



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



Subject group: Language and Literature

Subject: English MYP 1

Course outline

Teacher: Tina Frelih

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Unit Title	Unit 1: Cultural Adaptation	Unit 2: Puppetry Interdisciplinary unit (English + Theatre)	Unit 3: Boy: The Tales of Childhood	Unit 4: Feelings into Words
Statement of Inquiry	Cultural adaptation aids us in expressing our identity and forming new relationships in different contexts.	Puppet performances allow us to communicate moral lessons through relatable characters and narrative.	Autobiographies reveal characters and teach us how perspective changes depending on time and place.	Poetry along with its structure can be a universal language of creation and thought.
<i>Key concept</i> <i>Related concepts</i> <i>(Global context)</i>	Culture Adaptation, Context (Identities and relationships)	Communication Narrative, Character (Fairness and development)	Perspective Character, Context (Orientation in space and time)	Creativity Theme, Structure (Personal and cultural expression)
Inquiry into / Content	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 social environment, reading comprehension, vocabulary study, how to write a comparative and contrast essay, language workshops.	Poetic elements, types of poetry and its history, analysing poems, expressing emotions through writing, writing poems, language workshops.
ATL skills clusters	Communication Organization Information literacy	Communication Transfer Reflection	Communication Critical thinking	Communication Creative thinking

International-Mindedness	We will meet poetry from different cultures and countries, as well as legends, 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.
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Subject assessment criteria		Objectives	Max level
A	Analysing	i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts	8
B	Organizing	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use appropriate referencing and formatting tools to create a presentation style suitable to the context and intention	8
C	Producing text	i. produce texts with insight and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas	8
D	Using language	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell and pronounce with accuracy v. use appropriate non-verbal communication techniques	8

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

Sources	bilingual and monolingual dictionaries, Boy: Tales of Childhood by Roald Dahl, various legends, Language and Literature – MYP by Concept 1/2/3; poems by various poets, various internet sources.
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Danila Kumar International School
Middle Years Programme
School Year 2025-2026



Subject group: MATHEMATICS

Subject: MATHEMATICS

Course outline

Teacher: Lojzka Lušin

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Unit Title	Unit 1: PRIME TIME Whole numbers	Unit 2: BITS AND PIECES Fractions	Unit 3: ECONOMIC SYSTEMS Decimals	Unit 4: INEQUALITY AND DIFFERENCE Percentages	Unit 5: DATA MANAGEMENT	Unit 6: MEASURE OUR WORLD
Statement of Inquiry <i>Key concept</i> <i>Related concepts</i> <i>(Global context)</i>	Using logic to represent and organize number systems helps us simplify daily life. Logic Representation, System (Personal and cultural expression)	Logical reasoning with fraction models enables us to simplify complex problems and propose innovative solutions. Logic Quantity, Simplification, Model (Scientific and technical innovation)	Decimal representations allow us to participate in and critique global economic systems driving sustainable change. Form System, Change Approximation (Globalization and sustainability)	Making fair judgments is easier if we compare quantities and examine relationships using different representations. Relationships Equivalence, Representation, Quantity (Fairness and development)	Statistical analysis of our habits and attitudes raises awareness about lifestyle choices and change. Relationships Validity, Generalization (Identities and relationships)	Measurement helps us form and make sense of our immediate space. Form Space, Equivalence, Pattern (Orientation in space and time)
Inquiry into / Content	- Understand development and application of different number systems - Understand and apply number properties in Real number system - Understand and apply the knowledge of factors, multiples, primes, composites, prime factorization; order of operations, distributive property, divisibility rules, estimation, exponents as a	- Representing and comparing fractions in different forms - Simplify different forms of fractions - Visualize fractions and their operations - Order and compare fractions - Operate with fraction using basic four operations - Estimate the sums, differences, products	- Representing and comparing decimals in different forms - Simplify different forms of fractions - Visualize decimals and their operations - Order and compare decimals - Convert FD-understand relationship - Operate with decimals using basic four operations	- Equivalent fractions, decimals, percent's - Visualize FDP and their operations - Order and compare FDP - Convert FDP-understand relationship - Estimate the sums, differences, products and quotients of FDP - Solve real life problems involving FDP - Develop and apply the appropriate method of	- Collecting, classifying and representing data - Constructing and interpreting various graphs - Determining the best type of graph to use to represent given data - Reading, interpreting and drawing conclusions from primary and secondary sources of data - Applying mathematical strategies to solve problems involving statistics.	- Understand and apply the knowledge of points, lines, angles, polygons, triangles, quadrilaterals, units of measurement, scale, conversions in real life problem - select and use appropriate tools to measure an object, - Estimate measurements in standard and metric units, unit conversions - Area and perimeter relationships, area and

	strategy in solving problems • Understand and create new numerical systems based on different values and symbols	and quotients of fractions • Solve real life problems involving fractions • Develop and apply the appropriate method of computation, follow order of operation rules	• Estimate the sums, differences, products and quotients of decimals • Solve real life problems involving fractions and decimals • Develop and apply the appropriate method of computation, follow order of operation rules	computation, follow order of operation rules		perimeter of polygons, surface area and volume of rectangular prisms and capacity
ATL skills clusters	<u>Communication Organization</u>	<u>Reflection Critical-thinking</u>	<u>Information literacy Transfer</u>	<u>Creative-thinking Critical-thinking</u>	<u>Media Literacy Critical thinking</u>	<u>Information literacy Transfer</u>

International-Mindedness

Numeration Systems: from different civilizations
Method of Operations: different methods to adding, subtracting, dividing, multiplying from different countries
Units: Standard, Metric measurement systems
Data: data for analyses used from all round the world

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

Sources

1. Vollmar, Haese and Humphries, Mathematics for the international students 6. Australia: Hease & Hariss Publications 2008
2. Gordon, Evans, Speed, Senior, Pearce, Maths Frameworking (1.1.-1.3.). UK: Collins 2014



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



Subject group: SCIENCES

Subject: SCIENCE

Course outline

Teacher: Marija Brenčič

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Unit Title	Unit 1: Studying Science: Science skills and methods	Unit 2: Rocks and Minerals	Unit 3: Ourselves and Healthy Living	Unit 4: Human impacts on the environment
Statement of Inquiry	By using distinctive tools and language, scientists interact with the world around gathering evidence about how things are related.	The exploitation of Earth's crust gives evidence of a constant change of rocks and minerals from one form to another.	Physical, emotional and social health contributes to efficient developmental changes and is evident in a balanced and healthy lifestyle.	Our decisions towards the exploitation of natural resources have an impact on the environment.
Key concept	Relationships	Change	Relationships	Change
Related concepts	Interaction, consequences, evidence	Form, evidence	Balance, evidence	Environment, consequences
(Global context)	(Scientific and technical innovation)	(Scientific and technical innovation)	(Identities and relationships)	(Fairness and development)
Inquiry into Content	Learn about science words origins. Identify and describe science branches. Learn what science process skills are. Identify sciences process skills and describe how they are applied to our daily life. Analyse the work of a chosen scientist and evaluate its impact on our life. Identify the tools that scientists use. Know the scientific units of measurement (SI). Use (SI) in experimental work. Learn how to analyse data and transform them into a graph form. Learn about the Scientific Method	Knowledge: Igneous, sedimentary and metamorphic rocks and their formation, Magma and lava, Metamorphism, Uses of rocks, The rock cycle and plate boundaries, ormation of fossils, Types of fossils, Earth history, and continental drift. Concepts: How to identify a mineral? What characteristics are useful for identifying a mineral? What a rock is What igneous, sedimentary and metamorphic rocks are and how they form? How a rock can change into any other kind of rock through the rock cycle?	Learn about the circulatory skeletal and muscular system. Know requirements for a healthy teenage diet. Analyse and evaluate various menus. Design a healthy eating plan Understand why physical activity is important for a general well-being. Prepare an individual fitness programme. Discuss how harmful substances affect the body. Know how to use refusal skills. Learn about self-esteem and personality. Understand connection between emotions and social interaction. Develop caring and communicator attributes of the IB Ip.	Define ecosystem, population, community, habitat, niche, biomes. Understand importance of genetic diversity. Identify food chains and webs. Explain how an energy pyramid functions. Discuss competition for resources. Compare and contrast relationships between organisms. Analyse natural resources. Evaluate human impact on natural resources. Justify importance of conservation. Develop thinker and caring attributes of the IB Ip.

		Procedural: Science process skills: Observe and compare, classify, record data, summarize and draw		
ATL skills clusters	I.Communication skills VII. Media and information literacy VIII. Critical thinking skills	I.Communication skills IX. Creative-thinking skills X. Transfer skills	I. Communication skills VIII. Critical thinking skills IX. Creative-thinking skills	I.Communication skills VI.Information literacy skills VI. Critical thinking skills

International-Mindedness	Scientists around the world use universal language to communicate efficiently. How is scientific work conditioned by culture of the country? Humans have biological adaptations just like all other organisms, but they can also adapt to their environments behaviourally. What kinds of housing and clothing are used by various cultural or ethnic groups in different parts of the world?
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	Outline scientific knowledge Apply sc. Kn. And understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations Interpret information to make scientifically supported judgements	8
B	Inquiring and designing	Outline a problem or question to be tested by a scientific investigation Outline a testable prediction using scientific reasoning Outline how to manipulate the variables, and outline how sufficient, relevant data will be collected Design a logical, complete and safe method with appropriate materials and equipment	8
C	Processing and evaluating	Present collected and transformed data Interpret data and outline results using scientific reasoning Discuss the validity of a prediction based on the outcome of the scientific investigation Discuss the validity of the method Describe improvements or extensions to the method	8
D	Reflecting on the impacts of science	Summarize the ways in which science is applied and used to address a specific problem or issue Describe and summarize the implications of using science and its application in solving a specific problem or issue Apply communication modes effectively Document the work of others and sources of information used	8

Sources	Science Insight: Exploring Living Things Go for Science! Environmental Science Science Exploration Discovery channel, youtube and other internet sources, laboratory equipment and tools
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Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Subject group: Individuals and Societies

Teacher: Tadeja Galonja

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Subject: Humanities

Course outline

Unit Title	Unit 1: Introduction to Humanities and History	Unit 2: Early River Valley Civilizations	Unit 3: The Mediterranean Empires	Unit 4: Ancient Greece
Statement of Inquiry <u>Key & related concepts</u> <i>Global context</i>	The present reflects past choices, shaping identities and influencing how we understand time and space. <u>Choice & Identity</u> <i>Orientation in time and space (students will inquire about orientation in place and time and our personal histories).</i>	Scientific and technological innovations shape identities and cultures by influencing how people adapt to their time, place, and space. <u>Time, space, place & Culture</u> <i>Scientific and technological innovations (students will explore how early river civilisations developed new technologies and systems to adapt)</i>	Global interaction produces a desire for control over resources and power <u>Global interaction & Power, Resources</u> <i>Orientation in space and time (students will explore interaction, exchange and conflict between the first Mediterranean kingdoms).</i>	The choice of systems of decision-making impact equity and the development of societies. <u>Systems & Equity, Choice</u> <i>Fairness and development (students will inquire about democracy, politics, government, civil society, inequality, rights, laws, justice, peace and conflict).</i>
Inquiry into/content	• What is History? How do we learn about the past? • Timelines, Maps, Primary and Secondary Sources	• The City-States in Mesopotamia • Ancient Egypt • Indus river valley civilisations • River Dynasties in China	• The Phoenicians • The Hebrews • The Hittites • The Assyrians	• Myths, Religion, Gods • The Rise of Greek Civilisation • The Golden Age • The Persian War • Alexander the Great
ATL skills clusters	VIII. Critical-thinking skills	I. Communication III. Organisation VI. Information literacy VII. Media literacy V. Reflection skills	III. Organisation VIII. Critical-thinking skills	I. Communication III. Organisation VI. Information literacy VII. Media literacy V. Reflection skills

International-Mindedness	Civilizations, myths and religion around the world.
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	A1 use vocabulary in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.	8
B	Investigating	B1 explain the choice of a research question B2 follow an action plan to explore a research question B3 collect and record relevant information consistent with the research question B4 reflect on the research process and results.	8
C	Communicating	C1 communicate information and ideas with clarity C2 organise information and ideas effectively for the task C3 list sources of information in a way that follows the task instructions.	8
D	Thinking critically	D1 identify the main points of ideas, events, visual representation or arguments D2 use information to give an opinion D3 identify and analyse a range of sources/data in terms of origin and purpose D4 identify different views and their implications.	8

Sources	1. Burrell, Roy. First Ancient History. Oxford: Oxford University Press, 1991. 2. Gleason, Maud. The Ancient World. New Jersey: Prentice Hall, 2003. 3. Beck, Roger B, Ph.D. World History, Patterns of Interaction. USA: McDougal Littell, 2001. 4. Various websites. 5. Various documentaries.
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Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Subject group: Arts

Subject: Visual Art

Course outline

Teacher: Gaja Smodiš

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Unit Title	Unit 1: Modern art	Unit 2: Postmodern art
Statement of Inquiry <i>Key concept</i> <i>Related concepts</i> (Global context)	Modern art is a composition of personal self-expressions, identities and styles. <i>Aesthetics</i> <i>Expression, Interpretation</i> Personal and cultural expression	A change of artistic presentations created new genres and identities. <i>Change</i> <i>Genre, Presentation</i> Identities and relationships
Inquiry into/content	Art from 1900- 1960 »ISMS«: Impressionism, Expressionism, Fauvism, Cubism, Futurism, Surrealism, Constructivism, Dadaism	Post Modern art: 1960 - 2000 Abstract Expressionism Op Art Pop Art Kinetic Art Land Art Video Art Monumentalism
ATL skills clusters	Thinking skills, Social skills, Research skills	Communication skills, Self-management skills, Research skills

International-Mindedness	Designing, creating global narratives.
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Subject assessment criteria		Objectives	Max. level
A	Investigating	i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry ii. describe an artwork or performance from the chosen movement or genre.	8
B	Developing	i. practically explore ideas to inform development of a final artwork or performance ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry	8
C	Creating/Performing	i. create or perform an artwork.	8
D	Evaluating	i. appraise their own artwork or performance ii. reflect on their development as an artist.	8

Sources	Literature and online sources, galleries.
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Danila Kumar International School
Middle Years Programme
School Year 2025-2026



Subject group: Arts - Theatre

Grades: MYP 1

Teachers: **Mateja Kores, Kristina Štemberger**

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Course outline

Unit Title	Unit 1: <i>Muppet(s)</i>	Unit 2: <i>Puppetry</i> <i>Interdisciplinary unit</i> <i>(English + Theatre)</i>
Statement of Inquiry	Communicating different genres to various audiences requires a development of specific skills.	Puppet performances allow us to communicate moral lessons and promote social change through relatable characters, narrative and music.
Key concept	Communication	Communication
Related concept	Genre, style	Character, narrative
Global context	Orientation is space and time	Fairness and development
Inquiry into/ content	Factual knowledge: Recognising and describing types of puppets, being familiar with different puppet theatres, recognising musical genres, using everyday objects as instruments, body percussion and symbols, recognising elements of theatre. Conceptual knowledge: The need for visual and musical performers affecting the story, mood, emotions? Interconnectedness of visual and musical elements. The visuals and sound informing the character-how can traits be portrayed. Procedural knowledge: Manipulating the puppets in alignment with text and music, process of creating body percussions including symbols, structuring an oral presentation, using non-verbal communication, understanding and applying timing in performances, using the voice effectively to convey different states of emotions.	Factual knowledge: Students will explore and observe how different genres, text types and writing style affect the readers/listeners/audiences. Through various learning experiences, they will develop an understanding, awareness about the audience and meaning of the language and the effects of the puppets and design on the meaning of the visual. They will learn about the structure of the narrative and how characters can convey the message of the story. They will realise we can communicate important lessons and morals through puppet performances and teach younger generations as well as promote change. Conceptual knowledge: Students will learn how can puppet performances help create community awareness, how to incorporate and communicate a moral lesson in a script, how to rewrite a text and change its genre, what kind of atmospheres and emotions can puppets evoke and how can that be achieved. Procedural knowledge: Students will collaborate in a group and share responsibilities, express opinions and share ideas, give and receive feedback, make connections between discipline and use their knowledge to communicate with a range of audiences through a puppet script and performance, reflect on their strengths and weaknesses, IB learner profiles and overall progress throughout the unit.
ATL skills clusters	Social Skills - Collaboration (Exercise leadership and take on a variety of roles within groups) Research Skills - Information literacy	Communication skills: Use a variety of media to communicate with a range of audiences; Reflection skills: Identify strengths and weaknesses of personal learning

	(Access information to be informed and inform others, make connections between various sources of information) Thinking Skills – Critical thinking (Consider ideas from multiple perspectives)	strategies; Transfer skills: Combine knowledge, understanding and skills to create products or solutions
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International-Mindedness	✓ Puppets around the world. ✓ Musical genres around the world. ✓ How can I introduce elements of my culture into a puppet performance/musical performance? ✓ Puppetry as an art form in the students' countries of origin. ✓ Folk music form different countries. ✓ Music as a character in performances.
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Subject assessment criteria		Objectives	Max. level
A	Investigating	i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry ii. describe an artwork or performance from the chosen movement or genre.	8
B	Developing	i. practically explore ideas to inform development of a final artwork or performance ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry	8
C	Creating/Performing	i. create or perform an artwork.	8
D	Evaluating	i. appraise their own artwork or performance ii. reflect on their development as an artist.	8

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

Sources	Literature and online sources on puppetry. Videos (YouTube, etc.), previous plays done in school. https://puppet.org/visit/educator-resources/ https://puppettheatre.co.uk/get-involved/online-puppet-theatre/free-resources/ https://craftsmanship.net/sidebar/sources-on-toy-and-puppet-theatre/ Engler, Larry. <i>Making Puppets Come Alive</i>. Dover, 1997. S.B.Ginn: Music Connection 6, and selected other books Online webpages (google.com; Wikipedia.com; etc.) Worksheets on Music process skills Different classroom and musical instruments
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Danila Kumar International School

Design - Middle Years Programme 1

School Year **2025-2026**



Teacher: Mr. Saša Krapež
Email: krapezs@os-danilekumar.si

Course outline

Subject group: Design
Subject: **Design**

<u>Unit Title</u>	Unit 1: Key chain and a cardboard box	Unit 2: Constructions	Unit 3: Interior design
Statement of Inquiry Key, Related concepts Global context	Innovative solutions and functions are designed by using technical communication <i>Communication Function, Innovation</i> Scientific and technical innovation	We effectively develop new solutions and products on the basics of physical laws. <i>Systems Adaptation, Form</i> Scientific and technical innovation	Innovative use of space and materials in interior design can promote sustainability and resource efficiency. <i>Systems Function, Aesthetics</i> Personal and Cultural expressions
Inquiry into/content	- Types of technical drawings, - calculating measurements, - sketching and drawing skills - knowledge of material (paper, cardboard and wood), - skills in using tools and machines - organising the working area and following the working steps according to a plan	- Investigate famous bridges - Study of changing properties of paper by reshaping it, - Investigate the properties of different beams - Knowledge of material (paper), - Skills of using tools for cutting paper. - Reshaping material to improve its construction abilities. - Testing the profiles for tension and pressure - Safety skills when cutting with a knife.	- Analysing various apps - Analysing chosen app – Sweet home 3d - Learning how to use the app - Planning in advanced - Organising work following the working steps - Using creativity to present work effectively. - Using a computer room effectively. - Reflect on work done to make improvements.
ATL skills clusters	<u>I. Communication</u> <u>II. Organization</u> <u>III. Information literacy</u>	<u>I. Communication</u> <u>II. Creative thinking</u> <u>III. Information literacy</u>	<u>I. Communication</u> <u>II. Creative thinking</u> <u>III. Information literacy</u>

International-Mindedness	Famous constructions around the world.
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Subject assessment criteria		Objectives	Max. level
A	Inquiring and analysing	i. explain and justify the need for a solution to a problem ii. state and prioritize the main points of research needed to develop a solution to the problem iii. describe the main features of one existing product that inspires a solution to the problem iv. present the main findings of relevant research.	8
B	Developing ideas	i. develop a list of success criteria for the solution ii. present feasible design ideas, which can be correctly interpreted by others iii. present the chosen design iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.	8
C	Creating the solution	i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. list the changes made to the chosen design and plan when making the solution.	8
D	Evaluating	i. outline simple, relevant testing methods, which generate data, to measure the success of the solution ii. outline the success of the solution against the design specification iii. outline how the solution could be improved iv. outline the impact of the solution on the client/target audience.	8

Sources	1. Books: a. Basic Technical Drawing problems b. Bridges: Amazing Structures to Design, Build & Test (Kaleidoscope Kids) 2. Internet: a. http://pqhbridges.com/basics.htm b. YouTube: key words: Technical drawing, orthographic projection c. Youtube - https://www.youtube.com/watch?v=k9bynDA9fSc d. youtube - https://www.youtube.com/results?search_query=demolishing+a+building e. youtube - https://www.youtube.com/results?search_query=building+megastructures f. video game – bridge constructor - http://www.bridgeconstructor.com/ 3. Apps: a. SweetHome3D (open source free app) - https://www.sweethome3d.com/
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Subject group: PHE

Subject: PHE, MYP 1

Course outline

Teachers: Mitja Uršič, Jasna Lavrenčič

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Unit Title	Unit 1: INVASION GAMES	Unit 2: BASIC MOVEMENTS	Unit 3: INTERNATIONAL DANCES	Unit 4: NET GAMES	Unit 5: SPORTSMANSHIP and FAIRPLAY
Statement of Inquiry	Fair communication and interaction prevent conflicts.	Fostering positive mental and physical change leads to more balanced and healthy lives.	Creating a dance routine expresses our personal and cultural perspective and improves our relationships through movement and appreciation of beauty.	Good team communication and cooperation ensures effective movement and space perception.	Fair relationships allow the team to function effectively.
<i>Key concept</i>	<i>Communication</i>	<i>Change</i>	<i>Relationships</i>	<i>Communication</i>	<i>Relationships</i>
<i>Related concepts</i>	<i>Interaction, Energy</i>	<i>Balance, Function</i>	<i>Perspective, Space, Movement</i>	<i>Space, Movement</i>	<i>Function, System</i>
<i>Global context</i>	<i>Fairness and development</i>	<i>Identities and relationships</i>	<i>Personal and cultural expression</i>	<i>Identities and relationships</i>	<i>Fairness and development</i>
Inquiry into/content	Rules of different invasion games Understanding the technique of different invasion games (dribbling, passing, shooting), tactics (attack) and a game play Ongoing discussion of each performance (in pairs) and other possibilities for it.	Short distance running 60 meters, long distance running 600 meters, long jump, high jump, relay races Measuring heart rate at running events - optimum heart rate, determine target heart rate Presenting balanced physical workout Talking about stamina and endurance Collapsed day: ATHLETICS	Dance choreography (group work – pupils from the same country present their national dance)	Understanding of standard net games technique, tactics and plays: - Volleyball: - set pass - forearm pass - lower serve - rotations in game play 3:3 - Table tennis - Serve - Forearm pass - Set pass - Badminton - Serve	Understanding of standard for different games technique and tactics and plays: (social, invasion and net games) Get to know different sports Promoting fair play to younger students Collapsed day: Sportsmanship (get to know different sports)

				Forearm pass Set pass	
ATL skills clusters	Social (Collaboration skills) Thinking (Critical-thinking skills) Self-management (Organization skills)	Thinking (Transfer skills, Creative thinking skills) Self-management (Affective skills, reflection skills)	Communication (Communication skills) Thinking (Critical thinking skills) Social (Collaboration skills)	Communication (Communication skills) Social (Collaboration skills) Self-management (Affective skills)	Communication (Communication skills) Social (Collaboration skills)

International-Mindedness	We will explore various sports and games from the students' home countries, identify popular sports in Slovenia, and describe the differences and similarities between dances in Slovenia and the selected country.
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Objectives			Max. level
A Knowing and understanding	i. explain physical health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding		Maximum 8
B Planning for performance	i. design, explain and justify plans to improve physical performance and health ii. analyse and evaluate the effectiveness of a plan based on the outcome.		Maximum 8
C Applying and performing	i. demonstrate and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and movement concepts iii. analyse and apply information to perform effectively.		Maximum 8
D Reflecting and improving performance	i. explain and demonstrate strategies that enhance interpersonal skills ii. develop goals and apply strategies to enhance performance iii. analyse and evaluate performance.		Maximum 8

Sources	• Athletics events (video - YouTube) • clue pictures – different athletic events • PE lessons • books– Atletski praktikum, Atletika • dictionaries – for athletics language (words) • World web - en.wikipedia.org/wiki/Athletics_(sport), www.iaaf.orgAthletics events (videos) • Books: Gimnastična abeceda, Akrobatika • Clue pictures: Forward, backward roll, cartwheel, handstand, balance, partner balance, strength exercises, skipping rope • Demonstration by student • Dictionaries – for gymnastic language (words) • Dynamic physical education: Robert P. Pangrazi • Floorball game (videos); • https://www.ducksters.com/sports/basketball/basketball_court.php • Primary source – dancers on sports day and schoolmates that are practising dance
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Danila Kumar International School
Middle Years Programme
School Year 2025-2026



Course outline

Subject: APPROACHES TO LEARNING

Teacher: Mateja Kores (koresm@os-danilekumar.si)

Grade: MYP 1

<u>Unit Title</u>	Unit 1 <u>Welcome to MYP</u>	Unit 2 <u>Service as Action</u>	Unit 3 <u>A good plan is half of the success</u>
<u>Statement of Inquiry</u>	Overcoming challenges sometimes requires thinking in new ways .	An effective investigation requires a systematic approach to information gathering, collation, analysis and evaluation.	Organising oneself effectively leads to success.
<u>Inquiry into/Content</u>	- How is MYP different? - Organisational strategies that work - What strategies help reduce stress and anxiety? - How can I manage my time and tasks effectively?	- How does Service as Action connect to real life? - How do I know which resources fit my needs? - How do I know my information is reliable (accurate, unbiased, current, and appropriate)? - How do I know when I have enough information to answer my question thoroughly?	- How do we plan? - What works well for me? - How can I manage my work and emotions? - What strategies help overcome impulsiveness and anger? - What can we resolve conflicts and build consensus?
<u>ATL skills</u>	SELF-MANAGEMENT (Affective) SELF-MANAGEMENT (Organisation)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION	SELF-MANAGEMENT (Affective) SOCIAL (Collaboration)

SOURCES:

UNIT 1:	UNIT 2:	UNIT 3:
- Siegel, Daniel J. <i>Brainstorm: the Power and Purpose of the Teenage Brain</i>. Langara College, 2017. - Snel, Eline. <i>Sitting Still like a Frog: Mindfulness Exercises for Kids (and Their Parents)</i>. Shambhala, 2013. <i>The MindUp Curriculum. Brain-Focused Strategies for Learning and Living</i>. Scholastic, 2011.	Service project journal (in-school source)	- Picture books (with messages relating to managing the state of mind) - Plummer, Deborah. <i>Anger Management Games for Children</i>. Jessica Kingsley Publishers, 2008. https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf



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



HOMEROOM LESSONS – MYP 1

HOMEROOM TEACHER: Lojzka Lušin (lusinl@os-danilekumar.si)

Lessons	Objectives	NR. of lessons
Introduction/new school year	- Students get all the information needed at the beginning of the school year (student agenda). - School rules and policies (on assessment, consequences ...), Code of conduct, dress code - Electing the class representative - Responsibilities of an MYP student - Create class rules and agreements	4
Curriculum night	Preparation for presentation	3
School climate	- Tolerance – being open-minded and accept differences - Communication students – teachers – parents - Positive attitude towards learning - Positive climate – be kind	3
Natural disasters	- List of natural disasters. - How we react when a natural disaster strikes - How to evacuate the school	1
Looking after ourselves	- Developing an awareness of the importance of personal hygiene - Nutrition and healthy eating - Addictions - Exercise and Fitness	4
Manners	Repeat and learn the basics of good behaviour – good manners cost nothing (How to send an e-mail to the teacher,	1
Portfolio night	Organising personal portfolios	1
Service as action	Importance of volunteering and charity work	2
Manners in the dining room	- How to use manners in the dining room? - Students share their experiences	2
Bullying	- Controlling anger. - Solving conflicts with mediation.	2
Understanding ourselves	- Personal identity - Self-control - Accepting Responsibility - How we see ourselves	4
Portfolio night	Organising personal portfolios	1
Ourselves in the wider society	- Advertising and media influences - Violence	2
Ourselves and others	- Communication skills, group work - Friendships - Boy-girl relationships	3
Final event	Preparing a performance for the final event	2

* Predicted number of lessons is 35 (one hour per week). The order of the lessons and the specific content can be adjusted depending on the students' needs.