sem jaz.</u><br><u>This is me.</u>                                                                                                                                                                                                                                                    | Unit 2: <u>Gremo na izlet!</u><br><u>Let's go on a trip!</u>                                                                                                                                    |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Statement of Inquiry   | Meaningful and purposeful communication supports formation of identity through relationships.                                                                                                                                                                                                       | Making connections between different contexts influences the exchange of messages.                                                                                                              |
| Key concept            | Communication                                                                                                                                                                                                                                                                                       | Connections                                                                                                                                                                                     |
| Related concepts       | Purpose, Meaning                                                                                                                                                                                                                                                                                    | Context, Message                                                                                                                                                                                |
| (Global context)       | (Identities and relationships)                                                                                                                                                                                                                                                                      | (Orientation in space and time)                                                                                                                                                                 |
| Inquiry into / Content | alphabet, greetings, numbers, describing oneself (country, language, age...), colors, family tree, school (objects, subjects, people, timetable, phrases...), days of the week, hobbies<br><br>-----Grammar-----<br>verb BE, present tense, formulating questions, like/don't like, ordinal numbers | clothes, food, calendar, weather, sights and activities, directions and transportation, locations, postcards, letters, vlogs...<br><br>-----Grammar-----<br>future and past tense, prepositions |
| ATL skills clusters    | <b>COMMUNICATION</b> (Communication skills)<br><b>THINKING</b> (Creative and Critical thinking skills)                                                                                                                                                                                              | <b>COMMUNICATION</b> (Communication skills)<br><b>THINKING</b> (Creative thinking skills)                                                                                                       |

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

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|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sources</b> | <p>Knez, Mihaela et al: Čas za slovenščino 1 (učbenik)</p> <p>Knez, Mihaela et al: Čas za slovenščino 1 (delovni zvezek)</p> <p>Knez, Mihaela et al: Čas za slovenščino 2 (učbenik)</p> <p>Knez, Mihaela et al: Čas za slovenščino 2 (delovni zvezek)</p> <p>Mladi rod – gradivo (<a href="https://www.mladirod.at/?page_id=9">https://www.mladirod.at/?page_id=9</a>)</p> <p>Online sources: <a href="https://www.survio.com/survey/i/X7O2E9K0N0D9J0V6L?bg=ffffff&amp;fg=000000">https://www.survio.com/survey/i/X7O2E9K0N0D9J0V6L?bg=ffffff&amp;fg=000000</a>,<br/> <a href="https://www.slovenia.info/en/expo-how-well-do-you-know-slovenia-questions">https://www.slovenia.info/en/expo-how-well-do-you-know-slovenia-questions</a>, <a href="https://www.funtrivia.com/trivia-quiz/General/Do-you-know-Slovenia-255761.html">https://www.funtrivia.com/trivia-quiz/General/Do-you-know-Slovenia-255761.html</a>, <a href="https://mylanguages.org/slovenian_quiz.php">https://mylanguages.org/slovenian_quiz.php</a>,<br/> <a href="https://learningonline.typeform.com/to/bW2GAT?typeform-source=testyourlanguage.com">https://learningonline.typeform.com/to/bW2GAT?typeform-source=testyourlanguage.com</a>,<br/> <a href="https://www.youtube.com/watch?v=pDekRf2ttBY&amp;list=WL&amp;index=18&amp;t=60s">https://www.youtube.com/watch?v=pDekRf2ttBY&amp;list=WL&amp;index=18&amp;t=60s</a>,<br/> <a href="https://www.youtube.com/watch?v=oL3FXPHSGTo">https://www.youtube.com/watch?v=oL3FXPHSGTo</a></p> <p>PIL, INFODROM, Moj Planet</p> |
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## Danila Kumar International School

Middle Years Programme  
School Year 2025-2026



**Subject group: Language Acquisition**

**Subject: Slovenian Language (Emergent Communicators, Phase 2, MYP 1-3)**

### Course outline

**Teacher: Mišo Jonak**

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| Unit Title                                                                                       | Jaz in moj vsakdan ( <i>Me and my routine</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Moj prostor – moja svoboda ( <i>My space – my freedom</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Statement of Inquiry</b><br><br><i>Key concept, related concepts</i><br><i>Global context</i> | Following patterns in daily life builds meaningful connections between personal choices and general expectations.<br><br><i>connections</i><br><i>patterns, function</i><br><br>Personal and Cultural Expression                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Our needs in culture mirror through the design of our living.<br><br><i>communication</i><br><i>purpose, meaning</i><br><br>Orientation in space and time                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Inquiry into ... /Content</b>                                                                 | Knowledge: <ul style="list-style-type: none"><li>• vocabulary about facilities, rooms, daily routines and chores</li><li>• grammar structures (Present and past tenses; singular, dual and plural; Cases)</li><li>• adjectives, pronouns, prepositions</li><li>• asking questions, giving directions, describing</li></ul> Content: <ul style="list-style-type: none"><li>• feelings, routines, expectations</li><li>• our personal choices and interests</li><li>• language learning through daily interactions (going to the shop, asking for directions etc.)</li><li>• how do we learn (metacognition)</li><li>• Reflecting on IB learner profiles (knowledgeable, communicator, thinker)</li></ul> | <ul style="list-style-type: none"><li>• asking for directions and assistance in ordinary everyday situations,</li><li>• engaging in basic exchanges in everyday situations,</li><li>• describing places and services in a town/city</li><li>• reading short texts with understanding and</li><li>• responding in oral and written form,</li><li>• producing simple written texts</li></ul> Grammar:<br>Using basic grammar structures: Accusative, Genitive, Locative, Present, Past Tense and Future Tense verb conjugations, Comparatives |
| <b>ATL skills</b>                                                                                | <ul style="list-style-type: none"><li>• Communication skills</li><li>• Self-management skills</li><li>• Social skills</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Communication skills</li><li>• Self-management skills</li><li>• Social skills</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>International-Mindedness</b> | Why is it important to learn and speak foreign languages and learn about different cultures?<br>How do our differences and similarities bring us together?<br>Do we use polite expressions in the same way across different languages? |
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| <b>Resources</b> | iloveslovene.eu;<br>Čas za slovenščino 1, učbenik in delovni zvezek; Čas za slovenščino 2, učbenik in delovni zvezek; Križ Kraž 1&2: Učbenik, Teacher's handbook<br>Slovene-English dictionaries found in the school library |
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| Subject assessment criteria |                                                                                                                                                                                                                                                                                                                                                                                             | Max. level |
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| <b>A</b>                    | <b>LISTENING</b><br><br>Identify explicit and implicit information (facts and/or opinions, and supporting details)<br>Analyse conventions<br>Analyse connections                                                                                                                                                                                                                            | <b>8</b>   |
| <b>B</b>                    | <b>READING</b><br><br>Identify explicit and implicit information (facts and/or opinions, and supporting details)<br>Analyse conventions<br>Analyse connections                                                                                                                                                                                                                              | <b>8</b>   |
| <b>C</b>                    | <b>SPEAKING</b><br><br>Use a wide range of vocabulary<br>Use a wide range of grammatical structures generally accurately<br>Use clear pronunciation and intonation in comprehensible manner<br>Communicate all or almost all the required information clearly and effectively                                                                                                               | <b>8</b>   |
| <b>D</b>                    | <b>WRITING</b><br><br>Use a wide range of vocabulary<br>Use a wide range of grammatical structures generally accurately<br>Organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices<br>Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context | <b>8</b>   |



**Danila Kumar International School**  
Middle Years Programme  
School Year 2025-2026



**Subject group: Language Acquisition**

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

Course outline

**Teacher: Mateja Kores**

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| <b>Unit Title</b>                     | Unit 1: <b><u>Na poti</u></b> (On the move)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Unit 2: <b><u>Živeti skupaj</u></b> (Living together)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Statement of Inquiry</b>           | <i>Migrations due to various reasons change the lives of individuals and communities.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Multiculturalism influences our identity, language and co-existence.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Key concept</b>                    | Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Related concepts</b>               | Context, purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Identity, empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Global context</b>                 | Orientation in space and time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Globalisation and sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Inquiry into ... /<br/>Content</b> | <p><b>Factual knowledge:</b> Types of migration, push/pull factors, reasons for migration, what challenges do migrants face, what are the skills you need to successfully integrate.</p> <p><b>Conceptual knowledge:</b> Belonging, identity, societal impact.</p> <p><b>Procedural knowledge:</b> effective note-taking, finding relevant information online, role-play prep, sequencing in writing, using non-verbal communication, identifying the structure of an article, analysing register, creating original works (article), meeting deadlines.</p> | <p><b>Factual knowledge:</b> Vocabulary on culture and identity, essay structure, panel/discussion structure, giving arguments, tolerance and inclusion.</p> <p><b>Conceptual knowledge:</b> Belonging, diversity, inclusion, the role of conventions in society and how breaking them can lead to a peaceful co-existence.</p> <p><b>Procedural knowledge:</b> Effective note-taking, finding relevant information online, essay structure, linking, respectful speaking, using non-verbal communication, identifying the structure of speaking formats (panel, discussion), analysing register, creating original works, meeting deadlines.</p> |
| <b>ATL skills clusters</b>            | <p><b>Research skills – Information literacy</b> (Make connections between various sources of information, process data and report results)</p> <p><b>Communication Skills – Communication</b> (Use appropriate forms of writing for different purposes and audiences; structure information in summaries, essays and reports)</p>                                                                                                                                                                                                                           | <p><b>Social Skills – Collaboration</b> (Read critically and for comprehension; listen actively to other perspectives and ideas)</p> <p><b>Communication Skills – Communication</b> (Structure information in summaries, essays and reports)</p>                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <b>International-Mindedness</b> | <ul style="list-style-type: none"> <li>✓ Multiculturalism in the classroom – countries, languages, cultures</li> <li>✓ Personal migration stories</li> <li>✓ Famous migrants to other countries and to Slovenia</li> <li>✓ Multicultural societies around the world</li> </ul> |
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| <b>Sources</b> | <ul style="list-style-type: none"> <li>• Tone Pavček: Pripovedi o velikih Slovencih</li> <li>• Knez, Mihaela et al.: Čas za slovenščino 1</li> <li>• Markovič, Andreja et al: Slovenska beseda v živo 1</li> <li>• Pirih Svetina, Nataša: ABC gremo</li> <li>• Heads up in Slovenian (board game)</li> <li>• Knez, Mihaela et al: Čas za slovenščino 2</li> <li>• Slovenian-English and English-Slovenian dictionaries</li> <li>• <i>PIL</i> or <i>Moj Planet</i> magazine articles about student diversity or moving to Slovenia</li> <li>• <b>RTV Slovenija (Infodrom):</b> “<i>Večkulturni razredi – učimo se skupaj</i>”, “<i>Kako sprejemamo druge jezike in običaje v razredu</i>”</li> <li>• Opinion blog: “Zakaj je večkulturnost dobra za našo družbo?” (can be teacher-adapted)</li> <li>• Short texts from <i>Čas za slovenščino</i> (levels 1–2) related to school life and inclusion</li> <li>• Translated or adapted student stories from <i>UNICEF Slovenia</i> or <i>Slovenska filantropija</i></li> <li>• <i>Humans of Ljubljana</i>–style classroom project or fictionalised stories</li> <li>• Studio Kriškraš or <i>Male sive celice</i> segments on global friendships</li> <li>• <i>RTV Radio Prvi: “Mladi in večkulturnost”</i> (search radio segments on integration)</li> <li>• Podcasts: <i>Youth on the Move</i> (UNHCR – teacher-adapted for level), <i>I Feel Slovenia</i>: Interviews with successful foreigners in Slovenia</li> <li>• <b>Blog posts / Reflections (adapted):</b> “Živim v dvojezični družini – kaj to pomeni?”, “Moji prijatelji so iz različnih držav – kaj nas povezuje?”, “Zakaj praznujemo različne praznike v naši skupnosti?”</li> <li>• <b>Illustrated books</b> (Slovenian or bilingual) like: “<i>Zakaj sem jaz jaz?</i>” (About identity), “<i>Moj svet, tvoj svet</i>” (About cultural diversity in everyday life)</li> </ul> |
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| Subject assessment criteria |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max. level |
|-----------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>A</b>                    | <b>LISTENING</b> | <ul style="list-style-type: none"> <li>- Identify explicit and implicit information (facts and/or opinions, and supporting details)</li> <li>- Analyse conventions</li> <li>- Analyse connections</li> </ul>                                                                                                                                                                                                                                                 | <b>8</b>   |
| <b>B</b>                    | <b>READING</b>   | <ul style="list-style-type: none"> <li>- Identify explicit and implicit information (facts and/or opinions, and supporting details)</li> <li>- Analyse conventions</li> <li>- Analyse connections</li> </ul>                                                                                                                                                                                                                                                 | <b>8</b>   |
| <b>C</b>                    | <b>SPEAKING</b>  | <ul style="list-style-type: none"> <li>- Use a wide range of vocabulary</li> <li>- Use a wide range of grammatical structures generally accurately</li> <li>- Use clear pronunciation and intonation in comprehensible manner</li> <li>- Communicate all or almost all the required information clearly and effectively</li> </ul>                                                                                                                           | <b>8</b>   |
| <b>D</b>                    | <b>WRITING</b>   | <ul style="list-style-type: none"> <li>- Use a wide range of vocabulary</li> <li>- Use a wide range of grammatical structures generally accurately</li> <li>- Organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices</li> <li>-</li> <li>- Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</li> </ul> | <b>8</b>   |



# Danila Kumar International School

Middle Years Programme

School Year 2025-2026



**Subject group: Language Acquisition**

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

Course outline

**Teacher: Ms Tea Jelnikar**

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| Unit Title                                                                                 | Unit 1 <i>Višje, hitreje, močnejše (Faster, higher, stronger)</i>                                                                                                                                                                                            | Unit 2: <i>In Oskarja dobi... (And the Oscar goes to...)</i>                                                                                                                                                                         |
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| <b>Statement of Inquiry</b><br><br>Key concept:<br>Related concepts:<br><br>Global context | <b>Meaningful connections help shape our identities.</b><br><br><i>Connections</i><br><i>Purpose, Meaning</i><br><br>IDENTITY AND RELATIONSHIPS                                                                                                              | <b>Personal and cultural factors must be considered for a message to be successfully communicated to different audiences.</b><br><br><i>Communication</i><br><i>Message, Audience</i><br><br>PERSONAL AND CULTURAL EXPRESSION        |
| Learning objectives                                                                        | <ul style="list-style-type: none"><li>• Sport-related vocabulary</li><li>• Sport as element of personal and national identity</li><li>• Importance of fair play</li></ul><br>GRAMMAR:<br>Present, past and future tenses, discourse connectors, comparatives | <ul style="list-style-type: none"><li>• Movies and storytelling</li><li>• Movie characters and plots</li><li>• Genres and their characteristics</li><li>• Writing a script</li></ul><br>GRAMMAR:<br>Present, past and future tenses, |
| ATL skills clusters                                                                        | COMMUNICATION SKILLS<br>RESEARCH SKILLS – Information Literacy<br>THINKING – Transfer                                                                                                                                                                        | COMMUNICATION SKILLS<br>THINKING – Creative thinking<br>SELF-MANAGEMENT - Organization                                                                                                                                               |
| <b>International-Mindedness</b>                                                            | International sport competitions in connecting communities and nations<br>Famous sportspeople and fictional characters as commonalities and role models                                                                                                      |                                                                                                                                                                                                                                      |

| Subject assessment criteria |                  | Objectives                                                                                                                                                                                                                                                                                                     | Max. level |
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| <b>A</b>                    | <b>Listening</b> | <ul style="list-style-type: none"> <li>- demonstrate understanding of explicit and implicit spoken information in multimodal texts</li> <li>- demonstrate understanding of conventions</li> <li>- demonstrate understanding of relationships between the various components of the multimodal text</li> </ul>  | <b>8</b>   |
| <b>B</b>                    | <b>Reading</b>   | <ul style="list-style-type: none"> <li>- demonstrate understanding of explicit and implicit written information in multimodal texts</li> <li>- demonstrate understanding of conventions</li> <li>- demonstrate understanding of relationships between the various components of the multimodal text</li> </ul> | <b>8</b>   |
| <b>C</b>                    | <b>Speaking</b>  | <ul style="list-style-type: none"> <li>- use spoken language to communicate and interact with others</li> <li>- demonstrate accuracy and fluency in speaking</li> <li>- communicate clearly and effectively</li> </ul>                                                                                         | <b>8</b>   |
| <b>D</b>                    | <b>Writing</b>   | <ul style="list-style-type: none"> <li>- use written language to communicate with others</li> <li>- demonstrate accurate use of language conventions</li> <li>- organize information in writing</li> <li>- communicate information with a sense of audience and purpose</li> </ul>                             | <b>8</b>   |

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|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sources</b> | <ul style="list-style-type: none"> <li>- KNEZ, Mihaela et al.: <i>Čas za Sloveščino 2</i>. Univerza v Ljubljani, 2017.</li> <li>- <i>CAJHEN, Nana: Slovenščina za vsak dan 8</i></li> <li>- magazines <i>PIL, GEA, Moj Planet, Ciciban</i></li> <li>- bilingual dictionaries (Pons.si)</li> <li>- Teacher-made worksheets and online sources (Infodrom, etc.).</li> </ul> |
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**Danila Kumar International School**  
**Middle Years Programme**  
**School Year 2025-2026**



**Subject group: Language Acquisition**

**Subject: Slovenian Language (Proficient Communicators, Phase 5, MYP 1-3)**

*Course outline*

**Teacher: Tjaša Fritsch Križaj**

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| <b><u>Unit Title</u></b>             | <b><i>Unit 1: How to become a Slovene?</i><br/>(Kako postati Slovenka/Slovenec?)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b><i>Unit 2: Jaz in mediji</i> (Me, myself and media)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Statement of Inquiry</b>          | <i>The way we express ourselves in different contexts reflects our culture and shapes how others see us.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>The way media communicates information influences how we see ourselves, others, and the world.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Key concept, related concepts</b> | Culture<br>Context, point of view                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Communication<br>Audience, purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Global context</b>                | <i>Personal and cultural expression</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Orientation in space and time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Inquiry into ... /Content</b>     | <p>use of language accurately and fluently in familiar and unfamiliar contexts, interpreting and analyzing a range of spoken, written, and visual texts (e.g., media, literature, idioms), expressing opinions, arguments</p> <p>-----<b>Grammar</b>-----</p> <p><b>Functional language</b></p> <ul style="list-style-type: none"> <li>• idiomatic expressions</li> <li>• debates / panel discussions on social issues in Slovenia/around the world</li> <li>• analysis of Slovenian media: students compare headlines/articles in different newspapers</li> <li>• creative writing: short story including idioms and cultural expressions, diary writing</li> <li>• vlog/podcast project: students record a discussion/interview in Slovenian on a cultural or social topic</li> </ul> | <p>media types in Slovenia (print, digital, TV, radio, social media), influence of media on identity, culture, and values, fake news and reliability of sources, media and stereotypes (Slovenia vs. global perspectives)</p> <p>Personal relationship with media (self-image, online communication, digital identity)</p> <p>-----<b>Grammar</b>-----</p> <p><b>Functional language:</b></p> <ul style="list-style-type: none"> <li>• reported speech in media context</li> <li>• passive voice</li> <li>• conditional for speculation</li> <li>• advanced prepositional phrases</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• prepositions of time and space</li> </ul> |

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|                   | <b>Grammar:</b> <ul style="list-style-type: none"> <li>• prepositions of place and time</li> <li>• connectors and cohesive devices</li> <li>• adjectives/adverbs for opinion and argumentation</li> <li>• conditionals</li> <li>• reported speech</li> <li>• word order</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• connectors and cohesive devices for analysis</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• media-specific vocabulary</li> <li>• abstract language for argumentation</li> </ul>                                                                                                                                            |
| <b>ATL skills</b> | <p><b>Communication Skills:</b> <i>adjusting register and tone depending on audience, using cohesive devices to structure arguments.</i></p> <p><b>Thinking Skills</b> (Critical thinking): <i>analyzing media for bias, perspective, and context.</i></p> <p><b>Social Skills</b> (Collaboration): <i>during debates, role plays, and group projects.</i></p> <p><b>Research Skills:</b> <i>gathering information from Slovenian media sources and using them to support arguments.</i></p> | <p><b>Communication Skills:</b> selecting appropriate register (formal for news, informal for social media), using connectors to build clear arguments.</p> <p><b>Thinking Skills:</b> critical analysis of media bias, perspective, and purpose, creative production of texts</p> <p><b>Research Skills:</b> evaluating reliability of sources, gathering and synthesizing information</p> |

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| <b>International-Mindedness</b> | <p><b>Comparing perspectives:</b> Students reflect on how <b>Slovenian expressions, idioms, and registers</b> compare with those in their own languages and cultures.</p> <p><b>Cultural appreciation:</b> By analyzing Slovenian media, proverbs, and everyday communication styles, students recognize how culture shapes the way people <b>think, value, and express ideas</b>.</p> <p><b>Global issues through local lens:</b> Debates and media analyses of Slovenian social issues (e.g., environment, migration, technology) help students see how <b>global challenges are discussed differently across cultures</b>.</p> <p><b>Identity awareness:</b> Students reflect on their own multilingual and multicultural identities, seeing themselves as both local and global communicators.</p> |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Subject assessment criteria |           |                                                                                                                                                                                                                                                                                                                                                                                                                                           | Max. level |
|-----------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| A                           | LISTENING | <ul style="list-style-type: none"> <li>Identify explicit and implicit information (facts and/or opinions, and supporting details)</li> <li>Analyse conventions</li> <li>Analyse connections</li> </ul>                                                                                                                                                                                                                                    | 8          |
| B                           | READING   | <ul style="list-style-type: none"> <li>Identify explicit and implicit information (facts and/or opinions, and supporting details)</li> <li>Analyse conventions</li> <li>Analyse connections</li> </ul>                                                                                                                                                                                                                                    | 8          |
| C                           | SPEAKING  | <ul style="list-style-type: none"> <li>Use a wide range of vocabulary</li> <li>Use a wide range of grammatical structures generally accurately</li> <li>Use clear pronunciation and intonation in comprehensible manner</li> <li>Communicate all or almost all the required information clearly and effectively</li> </ul>                                                                                                                | 8          |
| D                           | WRITING   | <ul style="list-style-type: none"> <li>Use a wide range of vocabulary</li> <li>Use a wide range of grammatical structures generally accurately</li> <li>Organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices</li> <li>Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</li> </ul> | 8          |

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| Resources | <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>VOGEL, J. et al.: Slovenščina 6/7/8. Učbenik za slovenščino – jezik.</p> <p><i>Cards, board games, realia</i></p> |
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# Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Subject group: **LANGUAGE ACQUISITION**

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

Course outline

Teacher: Darija Mežnar Steklasa

Email: [meznard@os-danilekumar.si](mailto:meznard@os-danilekumar.si)

| Unit Title                                                          | Unit 1: <u>Je to ljubezen?</u><br>Is this love?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Unit 2: <u>Po dežju posije sonce</u><br>There is sunshine after the rain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Statement of Inquiry<br>Key<br>Related concepts<br>(Global context) | Love, as one of the biggest themes in literature, connects people all over the world.<br><i>Connections</i><br><i>Empathy, argument</i><br><i>(Orientation in Space and Time)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Role models from various cultures stimulate development of ones empathy, identity and self-esteem.<br><i>Culture</i><br><i>Empathy, purpose</i><br><i>(Identities and relationships)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Inquiry into /<br>Content                                           | <u>1) working with literary and non-literary texts in a teaching context</u><br>~ motivating for reading and finishing the Slovenian Reading Badge<br>~ (extensive) reading - fiction reading: universal theme of love ( <i>Veronika and Friderik, Agata and Herberstein etc.</i> )<br>~ analysing non-fiction texts<br>~ identifying explicit and implicit information in multimodal text<br>~ exploring of history, culture, regional characteristics<br>~ presentation of a settlement/place (Celje, Lenart etc.)<br>~ comparing with Romeo and Juliet, Orpheus and Eurydice etc.<br>~ focusing on responses to literature<br>~ richness of languages, understanding of phrases<br>~ creating and paraphrasing texts<br>~ creative, descriptive, narrative and expository writing<br>~ various official writings (form and content)<br><br><u>2) using more-complex grammar structures</u><br>~ pronouns: demonstrative, relative<br>~ adverbs | <u>1) working with literary and non-literary texts in a teaching context</u><br>~ engaging with teen problems<br>~ analysing fiction and non-fiction texts<br>~ elements of youth novel<br>~ identifying explicit and implicit information in multimodal text<br>~ summarising<br>~ modern text analysis (graffiti, text messages)<br>~ diary writing<br>~ richness of languages, quotes and proverbs<br>~ rhyme, metaphor<br>~ narrative writing, expository writing<br><br><u>2) using more-complex grammar structures</u><br>~ capitals and punctuation marks<br>~ comparison of adjectives<br>~ imperative<br>~ future tense |

|                     |                                                                                                                                    |                                                                                                                        |
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|                     | ~ word order and complex sentences<br>~ dual<br>~ present and past tense                                                           |                                                                                                                        |
| ATL skills clusters | SOCIAL ( <i>Collaboration</i> )<br>SELF-MANAGEMENT ( <i>Organisation, Reflection</i> )<br>RESEARCH ( <i>Information literacy</i> ) | COMMUNICATION ( <i>Communication</i> )<br>THINKING ( <i>Creative, Critical</i> )<br>RESEARCH ( <i>Media literacy</i> ) |

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| <b>International-Mindedness</b> | <u>Language</u> : understanding the importance of learning (and using) foreign languages; presenting the roots of Slovenian literary language<br><u>Writing</u> : comparing formal and informal writing in different languages<br><u>Speaking</u> : communicating the importance of Greek mythology on the further development of literacy<br><u>Nations</u> : becoming familiar with Slovenian and other countries' literature |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

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



**School Year 2025-2026**

**Subject group: Language Acquisition**

**Subject: German Language, Phase 1, MYP 1-3**

*Course outline*

**Teacher: Tjaša Fritsch Križaj**

**Email: fritschkrizajt@os-danilekumar.si**

| <b>Unit Title</b>                     | <b>Unit 1: Ich bin du und du bist ich</b><br>(I am you and you are me)                                                                                                                                                                                                                                                                                                                                                                | <b>Unit 2: Die Welt in meiner Hand</b><br>(The world in my hand)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Statement of Inquiry</b>           | <i>The words we use to describe ourselves and others help us share ideas and build relationships.</i>                                                                                                                                                                                                                                                                                                                                 | <i>One's culture is shaped by the context and structure of the relationships in one's world.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Key concept</b>                    | Communication                                                                                                                                                                                                                                                                                                                                                                                                                         | Culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Related concepts</b>               | Conventions, word choice                                                                                                                                                                                                                                                                                                                                                                                                              | Context, structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Global context</b>                 | Identities and relationships                                                                                                                                                                                                                                                                                                                                                                                                          | Personal and cultural expression                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Inquiry into ... /<br/>Content</b> | describing oneself, family members, friends, school subjects/timetable, hobbies and routines, likes/dislikes and other content, adjectives describing personality, expressing emotions<br><br>----- <b>Grammar</b> -----<br><b>Functional language:</b> word play, time expressions, linking words<br><b>Grammar:</b> present tense, sentence word order, conjugation, asking questions, possessive pronouns – mein, dein, negations, | different countries and languages, cultural differences, stereotypes, time (days of the week, parts of the day, months, seasons, public holidays, celebrations), school rooms, talking about vacation, travelling<br><br>----- <b>Grammar</b> -----<br><b>Functional language:</b> writing short texts, adjectives, formal vs. informal language.<br><b>Grammar:</b> 4 <sup>th</sup> case (accusative), separable verbs, pronouns, modal verbs, questions (wo, wohin), cardinal numerals (revision) and ordinal numerals, prepositions (am, um, im) |
| <b>ATL skills clusters</b>            | <b>Communication</b> - use appropriate forms of writing for different purposes and audiences; share ideas with multiple audiences using a variety of digital environments and media; write for different purposes<br><b>Social - Collaboration:</b> Take responsibility for one's own actions, listen actively to other perspectives and ideas, give and receive meaningful feedback                                                  | <b>Thinking skills – Creative thinking skills</b> (Create original works and ideas; use existing works and ideas in new ways)<br><b>Research skills – Information literacy</b> (access information to be informed and inform others, make connections between various sources of information)<br><b>Reflection:</b> develop new skills, techniques and strategies for effective learning, identify strengths and weaknesses of personal learning strategies (self-assessment)                                                                       |

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|  | <b>Self—management – Organization:</b> bring necessary equipment and supplies to class, keep an organized and logical system of information files/notebooks; use appropriate strategies for organizing complex information |  |
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| <b>International-Mindedness</b> | <ul style="list-style-type: none"> <li>✓ cultural perspectives on family and friendships</li> <li>✓ famous customs and people from students' countries.</li> <li>✓ people and music from German speaking countries and around the world</li> </ul> |
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| Subject assessment criteria |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Max. level |
|-----------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>A</b>                    | <b>LISTENING</b> | <ul style="list-style-type: none"> <li>- Identify explicit and implicit information (facts and/or opinions, and supporting details)</li> <li>- Analyse conventions</li> <li>- Analyse connections</li> </ul>                                                                                                                                                                                                                                      | <b>8</b>   |
| <b>B</b>                    | <b>READING</b>   | <ul style="list-style-type: none"> <li>- Identify explicit and implicit information (facts and/or opinions, and supporting details)</li> <li>- Analyse conventions</li> <li>- Analyse connections</li> </ul>                                                                                                                                                                                                                                      | <b>8</b>   |
| <b>C</b>                    | <b>SPEAKING</b>  | <ul style="list-style-type: none"> <li>- Use a wide range of vocabulary</li> <li>- Use a wide range of grammatical structures generally accurately</li> <li>- Use clear pronunciation and intonation in comprehensible manner</li> <li>- Communicate all or almost all the required information clearly and effectively</li> </ul>                                                                                                                | <b>8</b>   |
| <b>D</b>                    | <b>WRITING</b>   | <ul style="list-style-type: none"> <li>- Use a wide range of vocabulary</li> <li>- Use a wide range of grammatical structures generally accurately</li> <li>- Organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices</li> <li>- Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</li> </ul> | <b>8</b>   |

|                |                                                                                                                             |
|----------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Sources</b> | Magazines "Fertig Los!", online sources (videos, interactive tools, handouts), monolingual and bilingual dictionaries, etc. |
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# Danila Kumar International School

## Middle Years Programme

### School Year 2025-2026



Subject group: **Language Acquisition – German**

Grades: **MYP 1-3 (Phase 2)**

Teacher: **Mišo Jonak**

Email: [jonakm@os-danilekumar.si](mailto:jonakm@os-danilekumar.si)

### Course outline

| Unit Title                                                                                 | Unit 1: <b>Praktisch Deutsch</b> (German is practical)                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                    | Unit 2: <b>Hallo, ich bin Deutschland</b> (Hello, I am Germany)                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Statement of Inquiry</b><br><br>(key concept, related concepts)<br><br>(Global context) | Functional communication in different contexts builds relationships.<br><br>communication;<br>context, function<br><br>IDENTITIES AND RELATIONSHIPS                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                    | Culture is revealed through conventions and personal expression.<br><br>culture;<br>convention, expression<br><br>PERSONAL AND CULTURAL EXPRESSION                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                             |
| Inquiry into/ content                                                                      | <u><b>Vocabulary</b></u> <ul style="list-style-type: none"> <li>Daily routines</li> <li>Interests and free time</li> <li>My day as a German learner (differentiated content)</li> <li>Daily phrases of everyday communication</li> <li>Travelling (means of transport; asking for and giving directions)</li> <li>Rehearsed and unrehearsed situations in dialogue</li> <li>Differences between German spoken in Austria, Switzerland and Germany (focus on nouns)</li> </ul> | <u><b>Grammar</b></u> <ul style="list-style-type: none"> <li>Conjugation of high frequency verbs,</li> <li>present tense,</li> <li>form of adjectives,</li> <li>negation, personal and possessive pronouns,</li> <li>past tense (Das Perfekt - phase 3)</li> </ul> | <u><b>Vocabulary</b></u> <ul style="list-style-type: none"> <li>German customs,</li> <li>habits,</li> <li>holidays,</li> <li>festivals</li> <li>Cuisine in German speaking countries (cooking recipes)</li> <li>Words often confused</li> <li>Phrases for different occasions (etiquette)</li> <li>Cultural idiosyncrasies ("Typisch Deutsch")</li> <li>Cultural overlaps German humour (phase 3)</li> </ul> | <u><b>Grammar</b></u> <ul style="list-style-type: none"> <li>Present and past tense, questions,</li> <li>language of social conventions, accusative (4th case), formal and informal pronouns and</li> <li>further verb conjugations, imperative (<b>phase 3</b>)</li> </ul> |
| ATL skills                                                                                 | <b>Communication Skills</b><br><b>Self- Management Skills</b> (Organisation)<br><b>Research Skills</b> (Information Literacy)<br><b>Thinking Skills</b> (Transfer)                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                    | <b>Communication Skills</b><br><b>Research Skills</b> (Media Literacy)<br><b>Self-Management Skills</b> (Reflection)                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |

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

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

|                  |                                                                                                                             |
|------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Resources</b> | Magazines “Fertig Los!”, online sources (videos, interactive tools, handouts), monolingual and bilingual dictionaries, etc. |
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# Danila Kumar International School

## Middle Years Programme

School Year 2025-2026



**Subject:** Language acquisition - French (Phase 1,2)

**Grades:** MYP 1-3

**Subject teacher:** To be announced

**Email:** To be announced

### Course outline

| Unit Title                                                                                | Unit 1: <u>Ma journée</u> (My day)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Unit 2: <u>L'éducation pour tous</u> (Education for everyone)                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Statement of Inquiry</b><br><br>Key concept<br>Related concepts<br><br>Global contexts | <b>The culture we live in forms our identity and relationships</b><br><br>Communication<br>Form, Word pattern<br><br>(Identities and Relationships)                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Exploring the purpose, inequalities, differences and inclusion, fosters empathy and connections with other people.</b><br><br>Culture<br>Word pattern, Structure<br><br>(Fairness and development)                                                                                                                                                                                                                                                           |
| <b>Learning objectives</b>                                                                | <ul style="list-style-type: none"> <li>Presenting yourself (basic questions, interests, description, characteristics, family)</li> <li>Francophone countries and countries, daily polite phrases, talking about a school day (habits), leisure activities,</li> <li>likes and dislikes</li> <li>public holidays, traditions, celebrations (holiday cards)</li> <li>place and time (telling time, numbers up to 100, days of the week, countries)</li> </ul> Present tense verbs, articles (le/la,un/une), plural of nouns, -er verbs, irregular verbs | <ul style="list-style-type: none"> <li>discovering different forms of education and understanding why everybody should have the right to go to education</li> <li>exploring how children around the world go to school and how education brings peace</li> <li>investigating how we can help ourselves and/or others</li> <li>Investigating and presenting different educational systems</li> </ul> Question formation, negation<br>irregular verbs, adjectives |
| <b>ATL skills clusters</b>                                                                | COMMUNICATION SKILLS<br>SELF-MANAGEMENT SKILLS – Organisational Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | COMMUNICATION SKILLS<br>SELF-MANAGEMENT SKILLS – Organisational Skills                                                                                                                                                                                                                                                                                                                                                                                          |

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

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Sources | <ul style="list-style-type: none"> <li>- Bourgeois, Pierre, et al. <i>Pourquoi Pas?</i>. Éditions Didier, 2016. Mary Glasgow magazines (<i>Allons-y, Bonjour, Ça va</i>).</li> <li>- Monolingual and bilingual dictionaries (in paper form, apps and on-line – e.g. Collins, Wordreference, Cambridge).</li> <li>- Le point du FLE <a href="https://www.lepointdufle.net">https://www.lepointdufle.net</a>, Bonjour de France, <a href="http://www.bonjourdefrance.com/">http://www.bonjourdefrance.com/</a> (for differentiated grammar and vocabulary exercises, for independent work) and other on-line resources of students' choice.</li> <li>- TV5MONDE: <a href="http://www.tv5monde.com/">www.tv5monde.com/</a>.</li> <li>- Fontaine, Fabienne. French for the IB MYP 1-3 (Emergent/Phases 1-2): MYP by Concept: Language acquisition. Hodder Education, 2021.</li> </ul> |
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**Danila Kumar International School**  
Middle Years Programme  
School Year 2025-2026



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

**Subject teacher: Ms Urška Gačnik**  
**Email: [gacniku@os-danilekumar.si](mailto:gacniku@os-danilekumar.si)**

*Course outline*

| <b><u>Unit Title</u></b>                        | <b><u>Unit 1: Yo, el/la estudiante</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b><u>Unit 2: Familias diferentes</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Statement of Inquiry</b>                     | <b>Establishing connections between different language structures and discovering patterns helps us find our way as emergent language learners.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Functional communication requires the use of correct grammatical forms.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Key concept:</b><br><b>Related concepts:</b> | <i>Connections</i><br><i>Patterns, Structure</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>Communication</i><br><i>Form, function</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Global contexts:</b>                         | <i>Orientation in space and time</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Identities and relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Learning objectives</b>                      | <ul style="list-style-type: none"><li>✓ The alphabet</li><li>✓ Place and time (numbers up to 100, days of the week, months, countries, telling the time, seasons of the year)</li><li>✓ Greetings and exchanging basic personal information</li><li>✓ Comprehension strategies</li><li>✓ School environment, subjects and schedule</li><li>✓ School routine</li></ul> <b>GRAMMAR</b> <ul style="list-style-type: none"><li>✓ Present tense of verbs <i>ser, llamarse, haber</i>, definite articles (<i>el/la, los/las</i>), plural of nouns, personal pronouns</li><li>✓ Conjugation of regular verbs</li><li>✓ Time prepositions</li></ul> | <ul style="list-style-type: none"><li>✓ Describing one's physical appearance and character</li><li>✓ Talking about families (roles and relationships)</li><li>✓ Interests and free time activities</li><li>✓ Family daily routines</li></ul> <b>GRAMMAR</b> <ul style="list-style-type: none"><li>✓ Present tense of regular verbs in the present tense, <i>tener</i> and <i>gustar</i>, noun-adjective agreement, possessive adjectives/pronouns</li><li>✓ Conjugation of some irregular and semi-regular verbs</li></ul> |
| <b>ATL skills</b>                               | <b>COMMUNICATION SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>COMMUNICATION SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|          |                                                   |                                      |
|----------|---------------------------------------------------|--------------------------------------|
| clusters | SELF_MANAGEMENT SKILLS –<br>Organisational Skills | SOCIAL SKILLS - Collaboration Skills |
|----------|---------------------------------------------------|--------------------------------------|

|                                 |                                                                                                                                                                                                                                                  |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>International-Mindedness</b> | <ul style="list-style-type: none"> <li>- Finding linguistic commonalities between English and Spanish</li> <li>- Exploring customs and traditions from Spanish speaking countries and comparing them to students' respective cultures</li> </ul> |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Subject assessment criteria |                  | Objectives                                                                                                                                                                                                                                                                                                     | Max. level |
|-----------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>A</b>                    | <b>Listening</b> | <ul style="list-style-type: none"> <li>- demonstrate understanding of explicit and implicit spoken information in multimodal texts</li> <li>- demonstrate understanding of conventions</li> <li>- demonstrate understanding of relationships between the various components of the multimodal text</li> </ul>  | <b>8</b>   |
| <b>B</b>                    | <b>Reading</b>   | <ul style="list-style-type: none"> <li>- demonstrate understanding of explicit and implicit written information in multimodal texts</li> <li>- demonstrate understanding of conventions</li> <li>- demonstrate understanding of relationships between the various components of the multimodal text</li> </ul> | <b>8</b>   |
| <b>C</b>                    | <b>Speaking</b>  | <ul style="list-style-type: none"> <li>- use spoken language to communicate and interact with others</li> <li>- demonstrate accuracy and fluency in speaking</li> <li>- communicate clearly and effectively</li> </ul>                                                                                         | <b>8</b>   |
| <b>D</b>                    | <b>Writing</b>   | <ul style="list-style-type: none"> <li>- use written language to communicate with others</li> <li>- demonstrate accurate use of language conventions</li> <li>- organize information in writing</li> <li>- communicate information with a sense of audience and purpose</li> </ul>                             | <b>8</b>   |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sources</b> | <p>Ángeles Palomino, María. <i>Joven.es</i>. Edelsa, 2008.</p> <p>Ángel, Rafael J. <i>Spanish Language Acquisition 1-3</i>. Hodder Education, 2020.</p> <p>Alonso Arija, Encina, et al. <i>Gente joven 1 Nueva edición. Curso de español para jóvenes</i>. Difusión, 2013.</p> <p><i>Bilingual dictionaries</i>: Pocket Oxford Spanish Dictionary, edited by Nicholas Rollin et al, Third Edition. OUP, 2005.</p> <p><i>Magazines</i>: <i>Hola</i>, <i>¡Vamos!</i>, <i>Chicos</i></p> <p>Luis Aragonés Fernández, Ramón Palencia del Burgo, Ángel Sánchez Trigo, <i>Gramática de uso del Español. A1-A2: Teoría y práctica</i>, Ediciones SM, 2007.</p> <p>teacher-made worksheets and online sources. teacher-made worksheets and online sources.</p> |
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**Danila Kumar International School**  
*Middle Years Programme*  
**School Year 2025-2026**



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

**Subject teacher: Ms Tea Jelnikar**  
**Email: [jelnikart@os-danilekumar.si](mailto:jelnikart@os-danilekumar.si)**

*Course outline*

| <b><u>Unit Title</u></b>    | <i>Unit 1: Hogar, dulce hogar (Home, sweet home)</i>                                                                                                                                                                                                                                                                                                                                                                      | <i>Unit 2: Las cosas que han cambiado el mundo (Things that have changed our lives)</i>                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Statement of Inquiry</b> | <b>Functional communication requires the knowledge of linguistic forms</b>                                                                                                                                                                                                                                                                                                                                                | <b>Identifying connections between structures and purposes facilitates language learning.</b>                                                                                                                                                                                                                                                                                                                                                                        |
| <i>Key concept:</i>         | <i>Communication</i>                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Connections</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <i>Related concepts:</i>    | <i>Form, Function</i>                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Purpose, Structure</i>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <i>Global contexts:</i>     | <i>/</i>                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>/</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learning objectives</b>  | Types of housing <ul style="list-style-type: none"> <li>• Rooms and furniture</li> <li>• A teenager's bedroom</li> <li>• Daily chores and obligations</li> </ul><br>GRAMMAR <ul style="list-style-type: none"> <li>• Presente the indicative (the present tense)</li> <li>• HABER / ESTAR</li> <li>• ESTAR + gerundio</li> <li>• Prepositions of time and place</li> </ul> Pretérito Perfecto (the present perfect tense) | <ul style="list-style-type: none"> <li>• Everyday objects (materials, function)</li> <li>• Important inventions and inventors</li> <li>• History of daily-used objects</li> <li>• Changes to daily lives</li> </ul><br>GRAMMAR <ul style="list-style-type: none"> <li>• Impersonal sentences</li> <li>• Direct object pronouns</li> <li>• Making comparisons</li> <li>• Pretérito indefinido (the past tense)</li> </ul> Pretérito indefinido vs. Pretérito perfecto |
| <b>ATL skills clusters</b>  | COMMUNICATION SKILLS<br>SOCIAL SKILLS - Collaboration<br>SELF-MANAGEMENT SKILLS – Organization skills                                                                                                                                                                                                                                                                                                                     | COMMUNICATION SKILLS<br>SELF-MANAGEMENT SKILLS – Affective skills                                                                                                                                                                                                                                                                                                                                                                                                    |

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

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sources</b> | <p>Ángel, Rafael J. <i>Spanish Language Acquisition 1-3</i>. Hodder Education, 2020.</p> <p>Alonso Arijá, Encina, et al. <i>Gente joven 2 Nueva edición. Curso de español para jóvenes</i>. Difusión, 2013.</p> <p><i>Bilingual dictionaries</i>: Pocket Oxford Spanish Dictionary, edited by Nicholas Rollin et al, Third Edition. OUP, 2005.</p> <p><i>Magazines</i>: <i>Hola</i>, <i>¡Vamos!</i>, <i>Chicos</i></p> <p>teacher-made worksheets and online sources.</p> |
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# Danila Kumar International School

## Middle Years Programme

School Year 2025-2026



**Subject group: Language and Literature**

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

Course outline

**Teacher: To be announced**

**Email: To be announced**

| Unit Title                                          | Grammar                                                                                                 | Unit 1: <b>Cultural Adaptation</b>                                                                                                                                                      | Unit 2: <b>Puppetry</b><br><i>Interdisciplinary unit (English + Drama)</i><br>Creating puppet performances allows us to communicate moral lessons and promote social change through relatable characters and narrative. | Unit 3: <b>Boy: The Tales of Childhood</b>                                                                                                                                                                      | Unit 4: <b>Feelings into Words</b>                                                                                                                                   |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key concept<br>Related concepts<br>(Global context) |                                                                                                         | Cultural adaptation aids us in expressing our identity and forming new relationships in different contexts.<br><br>Culture<br>Adaptation, Context<br><br>(Identities and relationships) | Communication<br>Narrative, Character<br><br>(Personal and cultural expression)                                                                                                                                         | Autobiographies reveal characters and teach us how perspective changes depending on time and place.<br><br>Perspective<br>Point of view, Context<br><br>(Orientation in space and time)                         | Poetry along with its structure can be a universal language of creation and thought.<br><br>Creativity<br>Theme, Structure<br><br>(Personal and cultural expression) |
| <b>Beginners (phase 1&amp;2)</b>                    | <b>A1/A2</b> (sentence structures, tenses, spelling)                                                    | IB philosophy and terminology, classroom materials, school and everyday functional language. Specific subject terminology and help with different school subjects.                      |                                                                                                                                                                                                                         |                                                                                                                                                                                                                 |                                                                                                                                                                      |
| <b>Intermediate (phase 3&amp;4)</b>                 | <b>A2/B1</b> (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                              | <b>Adopted to the level of understanding and level of language skills.</b>                              | 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<br>II. Collaboration<br>III. Organisation<br>IV. Information literacy<br>V. Reflection |                                                                                                                                                                                         |                                                                                                                                                                                                                         |                                                                                                                                                                                                                 |                                                                                                                                                                      |

|                                 |                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>International-Mindedness</b> | 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. |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

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

|                |                                                                                                                                                                                                                                                                                                                                       |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sources</b> | 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 2025-2026



Subject group: Language and Literature

Subject: English as an Additional Language MYP 2

Course outline

Teacher: To be announced

Email: To be announced

| Unit Title                                          | Grammar                                                             | Unit 1: World Mythology                                                                                                                                                                        | Unit 2: Learn to appreciate, don't discriminate                                                                                                            | Unit 3: Around the world - Interdisciplinary unit (English + History)                                                                                                                         | Unit 4: The Power of Advertising                                                                                                                                             |
|-----------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key concept<br>Related concepts<br>(Global context) |                                                                     | Exploring creativity and intertextuality within world mythology gives meaning to different belief systems.<br><br>Creativity<br>Intertextuality, Purpose<br>(Personal and cultural expression) | Awareness of context and different perspectives eliminates unfair prejudice.<br><br>Perspective<br>Context, Character<br>(Fairness and development)        | Exploring medieval civilizations helps us make connections to the past and their impact on global development.<br><br>Connections<br>Purpose, Civilization<br>(Orientation in space and time) | Advertisers tailor messages to appeal to specific audiences within global markets.<br><br>Communication<br>Audience imperatives, Style<br>(Globalization and sustainability) |
| Beginners<br>(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<br>(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 /<br>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<br>Primary, secondary sources. Reliability of historical sources.<br>Roman historians. Journalism (historical reports) | Cultural and historical background of New Zealand – Maori culture.<br>Reading comprehension.<br>Language workshops.                                                                           | Types of advertisement<br>The purpose and impact of advertising<br>Language, stylistic features and presentational devices in advertising.                                   |
| ATL skills clusters                                 |                                                                     | I. Communication<br>II. Collaboration<br>III. Organisation                                                                                                                                     | IV. Information Literacy<br>V. Reflection                                                                                                                  |                                                                                                                                                                                               |                                                                                                                                                                              |

|                                 |                                                                                                                                                                     |
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| <b>International-Mindedness</b> | <b>Exploring discrimination around the world, exploring culture and history of New Zealand, global advertising, Ancient Rome, historians from around the world.</b> |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

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

|                |                                                                                                                                                                                                                                                                                                              |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sources</b> | Prentice Hall: Literature World Masterpieces, books for sustained silent reading, handouts, magazines, bilingual and monolingual dictionaries, online sources, mythology from around the world, 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 2025-2026



**Subject group: Language and Literature**

**Subject: English as an Additional Language MYP 3**

### Course outline

**Teacher: To be announced**

**Email: To be announced**

| Unit Title                                          | Grammar                                                                                                 | Unit 1: Love is blind                                                                                                                                                                          | Unit 2: <i>The Kite Runner</i>                                                                                                                                            | Unit 3: <i>Imagination is the beginning of creation</i>                                                                                                                                                | Unit 4: <i>English as a global language</i>                                                                                                                                                                                        |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key concept<br>Related concepts<br>(Global context) |                                                                                                         | Literary works are timeless products of creative thinking, self-expression and artistry.<br><br><i>Creativity</i><br><i>Style, Self-expression</i><br><br>(Personal and cultural expression)   | Connections between people in different settings form their identity.<br><br><i>Connections</i><br><i>Setting, Character, Theme</i><br><br>(Identities and relationships) | Imaginative fiction reveals the risks of innovation through the forms it takes and the settings it presents.<br><br><i>Form,</i><br><i>Setting, Genre</i><br><br>(Scientific and technical innovation) | Communication with its style and structure helps us understand language changes influenced by migrations.<br><br><i>Communication</i><br><i>Style, Structure</i><br><br>(Orientation in space in time)                             |
| <b>Beginners (Phase 1&amp;2)</b>                    | <b>A1/A2</b> (sentence structures, tenses, spelling)                                                    | IB philosophy and terminology, classroom materials, school and everyday functional language. Specific subject terminology and help with different school subjects.                             |                                                                                                                                                                           |                                                                                                                                                                                                        |                                                                                                                                                                                                                                    |
| <b>Intermediate (Phase 3&amp;4)</b>                 | <b>A2/B1</b> (grammatical structures, tenses, word formation)                                           | IB philosophy and terminology, functional language, literacy skills, specific subject terminology and help with different school subjects.                                                     |                                                                                                                                                                           |                                                                                                                                                                                                        |                                                                                                                                                                                                                                    |
| Inquiry into /<br>Content                           | <b>Adopted to the level of understanding and level of language skills.</b>                              | The English Renaissance, William Shakespeare, his life and contemporaries, Shakespearean Sonnet, soliloquies and plays, creativity, Elizabethan theatre; different genres; language workshops. | Imaginative fiction and its characteristics, role of women, books to movies adaptation, film elements, screenplay formatting, writing screenplays.                        | Cultural and historical background of Central Asia, bullying, racism; forming identity, chapter study, analysing literary elements, language workshops, writing an essay.                              | English dialects and accents; changes in the English language throughout history; researching the evolution and characteristics of different dialects, creating instructional/informative/entertaining videos, language workshops. |
| ATL skills clusters                                 | I. Communication<br>II. Collaboration<br>III. Organisation<br>VI. Information literacy<br>V. Reflection |                                                                                                                                                                                                |                                                                                                                                                                           |                                                                                                                                                                                                        |                                                                                                                                                                                                                                    |

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

|                |                                                                                                                                                                                                                                                                                                                                              |
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| <b>Sources</b> | 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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