Danila Kumar International School

Middle Years Programme

School Year 2025-2026

Subject group: Language and Literature ***Subject: English***

MYP 2
Course outline

Teacher: Anja Dežman
Email: dezmana@os-danilekumar.si

Unit Title	*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***
Statement of Inquiry *Key concept* *Related concepts* *(Global context)*	**Exploring creativity and intertextuality within world mythology gives meaning to different belief systems.** *Creativity* *Intertextuality, Purpose* (Personal and cultural expression)	**Awareness of context and different perspectives eliminates unfair prejudice.** *Perspective* *Context, Character* (Fairness and development)	**Exploring medieval civilizations helps us make connections to the past and their impact on global development.** *Connections* *Purpose, Civilization* (Orientation in space and time)	**Advertisers tailor messages to appeal to specific audiences within global markets.** *Communication* *Audience imperatives, Style* (Globalization and sustainability)
Inquiry into / Content	Myths versus legends, types of myths and their importance, textual analysis, modern adaptations, origins of creativity, intertextuality, writing myths.	Unfair treatment, discrimination, analysing a short story and a graphic novel, persuasive speeches and articles, discussions and debates, cause and effect essay, language workshops.	Eng: Journalism – elements of informational texts (purpose, style, format, structure). His: Life in past civilizations around the world and their legacy. Learning from the past. Connections between the past and present.	Types of advertisement, the purpose and impact of advertising language, stylistic features and presentational devices in advertising, analysing and creating advertisement.
ATL skills clusters	Creative thinking Communication	Communication Critical thinking	Reflection Organisation Transfer Communication	Information literacy Media literacy Critical thinking Creative thinking

International-Mindedness	**Exploring discrimination and prejudice around the world, world human rights activists, exploring myths and legends from around the world, global advertising, civilizations around the world during the Middle Ages, magazine articles on global topics.**

Subject assessment criteria		Objectives	Max. level
A	**Analysing**	i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts	**8**
B	**Organizing**	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and 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 that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas	**8**
D	**Using language**	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. Spell, write and pronounce with accuracy v. use appropriate non-verbal communication techniques	**8**

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

Sources	Books for sustained silent reading, handouts, magazines, bilingual and monolingual dictionaries, online sources, world myths, National Geographic magazines, books on the topics from the library, Language and Literature – MYP by Concept 1/2/3. etc.

Danila Kumar International School

Middle Years Programme

School Year 2025-2026

Subject group: MATHEMATICS ***Subject: MATHEMATICS***

Course outline

Teacher: Lojzka Lušin
Email: lusinl@os-danilekumar.si

Unit Title	*Unit 1:* ***Geometric constructions***	*Unit 2:* ***Form and sustainability***	*Unit 3:* ***Optimist or pessimist***	*Unit 4:* ***Comparing and scaling***	*Unit 5:* ***What do you expect?***
Statement of Inquiry *Key concept* *Related concepts* *(Global context)*	**Geometric constructions enhance our ability to model and innovate by defining precise forms.** Form Model, Pattern (Scientific and technical innovation)	**Sustainable design depends on how we represent and adapt forms to changing environments.** Form Change, Space, Representation (Globalization and sustainability)	**Positive and negative numbers communicate both quantity and value, shaping our interpretation of reality.** Communication Model, Quantity (Personal and cultural expression)	**Representations of proportional relationships help us make informed decisions in daily life.** Relationships Representation, Quantity (Identities and relationships)	**Probability models allow us to generalize fairness in uncertain situations.** Logic Model, Generalization (Fairness and development)
Learning objectives	Understand and apply knowledge of two dimensional geometry polygons, measurement of angles, angle sum of polygons, conditions for unique triangle, parallel lines and transversals in different contexts.	Understand and apply knowledge of similarity, enlarging a figure, effect of scale factors on perimeter and area, coordinate rules, ratios between and within similar figures; using similarity to find measures in different contexts.	Understand and apply knowledge of integers and rational numbers: addition, subtraction, multiplication and division of rational numbers, absolute value, opposites, order of operations, distributive property in different contexts.	Understand and apply the knowledge of Ratios, Rates, Percent, Proportions, unit rate, rate tables, constant of proportionality, solving proportions, inc. markups, discounts, commission, measurement, conversion in different contexts.	Understand and apply the knowledge of Probability and Expected Value: Probability models, experimental and theoretical probability, analysis of compound events in different contexts.
ATL skills clusters	Information literacy Communication	Collaboration Creative-thinking:	Communication Organization	Critical-thinking Transfer	Critical-thinking Media literacy

International-Mindedness	Famous mathematical games: important mathematical games from their countries. The language of mathematics: universal symbolic language used all around the world, same rules Numeration Systems and Units: from different countries.

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

Sources	1. Vollmar, Haese and Humphries, Mathematics for the international students 7. Australia: Hease & Hariss Publications 2008 2. Gordon, Evans, Speed, Senior, Pearce, Maths Frameworking (2.1.-2.3.). UK: Collins 2014

Danila Kumar International School

Middle Years Programme

School Year 2025-2026

Subject group: SCIENCES ***Subject: BIOLOGY/CHEMISTRY***

Course outline

Teacher: Marija Brenčič
Email: brencicm@os-danilekumar.si

Unit Title	**Living versus dead or non-living things**	**Cells**	**Mapping matter**
Statement of Inquiry Key concept Related concepts (Global context)	By understanding the relationship between the necessities of life and the specialized forms and functions of living things, we can make decisions and take actions for healthier and more sustainable lifestyles. Relationships Form, function (Globalization and sustainability)	Cell is the basic unit of a form and function in all living things which carries out life processes. Systems Balance, function (Scientific and technical innovation)	By changing matter, we can identify patterns in properties that help us to make models, and the models help us invent new kinds of materials. Change Patterns, models (Scientific and technical innovation)
Inquiry into / Content	Spontaneous generation theory Francesco Redi and Louis Pasteur and their contribution to the world Characteristics and needs of living things Classification groups (Bacteria, Fungi, Plants, Vertebrates, Invertebrates) Identifying Keys and Field Guides Specialized forms and functions of life Cell structures and functions	Structures and functions of different body systems (nervous, skeletal, muscular, reproductive) Characteristics and benefits of social interactions and group behaviour Cell, tissue, organ, skeleton, muscle	Pure and impure substances Atom structure and subatomic particles Mendeleev periodic table and the modern periodic tables Element, molecule, compound Mixtures, solutions and suspensions Metals, nonmetals, gasses Reactivity of metals Properties of chemicals Acids and alkalis
ATL skills clusters	I. Communication skills VI.,VII. Media and information literacy skills IX.Creative-thinking skills	I. Communication skills VII.Media literacy skills VIII.Critical-thinking skills	I. Communication skills VII.Media literacy skills VIII. Critical-thinking skills

International-Mindedness	Scientists around the world use common language and modes of expression to effectively communicate their research and findings.

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

Sources	Science Insight: Exploring Living Things Science Insight: Exploring Energy and Matter Co-ordinated Science: Biology, Chemistry Discovery channel, youtube and other internet sources, sources-materials from nature, lab tools, chemicals and equipment

Danila Kumar International School

Middle Years Programme

School Year 2025–2026

Teacher: Mr. Saša Krapež ***Subject group: Sciences&Design***

Email: krapezs@os-danilekumar.si *Course outline* ***Subject: Physics MYP2***

Unit Title	*Unit 1:* ***Measuring with Scientific Units***	*Unit 2:* ***Forces, Energy and power***	*Unit 3:* ***Pressure***
Statement of Inquiry Key concepts Related conc. Global context	**Structures and order in our environment are defined by scientific systems** Systems Environment, Interaction Scientific and technical innovation	**To satisfy our energy needs humans must learn how to harvest, transform and control energy.** Change Energy, Transformations Scientific and technical innovation	**Relationships in sciences indicate the connections among variables through observation or experimentation in different environments.** Relationship Environment Scientific and technical innovation
Inquiry into/content	Scientific units of measurements, Graphing, Converting units, Scientific notation, Practice problem solving, Prefixes for conversion, Science process skills, Density	Measuring, drawing forces, Gravity, Forces are measured in Newtons and the device for measuring is a newton meter, Describe the conditions which must be met to do work, Distinguish between work and power, Calculate work and power, Problem solving, Name and describe 5 forms of energy,	Everyday examples of where we use increased pressure and examples of reduced pressure. Calculating pressure of solids. The unit of pressure Pascal and converting it to different units Distinguish between mass and weight. Pressure in liquids depends on depth and density. Calculate pressure in liquids. Floating and sinking. Atmospheric pressure activities
ATL skills clusters	Communication Collaboration Critical thinking Information literacy	Communication Organisation skills Information literacy skills	Communication Creative skills Critical thinking

International-Mindedness	International system of units, global power grids.

Subject assessment criteria		Objectives	Max. level
A	**Knowing and Understanding**	- Outline scientific knowledge - Apply scientific knowledge and understanding to solve problems set in familiar situations and suggest situations to problems set in unfamiliar situations - Interpret information to make scientifically supported judgments.	**8**
B	**Inquiring and designing**	- Outline an appropriate problem or research question to be tested by a scientific investigation - Outline a testable prediction using scientific reasoning - Outline how to manipulate the variables, and outline how data will be collected. - Design scientific investigation	**8**
C	**Processing and Evaluating**	- present collect and transform data - interpret data and describe results using scientific reasoning - Discuss the validity of the method - Describe improvements or extensions to the method	**8**
D	**Reflecting on the impact of science**	- explain the ways in which science is applied and used to address a specific problem - discuss the various implications of the use of science and its application in solving a specific problem or issue - apply communication modes effectively	**8**

Sources	Internet, • http://www.batesville.k12.in.us/physics/apphynet/Measurement/Measurement_Intro.htm • https://en.wikipedia.org/wiki/International_System_of_Units • https://en.wikipedia.org/wiki/Imperial_units • http://www.nuffieldfoundation.org/practical-physics/measuring-density • https://en.wikipedia.org/wiki/Dialogue_Concerning_the_Two_Chief_World_Systems • http://www.inspiring-science-education.net/ (keywords: babies and the moon) • YT-element creation: https://www.youtube.com/watch?v=Irc7NZA6SQI • YT-Matter: https://www.youtube.com/watch?v=nmi4tHc0Sds • YT-Mater and energy: https://www.youtube.com/watch?v=wKU2IDdvrCE • YT-Renewable energy: https://www.youtube.com/watch?v=eA3PplPfRXw Books: Science insights: Exploring matter and energy, Stephan Pople: Co-ordinated Physics

Danila Kumar International School

Middle Years Programme

School Year 2025-2026

Teacher: Mrs Tadeja Galonja
Email: galonjat@os-danilekumar.si

Course outline

Subject group: Individuals and societies

Subject: History

Unit Title	*Unit 1:* **Ancient Rome**	*Unit 2:* **Around the World I**	*Unit 3:* **Around the World II** ***Interdisciplinary unit (English + History)***	*Unit 4:* **European Middle Ages I**
Statement of Inquiry Key & related concepts *Global context*	**Innovations and revolutions cause changes in civilisations.** Change & Innovations and revolutions, Civilisations ***Scientific and technical innovation*** *(students will conduct an inquiry into changes in the society and technology).*	**A culture or a civilisation develop unique perspective through cooperation and conflict.** Change & Perspective, Cooperation, Conflict ***Orientation in space and time*** *(students conduct an inquiry about different civilisations and the relationships and the interconnectedness of them).*	**Exploring medieval civilizations helps us make connections to the past and their impact on global development.** Change & Perspective, Cooperation, Conflict ***Orientation in space and time*** *(students will inquire about different civilisations and social histories.*	**In times of crises, special systems of governance emerge.** System & Conflict, Governance ***Fairness and development*** *(students conduct an inquiry about the European Middle Ages and the reasons & consequences of their special system of governance).*
Inquiry into/content	* Etruscans * The Roman Kingdom * The Roman Republic * The Empire * Legacy	* India and China * African Civilisations * The Americas	* The Muslim World * Byzantines, Russians and Turks * Empires in East Asia * African Civilisations	* Germanic Tribes * Feudal System * The Age of Chivalry * Growth of Towns and Cities * The Church * A Century of Turmoil
ATL skills clusters	Communication III. Organisation V. Reflection skills VI. Information literacy VII. Media literacy	I. Communication VI. Information literacy skills	II. Communication III. Organisation V. Reflection skills VI. Information literacy VII. Media literacy	I. Communication VIII. Critical thinking

	VIII. Critical thinking		VIII. Critical thinking	

International-Mindedness	Learning about different empires, civilizations and societies around the world in the past. What is happening around the World – reporting news.

Subject assessment criteria		Objectives	Max. level
A	**Knowing and understanding**	A1 use a range of terminology in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.	**8**
B	**Investigating**	B1 formulate/choose a clear and focused research question, explaining its relevance B2 formulate and follow an action plan to investigate a research question B3 use methods to collect and record relevant information B4 evaluate the process and results of the investigation, with guidance.	**8**
C	**Communicating**	C1 communicate information and ideas in a way that is appropriate for the audience and purpose C2 structure information and ideas according to the task instructions C3 create a reference list and cite sources of information.	**8**
D	**Thinking critically**	D1 analyse concepts, issues, models, visual representation and/or theories D2 summarise information to make valid, well-supported arguments D3 analyse a range of sources/data in terms of origin and purpose, recognising values and limitations D4 recognise different perspectives and explain their implications.	**8**

Interdisciplinary unit **Subject assessment criteria**		Objectives	Max. level
A	**Evaluating**	A1 analyse disciplinary knowledge A2 evaluate interdisciplinary perspectives	**8**
B	**Synthesising**	B1 create a product that communicates a purposeful interdisciplinary understanding B2 justify how their product communicates interdisciplinary understanding.	**8**
C	**Reflecting**	C1 discuss the development of their own interdisciplinary learning C2 discuss how new interdisciplinary understanding enables action	**8**

Sources

1. Burrell, Roy. First Ancient History. Oxford: Oxford University Press, 1991.
2. Gleason, Maud. Medieval Times to Today. New Jersey: Prentice Hall, 2003.
3. Gleason, Maud. The Ancient World. New Jersey: Prentice Hall, 2003.
4. Beck, Roger B, Ph.D. World History, Patterns of Interaction. USA: McDougal Littel, 2007.
5. Culpin, Christopher. The Roman Empire, Collins Living History, CollinsEducational, 1991.
6. Rome: Rise and Fall of an Empire, 2008 (documentary).
7. Human Planet, 2011 (documentary)
8. The Dark Ages, 2007 (documentary)

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

Teacher: Mrs Tadeja Galonja
Email: galonjat@os-danilekumar.si

Course outline

Subject group: Individuals and societies
Subject: Geography

Unit Title	*Unit 1:* **Introduction to Geography**	*Unit 2:* **Active Earth**	*Unit 3:* **Earth's Water**	*Unit 4:* **The Atmosphere**
Statement of Inquiry	**We explain processes and causalities of complex systems with simplified models.**	**Environments around us change on a massive scale.**	**Resources are found in many places but their management is causing various outcomes.**	**Governments and communities around the world are trying to stop the disruption of climate trends and patterns.**
Key concept related concepts	**Systems** processes, causalities	**Change** scale	**Time, place, space** management, causality	**Global interaction** trends and patterns
Global context	**Orientation in time and space** (during the unit students will be engaged in an inquiry into the laws of our planet).	**Scientific and technical innovation** (Students will explore the natural world and its laws; the interaction between people and the natural World).	**Fairness and development** (Students will do an inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things).	**Globalization and sustainability** (during the unit students will be engaged in human impact on the environment).
Inquiry into/content	• Physical and Human Geography • The Universe and the Solar System • Rotation and Revolution • Maps and Orientation	• Earth Structure • Plate Tectonics • Volcanoes and Earthquakes • Erosion	• Surface Water • Groundwater • Oceans • Glaciers	• Atmosphere • Weather • Climate • Global warming
ATL skills clusters	I. Communication VIII. Critical thinking	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy	VIII. Critical thinking

International-Mindedness	• perspectives from various cultures on cosmology • how different countries prepare for and respond to active Earth events • water scarcity issues around the world • contribution of different countries to and being affected by global climate change

Subject assessment criteria		Objectives	Max. level
A	**Knowing and understanding**	A1 use a range of terminology in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.	**8**
B	**Investigating**	B1 formulate/choose a clear and focused research question, explaining its relevance B2 formulate and follow an action plan to investigate a research question B3 use methods to collect and record relevant information B4 evaluate the process and results of the investigation, with guidance.	**8**
C	**Communicating**	C1 communicate information and ideas in a way that is appropriate for the audience and purpose C2 structure information and ideas according to the task instructions C3 create a reference list and cite sources of information.	**8**
D	**Thinking critically**	D1 analyse concepts, issues, models, visual representation and/or theories D2 summarize information to make valid, well-supported arguments D3 analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations D4 recognize different perspectives and explain their implications.	**8**

Sources	1. Gentzler, Yvonne S., Ph.D. Geography, Tools and Concepts. New Jersey: Prentice Hall, 2001. 2. Spaulding, Nancy E. Earth Science. USA: McDougal Littel, 2005. 3. Owen, Andy. Geography in Action, Series 1, 2, 3. Oxford: Heinemann, 1995. 4. YouTube clip Physical Science (Rotation and Revolution). 5. Wonders of the Solar System, 2012 (documentary) 6. Into the Universe with Stephen Hawking, 2010 (documentary) 7. Earth: The Power of the Planet - Volcanoes, 2007 (documentary) 8. Earth: The Power of the Planet - Oceans, 2007 (documentary) 9. Earth: The Power of the Planet - Ice, 2007 (documentary) 11. Earth: The Power of the Planet - Atmosphere, 2007 (documentary)

Danila Kumar International School

Middle Years Programme

School Year 2025-2026

Course outline

Subject group: *Arts*

Subject: *Visual art*

Teacher: Gaja Smodiš
Email: smodisg@os-danilekumar.si

Unit Title	Unit 1: **Renaissance art**	Unit 2: **Baroque and Roccoco**
Statement of Inquiry Key concept Related Concepts (Global context)	**Original ideas redefine style and aesthetic to give art a new identity.** Aesthetics Style, Innovation (Identities and relationships)	**Art has always pushed the boundaries of existing narrative to communicate how people and cultures felt and observed.** Communication Boundaries, Expression (Personal and cultural expression)
Inquiry into/Content	Renaissance art One, two pint perspective Depth keys Uomo universal / ”My humanism”	Baroque and Rococo Composition: Still life Balance of light and dark: Chiaroscuro Tromp-l’oeil: Portrait
ATL skills clusters	Thinking skills, Communication skills, Social skills, research skills	Self-management skills, Research skills, Social skills

International-Mindedness	The development of classic art all around Europe in comparison to art development around the world.

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

Sources	Literature, online sources (articles, videos, web pages), galleries.

Danila Kumar International School

Middle Years Programme

School Year 2025-2026

Subject group: ***Arts - Theatre*** *Grades: MYP 2*

Teachers: ***Mateja Kores, Kristina Štemberger***
e-mails: koresm@os-danilekumar.si; stembergerk@os-danilekumar.si

Course outline

Unit Title	*Unit 1:* ***Take a bow***	*Unit 2:* ***Musical Tales***
Statement of Inquiry	**We shape our identity and connect with each other through innovative approaches.**	**Interpreting a story visually and musically expresses personal views and inspires positive change.**
Key concept	Identity	Change
Related concepts	Innovation	Interpretation, presentation
Global context	Identities and relationships	Personal and cultural expression
Inquiry into/ content	**Factual knowledge:** instrument groups, typed of stories, types of identities, culture vs. identity, careers in theatre (storytelling and music), language of the theatre, narratives, story hill. **Conceptual knowledge:** How is identity embedded in stories and music? How does lyricism connect stories and music? Why is identity a central part in cultural interpretations of stories and music? **Procedural knowledge:** effective note-taking, finding relevant information online, structuring an oral presentation, using non-verbal communication, identifying the structure of a story/lyrics, analysing register, creating original works (stories and lyrics), meeting deadlines.	**Factual knowledge:** Storytelling as an expressive art form, elements of storytelling in different stages, characteristics of music styles throughout history, Storytelling skills, **Conceptual knowledge:** The benefits of storytelling, Analysis of music from different periods, building characters, evaluating performances **Procedural knowledge:** Selecting and adapting a story for a community, designing a storytelling session with musical elements, effective note-taking, finding relevant information online, using non-verbal communication and body percussion, identifying the structure of a story/lyrics, analysing register, creating original works (stories and lyrics), meeting deadlines.
ATL skills clusters	**Research – Media literacy** (Communicate information and ideas effectively to multiple audiences using a variety of media and formats) **Thinking – Critical thinking**	**Communication – Communication skills** (Interpret and use effectively modes of non-verbal communication) **Social – Collaboration skills** (Build consensus)

	(Propose and evaluate a variety of solutions) **Self-management - Affective skills** (Practise dealing with disappointment and unmet expectations)	**Thinking - Creative thinking** (Consider multiple alternatives, including those that might be unlikely or impossible)

International-Mindedness	✓ Stories from around the world ✓ Instrument families and international music ✓ How can I introduce elements of my culture into a storytelling performance/musical performance? ✓ Tropes in stories around the world ✓ How language affects a story ✓ How lyrics dictate rhythm or vice versa

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 i. analyse an artwork or performance from the chosen movement or genre.	**8**
B	**Developing**	i. practically explore ideas to inform development of a final artwork or performance i. 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 i. reflect on their development as an artist.	**8**

Sources	Literature and online sources on puppetry. Videos (YouTube, etc.), guest speakers, library, school community. https://storynet.org/resources/ https://discover.org.uk/storytelling-resources/ https://dramaresource.com/storytelling/ https://education.nationalgeographic.org/resource/storytelling-and-cultural-traditions Walsh, John. *The Art of Storytelling: Easy Steps to Presenting an Unforgettable Story*. Moody Publishers, 2014. S.B.Ginn: Music Connection, and selected other books Orff instruments Dictionaries Internet webpages on musical styles Worksheets on Music process skills

Danila Kumar International School

Middle Years Programme

School Year 2025-2026

Teacher: Mr Saša Krapež

Subject group: Physics&Design

Email: krapezs@os-danilekumar.si *Course outline* ***Subject: Design MYP 2***

Unit Title	*Unit 1:* **Utility box**	*Unit 2:* **Festive decorations (for Halloween and Christmas)**	*Unit 3:* ***3D printing***
Statement of Inquiry Key concepts Related concepts Global context	**Wisely chosen communication procedure and appropriate technical language can lead us to create innovative and fully functional products.** Communication Function, innovation **Scientific and technical innovation**	**Festive decorations creatively express cultural traditions by balancing form, function, and design.** Creativity Function, Form **Personal and cultural expression**	**Technological innovation drives the creation of functional and aesthetic solutions in communities.** Innovation Function **Scientific and technical innovation**
Inquiry into/content	• technical drawings, • isometric and orthogonal projections, • calculating measurements, • drawing skills, • knowledge of material (wood), • skills in using tools and machines, • organising the working area and following the working steps according to a plan.	- Knowledge of different materials (wood, paper, plastic, textile…) - technical drawings (sketches, perpendicular orthographic projection, top view, side view, front view, dimensioning) - drawing and writing using computer - skills of using tools and machines in the workshop - learning how to evaluate the design and make changes to improve it. - Using internet efficiently for gathering information - safety rules for working in the workshop	Factual: Knowledge of different 3D printing materials (PLA, ABS, PETG), understanding of 3D modeling software (Tinkercad), technical drawings and dimensions in digital design. Conceptual: Understanding the design process for 3D printing, factors affecting printability (such as overhangs, support structures), and evaluating the functionality and aesthetics of 3D printed objects. Procedural: Efficient use of internet resources for 3D modeling tutorials, safety procedures for handling 3D printers and materials, basic troubleshooting of 3D printers.
ATL skills	Communication	Critical Thinking	I. Organization

clusters	Self-management Thinking	Creative thinking Organisation	II. Creative thinking III. Information literacy

International-Mindedness	Universal language of technical drawing, global ecology.

Subject assessment criteria		Objectives	Max. level
A	**Inquiring and analysing**	i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. analyse a group of similar products that inspire a solution to the problem iv. develop a design brief, which presents the analysis of relevant research.	**8**
B	**Developing ideas**	i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected ii. present a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and outline the reasons for its selection iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.	**8**
C	**Creating the solution**	i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. explain changes made to the chosen design and the plan when making the solution.	**8**
D	**Evaluating**	i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explain the success of the solution against the design specification iii. describe how the solution could be improved iv. describe the impact of the solution on the client/target audience.	**8**

Sources	1. Books: a. Basic Technical Drawing problems 2. Internet: a. YouTube: Orthographic projection 3. Software: a. Libre CAD, Google Sketch Up

Danila Kumar International School

Middle Years Programme

School Year 2025 - 2026

Subject group: PHE

Subject: PHE, MYP 2

Course outline

Teachers: Mitja Uršič, Jasna Lavrenčič
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Unit Title	***Unit 1: ATHLETICS***	***Unit 2: INVASION GAMES***	***Unit 3: DANCE and GYMNASTICS***	***Unit 4: VOLLEYBALL***	***Unit 5: HEALTHY LIFESTYLE and SPORTSMANSHIP***
Statement of Inquiry	**Adapting our movement and energy levels changes our athletic abilities.**	**The development of invasion games uses interaction, movement, and space to be successful in the performance.**	**Through effective communication and refinement of skills we create an artistic and balanced routine.**	**Effective communication and adaptation improve the development of skills and form positive relationships.**	**The choice of a lifestyle influences the function of body systems that support health and well-being.**
Key concept	*Change*	*Change*	*Communication*	*Communication*	*Change*
Related concepts	*Movement, Energy*	*Interaction, Movement, Space*	*Refinement, balance*	*Adaptation, Relationships*	*Choice, Function, System*
Global context	*Scientific and technical innovation*	*Identities and relationships*	*Personal and cultural expression*	*Fairness and development*	*Identities and relationships*

Inquiry into/content	Short distance running 60 meters, long distance running 600 meters, long jump, high jump, relay races Presenting a balanced physical workout Talking about stamina and endurance Collapsed day: ATHLETICS	Rules of different invasion games, different invasion games (dribbling, passing, shooting), tactics (attack) and a gameplay Ongoing discussion of each performance (in pairs) and other possibilities for invasion games	Dance choreography in connection with/or gymnastics elements (group work)	Understanding of volleyball game: technique, tactics, and plays: set pass forearm pass lower serve high serve rotations in gameplay: 5:5	<u>Taking care for health</u> starts with everyday exercises for: flexibility cardiovascular endurance strength endurance body composition Collapsed day: HEALTHY LIFESTYLE and SPORTSMANSHIP)
ATL skills clusters	Social (Collaboration skills) Thinking (Transfer and Critical thinking skills) Self-management (Reflection skills)	Socia (Collaboration skills) Thinking (Critical thinking skills) Communication (Communication skills)	Communication (communication skills) Social (Collaboration skills) Thinking (Creative thinking skills)	Communication (Communication skills) Self-management (Affective skills) Social (Collaboration skills)	Communication (Communication skills) Research (Information and literacy skills) Self-management (Organization skills)

International-Mindedness	We will investigate the most popular team sports across various countries, examining how national culture influences the prominence and development of these sports. Additionally, we will analyze the strategies employed by different nations to advance and excel in their respective national sports.

Objectives			Max. level
A **Knowing and understanding**	i. ii. iii.	explain physical health education factual, procedural and conceptual knowledge apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations apply physical and health terminology effectively to communicate understanding	Maximum 8
B **Planning for performance**	i. ii.	design, explain and justify plans to improve physical performance and health analyse and evaluate the effectiveness of a plan based on the outcome.	Maximum 8
C **Applying and performing**	i. ii. iii.	demonstrate and apply a range of skills and techniques effectively demonstrate and apply a range of strategies and movement concepts analyse and apply information to perform effectively.	Maximum 8
D **Reflecting and improving performance**	i. ii. iii.	explain and demonstrate strategies that enhance interpersonal skills develop goals and apply strategies to enhance performance 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) - 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 • Books: Gimnastična abeceda, Akrobatika

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

Subject: APPROACHES TO LEARNING **Teacher:** Mateja Kores (***koresm@os-danilekumar.si***) Grade: MYP 2

Unit Title	Unit 1 **Making the most out of your time**	Unit 2 **Service as Action**	Unit 3 **Win-win negotiation**
Statement of Inquiry	**Development** of time management and organisational skills increase productivity and efficiency.	New information may result in a new idea or a **change** of stance.	Willingness to communicate and effective negotiation enhances **relationships**.
Inquiry into / Content	• What tools and strategies can you use to plan your week? • How can you manage time to meet deadlines? • Which planning strategies will help me take action to achieve personal and academic goals? • What strategies can I use to organise complex information?	• How does Service as Action connect to real life? • 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 does the organisation of information impact the effectiveness of its communication? • How does new information influence how I think and act?	• What does it mean “to negotiate”? • What are some negotiation myths? • What are the elements of successful negotiation? • Why should we negotiate? • What is the difference between negotiating, compromising and building consensus? • Which skills are needed to be persuasive? • How do I negotiate effectively? • How do we bridge the culture gap?
ATL skills	SELF-MANAGEMENT (Organization) THINKING (Creative)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION	THINKING (Critical thinking)

SOURCES:

UNIT 1:

Tracy, Brian. *Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time*. Berrett-Koehler Publishers, Inc., 2017.

UNIT 2:

Research project journal (in-school source)

UNIT 3:

1) Mary Glasgow Magazines: Choices
2) Sources on negotiation and conflict management (e.g. https://ocw.mit.edu/courses/sloan-school-of-management/15-667-negotiation-and-conflict-management-spring-2001/lecture-notes/)

Danila Kumar International School
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HOMEROOM LESSONS

HOMEROOM TEACHERS: Saša Krapež (krapezs@os-danilekumar.si)

Lessons	Objectives
Introduction	• School rules and policies (on assessment, consequences ...), Code of conduct, dress code • Responsibilities of an MYP student • Creating class rules and agreements • Electing the class representative
Philosophy night	• Planning and preparing a presentation for parents about the programme
Manners	• How to behave appropriately and be polite • How to send e-mails • How to talk to teachers and peers • How to behave during lessons
School climate	• Tolerance – being open-minded and accept differences • Communication students – teachers – parents • Positive attitude towards learning • Positive class climate as well as in the whole school
Emergency	• How to evacuate the school • How to react in case of emergency
Looking after ourselves	• Developing an awareness of the importance of personal hygiene • Nutrition and healthy eating • Addictions • Importance of exercising
1st Portfolio night	• Organising personal portfolios

Relationships	• Communication skills, group work • Friendships • Empathy • Boy-girl relationships
Service as action	• Importance of volunteering and charity work
Manners in the dining room	• How to use manners in the dining room • Students share their experiences
Bullying	• Controlling anger • Solving conflicts • Prejudice/stereotypes
Understanding ourselves	• Personal identity • Self-control • Accepting Responsibility • How we see ourselves
2nd Portfolio night	• Organising personal portfolios
Ourselves in the wider society	• Advertising and media influences • Social media • Violence

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