



Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Subject group: Language and Literature

Subject: English MYP 3

Course outline

Teacher: Anja Dežman, Tina Frelih

Email: dezmana@os-danilekumar.si, freliht@os-danilekumar.si

Unit Title	Unit 1: Love is Blind	Unit 2: The Kite Runner	Unit 3: Imagination is the beginning of creation	Unit 4: English as a Global Language
Statement of Inquiry <i>Key concept</i> <i>Related concepts</i> <i>(Global context)</i>	Literary works are timeless products of creative thinking, self-expression and artistry. <i>Creativity</i> <i>Style, Self-expression</i> (Personal and cultural expression)	Connections and setting play a key role in forming a character's identity. <i>Connections</i> <i>Setting, Character, Theme</i> (Identities and relationships)	Imaginative fiction reveals the risks of innovation through the forms it takes and the settings it presents. <i>Form,</i> <i>Setting, Genre</i> (Scientific and technical innovation)	Communication with its style and structure helps us understand language changes influenced by migrations. <i>Communication</i> <i>Style, Structure</i> (Orientation in space in time)
Inquiry into / Content	The English Renaissance, William Shakespeare, his life and contemporaries, Shakespearean Sonnet, soliloquies and plays, creativity, Elizabethan theatre; different genres; language workshops.	Cultural and historical background of Central Asia, bullying, racism; forming identity, chapter study, analysing literary elements, language workshops, writing an essay.	Imaginative fiction and its characteristics, books to movies adaptation, film elements, audio and symbolic codes, screenplay formatting, writing screenplays.	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	Communication Creative thinking Critical thinking	Communication Critical thinking	Communication Media literacy Creative thinking	Communication Information literacy Media literacy

International-Mindedness	Exploring the impact of the Renaissance in Europe, important poets and authors of students' home countries, Afghani culture and history, female writers from around the world, imaginative fiction stories and films from around the world, various English accents/dialects around the world, etc.
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Subject assessment criteria		Objectives	Max. level
A	Analysing	i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts	8
B	Organizing	i. employ organizational structures that serve the context and intention ii. organize opinions and ideas 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

Sources	Works by William Shakespeare; books for sustained silent reading, books on the topics from the library, handouts, magazines, bilingual and monolingual dictionaries, <i>The Kite Runner</i> by Khaled Hosseini; Language and Literature – MYP by concept 1/2/3; various online sources.
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Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Subject group: MATHEMATICS

Subject: MATHEMATICS

Course outline

Teacher: Lojzka Lušin

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Unit Title	Unit 1: Number sense	Unit 2: Say it with symbols	Unit 3: Innovations <i>Interdisciplinary unit (Maths + Design)</i>
Statement of Inquiry <i>Key concept</i> <i>Related concepts</i> <i>(Global context)</i>	Representing and simplifying quantities in different forms can help explore remarkable discoveries and developments. Form Quantity, representation, simplification (Orientation in time and space)	Symbols present a simple language created to communicate concepts and ideas. Logic Model, Representation, Simplification (Personal and cultural expression)	Innovative products are created by adapting form, space, and measurements using available resources to meet changing needs. Form Space, Measurement, Adaptation, Resources (Scientific and technical innovations)
Learning objectives	Understand and apply knowledge of expressions, equations, shape growing, sequence of numbers, patterns, models, generalization, relation, function, graph, coordinates and coordinate plane in different contexts.	Understand and apply knowledge of expressions and equations, equivalent expressions, solving linear and quadratic equations in different contexts to develop metacognition and abstract thinking skills.	Understand and apply the knowledge of area, perimeter of shapes and surface area and volume of 3D shapes in different contexts. The understanding of form, measurement and resources is required for the planning, innovating and creating of new eco-friendly products.
ATL skills clusters	<u>Critical-thinking</u> <u>Transfer</u>	<u>Communication</u> <u>Critical-thinking</u>	<u>Critical-thinking</u> <u>Transfer</u>

International-Mindedness

The language of mathematics: universal symbolic language used all around the world, same rules
Numeration Systems and Units: from different countries.

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

<i>Interdisciplinary unit</i> 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	1. Vollmar, Haese and Humphries, Mathematics for the international students 8. Australia: Hease & Hariss Publications 2008 2. Gordon, Evans, Speed, Senior, Pearce, Maths Frameworking (3.1.-3.3.). UK: Collins 2014 3. New York Cop
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Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Subject group: **SCIENCES**

Subject: **BIOLOGY**

Course outline

Teacher: **Marija Brenčič**

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Unit Title	Classification and identification of living things	Infectious diseases	Responding to our world
Statement of Inquiry Key concept Related concepts Global context	Systems of classification are based on organisms' forms and genetic patterns which explains their evolutionary relationships and adaptations. Systems Form, patterns (Orientation in space and time)	The immune system defends the body against infectious diseases that are spread through human interactions and are evident in acquired physical symptoms. Relationships Interaction, evidence (Identity and relationships)	Scientific innovations designed to enhance our ability to perceive and respond to change in our surroundings have consequences on our survival. Change Consequence (Scientific and technical innovation)
Inquiry into / Content	History of classification Levels of classification in natural world The five kingdoms Taxonomic keys and field guides	Infectious versus non-infectious diseases Pathogens (viruses, bacteria, protozoa, fungi) The principle of spreading of infectious disease Body 's natural defences work The immune system and active vs passive immunity Vaccines and antibiotics Types of infectious diseases	The Nervous system Sense organs, perception pathway, stimuli and responses Natural selection and adaptation
ATL skills clusters	VI.Information literacy skills VIII.Critical-thinking skills X. Transfer skills	I.Communication skills VI.Information literacy VIII.Critical thinking skills	.Communication skills VIII. Critical-thinking skills IX.Creative-thinking skills

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

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

Middle Years Programme

School Year 2025-2026



Subject group: **SCIENCES**

Subject: **CHEMISTRY**

Course outline

Teacher: **Marija Brenčič**

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Unit Title	Properties of matter	Chemical reactions	Chemical bonding
Statement of Inquiry Key concept Related concepts Global context	A particle model of matter demonstrates the law of energy conservation and how matter changes its form. Change Energy, form, model (Scientific and technical innovation)	In the processes of chemical reactions both in ecosystems and industrial applications, substances change by interaction and redistribution of energy what is evident in new products. Systems Interaction, energy, evidence (Globalisation and sustainability)	The model of chemical bonding provides evidence of the relationships that naturally exist both between and within atoms. Relationships Model, evidence (Scientific and technical innovation)
Inquiry into / Content	The particle model of matter Phases of matter Weather patterns with phase changes Boyle's Law and Charles' Law The gases laws in everyday situations Plasma Physical and chemical changes in matter Physical and chemical weathering	Characteristics of chemical reactions Structure of chemical equations Types of chemical reactions Chemical and physical changes Mechanics of chemical reactions Endothermic and exothermic chemical reactions in connection to everyday life Balancing chemical equations Energy and reaction rate, catalysts	The atomic structure Elements and compounds Valency and chemical bonds Ionic and covalent bonding Ionic and covalent substances and their uses in everyday life Chemical formulas and word naming for different compounds
ATL skills clusters	I.Communication skills VIII.Critical-thinking skills X.Transfer skills	I.Communication skills VI.Information literacy skills VIII.Critical-thinking skills IX.Creative-thinking skills	I.Communication skills VI. Information literacy skills VIII.Critical-thinking skills

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

Sources	Science Insight: Exploring Energy and Matter, Addison-Wesley Co-ordinated Science: Chemistry 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



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

Course outline

Subject group: Sciences & Dessign
Subject: **Physics MYP3**

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

International-Mindedness	Fluctuation of energy on the global network, environmental-friendly energy sources.
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Subject assessment criteria		Objectives	Max. level
A	Knowing and Understanding	- 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	- teaching aids and manipulatives - families, experts and other primary sources in the school and the community - school library - computer and internet - Books: Science insights: Exploring matter and energy, Stephan Pople: Co-ordinated Physics
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Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Subject group: Individual and Societies

Subject: History

Course outline

Teacher: Tadeja Galonja

Email: galonjat@os-danilekumar.si

Unit Title	Unit 1: European Renaissance and Reformation	Unit 2: Age of Explorations	Unit 3: Absolute Monarchs in Europe	The Enlightenment and the Scientific Revolution
Statement of Inquiry	Embracing new and old ideologies causes conflicts and leads to significant changes.	The pursuit of power and expansion shapes the development of societies and transforms global interactions.	The consolidation of power influenced social and government systems leading to both stability and conflict.	The innovations and revolutions introduced new systems of thought and new perspectives challenged traditional beliefs and authority.
Key & Related Concepts	Change & Ideology, Conflict	Global interactions & Power	Systems & Power, Conflict	<u>Systems & Innovation and revolution, Perspectives</u>
Global context	Orientation in time and space (students conduct an inquiry into how we discover and express ideas, feelings, beliefs and values)	Globalization and Sustainability (students explore how the interconnectedness brought by exploration influenced global development, sustainability, and the sharing of resources and cultures across continents.)	Fairness and Development (students examine the implications of absolute monarchy on justice, human rights, and societal progress, and to consider the long-term effects of such centralized governance)	Scientific and Technical Innovation (students explore the breakthroughs of the Enlightenment and Scientific Revolution shaped technological advances, and redefined humanity's understanding of the world.)
Inquiry into / Content	New Ideas in Art, Philosophy, Architecture ... Italy: Patrons, Power of the Popes Northern Renaissance Da Vinci, Michelangelo, Rafael, Machiavelli, ... The Causes and the Consequences. Martin Luther	Exploration of the East Exploration of the West	The Tudors Spain's Empire France's Absolute Monarchs Russian Czars	The Scientific Revolution The Enlightenment in Europe
ATL skills clusters	I. Communication VIII. Critical thinking	I. Communication: III. Organisation: V. Reflection skills VI. Information literacy VII. Media literacy	I. Communication VIII. Critical thinking	I. Communication III. Organisation V. Reflection skills VI. Information literacy VII. Media literacy

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

Sources	1. Gleason, Maud. Medieval Times to Today. New Jersey: Prentice Hall, 2003. 2. Beck, Roger B, PhD World History, Patterns of Interaction. USA: McDougal Little, 2007. 3. Carter M., Culpin C., Kinloch N. Past into Present 2 1400 - 1700. London: Collins Educational, 1995. 4. Crash Course History - The Renaissance (YouTube video clip) 5. Martin Luther - Reluctant Revolutionary (documentary) 6. Crash Course History - Indian Ocean Trade (YouTube video clip) 7. Crash Course History - Atlantic Slave Trade (YouTube video clip) 8. Peter the Great (YouTube video clip) 9. The Story of Science, 2010 (BBC documentary)
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Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Teacher: Tadeja Galonja

Email: galonjat@os-danilekumar.si

Course outline

Subject group: Individuals and societies

Subject: Geography

Unit Title	Unit 1: Population nad Cultures	Unit 2: Resources	Unit 3: European Union	Unit 4: Tourism
Statement of Inquiry	Cultures change sets of systems according to their environment.	Different locations and history have caused disparity in human and economic development.	Civilization benefits from certain political and economic systems.	In a globalized world, diversity and sustainability are at risk.
Key & related Concepts	<u>Change & Culture, Diversity</u>	<u>Time, place and space & Causality</u> <u>Disparity and equity</u>	<u>Systems & Civilisation</u> <u>Management and intervention</u>	<u>Global interaction & Diversity</u> <u>Sustainability</u>
Global context	<i>Identities and relationships</i> (students will explore identity, beliefs and values of different cultures).	<i>Fairness and development</i> (students will explore how to share finite resources with other people and living things).	<i>Identities and relationships</i> (students will explore identity, beliefs and values of communities and cultures).	<i>Globalization and sustainability</i> (students conduct an inquiry into how tourists' activities affect an environment).
Inquiry into/content	• A Growing Population • Migrations • World Cultures • Settlements • Economic and Political Systems	• Mineral Resources • Energy Resources • Environmental Issues	• What is the EU? • Institutions • Pros and Cons	• World Tourism • History of Tourism • Sustainable Tourism
ATL skills clusters	<u>I. Communication</u> <u>III. Organization</u> <u>V. Reflection skills</u>	<u>I. Communication</u> <u>VIII. Critical thinking</u>	<u>I. Communication</u> <u>VIII. Critical thinking</u>	<u>I. Communication</u> <u>III. Organization</u> <u>V. Reflection skills</u>

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

Sources	1. Gentzler, Yvonne S., Ph.D. Geography, Tools and Concepts. New Jersey: Prentice Hall, 2001. 2. Owen, Andy. Geography in Action, Series 1, 2, 3. Oxford: Heinemann, 1995. 3. Fahrey Jr., John M., Student Atlas of the World - Third Edition. Washington, D.C: National Geographic, 2009 4. Human planet, 2011 (documentary) 5. Human Footprint, 2007 (documentary)
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Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Subject group: Arts/year 3

Subject: Visual Art

Course outline

Teacher: Gaja Smodiš

Email: smodisg@os-danilekumar.si

Unit Title	<i>Unit 1: Contemporary art</i>	<i>Unit 2: Patterns of emotion</i>
Statement of Inquiry	Contemporary art is based on a global problematic, new interpretations and consequently artistic innovations, which are about to be developed.	Artists communicate emotions through patterns and composition.
Key concept Related Concepts (Global context)	Change Interpretation, Innovation (Globalization and sustainability)	Communication Expression, Composition (Personal and cultural expression)
Inquiry into/Content	Art since 2000: What is a Concept, what is a Conceptual Art? Artists and their projects Ai Wei Wei Vik Muniz (Waste Land project) Olafur Eliasson (others)	Colour theory Visual symbolism Marimekko Henrik Vibskov
ATL skills clusters	Communication skills, Thinking skills, Self-management skills, Research skills,	Communication skills, Thinking skills, Self-management skills, Research skills,

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

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

Middle Years Programme

School Year 2025-2026



Subject group: **Arts - Theatre**

Grades: MYP 3

Teachers: **Mateja Kores, Kristina Štemberger**

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Course outline

Unit Title	Unit 1: <i>It's show time!</i>	Unit 2: <i>Review!</i>
Statement of Inquiry	We communicate our identity by adopting different roles .	Reviewing an art form is a response to a personal aesthetic and cultural expression .
Key concept	Communication	Aesthetic
Related concepts	Identity	Interpretation, structure
Global context	Identities and relationships	Personal and cultural expression
Inquiry into/ content	Factual knowledge: types of drama, elements of drama, adapting the script, voice work and sound effects, body movement on the stage, movie genres, soundtracks and composers, programs and apps for creating music, sound effects Conceptual knowledge: How can a character be formed? In how far is the character a product of the author's imagination? The author's interpretation of the character vs. the actor's interpretation/individualisation? How is the performance informed or influenced by music and lyrics? Procedural knowledge: effective note-taking, finding relevant information online, structuring an oral presentation, using non-verbal communication, building a character portrayal, analysing elements of acting, creating original works (characters and songs), meeting deadlines.	Factual knowledge: elements of a review, structure and format of a review, purpose of a review, advertising techniques Conceptual knowledge: How can a reviewer influence public opinion of an art piece? Psychological basis of advertising. Procedural knowledge: effective notetaking, finding relevant information online, structuring an oral presentation, using non-verbal communication, drafting a review, analysing elements reviews, creating original works (video or live ad), meeting deadlines.
ATL skills clusters	Social – Collaboration skills (Listen actively to other perspectives and ideas Take responsibility for one's own actions)	Self- management - Organisation skills (Plan strategies and take action to achieve personal and academic goals)

	Self-management – Affective (Practise analysing and attributing causes for failure) Thinking – Transfer (Compare conceptual understanding across multiple subject groups and disciplines)	Self-management - Reflection (Focus on the process of creating by imitating the work of others, keep a journal to record reflections) Thinking - Creative thinking (Create original works and ideas; use existing works and ideas in new ways)
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International-Mindedness		✓ Drama from around the world, history ✓ How can I introduce elements of my culture into my character’s performance? ✓ Tropes in classical drama around the world ✓ Soundtracks around the world ✓ World stage music ✓ Different sounds and different meanings (cultural sensitivities)	
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	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 on theatre, drama, character development. The chosen play – background research, character development. Videos (YouTube, etc.), guest speakers, previous plays – an analysis. https://education.digitaltheatreplus.com/ib-myp-drama#resources https://docs.google.com/spreadsheets/d/1oakqPgYaa4Pg6eST55FG-GJGWsW8zKOWO7iMuQzatyc/edit#gid=0 https://dramaresource.com/ S.B.Ginn: Music Connection, and selected other books Dictionaries Worksheets on Music process skills Web music-writing software (Musicshake etc.) Different classroom and musical instruments Online webpages (google.com; Wikipedia.com; etc.)
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Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Teacher: Mr. Saša Krapež

Subject group: Sciences&Design

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Course outline

Subject: **Design MYP 3**

Unit Title	Unit 2: Educational toy	Unit 3: Electronics	Unit 1: Innovations Interdisciplinary unit (design + math)
Statement of Inquiry Key concept Related concept Global context	Community needs scaffold the development of functional designs. Communities Function, Evaluation Personal and cultural expression	Understanding the interaction between hardware and software is essential for developing technologies that respond to human needs. Communication Interaction, Innovation Globalization and Sustainability	Innovative products are created by adapting form, space, and measurements using available resources to meet changing needs. Form Space, Measurement, Adaptation, Resources Scientific and technical innovations
Inquiry into/content	- Knowledge of different materials (wood, paper, plastic, textile...) - Using internet efficiently for gathering information - technical drawings - Knowledge of drawing and writing using computer - Educational needs, development of skills from kindergarten children - Safety rules - Evaluating of the design and make changes to improve it	Factual: Knowledge of different materials (wood, paper, plastic, textile...), knowledge of technical drawings (sketches, perpendicular orthographic projection, top view, side view, front view, dimensioning), knowledge of drawing and writing using computer Conceptual: Knowledge of educational needs, development of skills from kindergarten children, skills of using tools and machines in the workshop, learning how to evaluate the design and make changes to improve it. Procedural: Using internet efficiently for gathering information, safety rules for working in the workshop, safety procedures when working with electrical machines	- Knowledge of different materials (bulbs, LED, switches, wires) - perspectives, side view, front view - Knowledge of using computer - Electricity Safety rules - safety rules working in the workshop - Skills of evaluating of the design and make changes to improve it
ATL skills clusters	<u>Social</u> <u>Self-management</u> <u>Thinking</u>	<u>Collaboration</u> <u>Organization</u> <u>Information literacy</u>	<u>I. Communication</u> <u>II. Collaboration</u> <u>III. Organization</u> <u>V. Reflection skills</u>

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

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

Sources	• http://www.btc-city.com/trgovina/349/mladi-tehnik • http://www.btc-city.com/trgovina/202/magic-shop • http://www.btc-city.com/trgovina/349/mladi-tehnik • educational games in the school kindergarten • families, experts and other primary sources in the school and the community • Teachers handouts and printed articles • https://www.huffingtonpost.com/alicia-chang/how-to-design-smart-toys-_b_6464838.html • https://www.pinterest.com/explore/educational-toys/?lp=true • http://www.technologystudent.com/joints/edu5.htm
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Danila Kumar International School

Middle Years Programme

School Year 2025-2026



Subject group: PHE

Subject: Physical and Health Education, MYP 3

Course outline

Teachers: Mitja Uršič, Jasna Lavrenčič

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Unit Title	Unit 1: ATHLETICS	Unit 2: BASKETBALL	Unit 3: GYMNASTICS	Unit 4: VOLLEYBALL	Unit 5: HEALTHY LIFESTYLE
Statement of Inquiry	Refinement of athletic skills leads to positive changes and progress in performance.	A good system and balance of players on the court as well as their interpersonal skills are very important.	Creation is achieved through change, interaction and balance.	Good relationships and strong collaboration help a team function effectively.	It takes time and motivation to develop the right beliefs, values and attitudes.
Key concept	Change	Relationships	Change	Relationships	Development
Related concepts	Refinement, Energy	Balance, Systems	Balance, Interaction	Function, Systems	Choice
(Global context)	Scientific and technical innovation	Identities and relationships	Personal and cultural expression	Identities and relationships	Identities and relationships
Content/Inquiry into	Improving (with some guidance) elements of ball, vortex, discus throw, shot put, improving 60m run, 600m run and relays	Learning and improving techniques and tactics in the basketball game (attack, defence). Laws and rules of the real game.	Create and learn (with some guidance) gymnastics elements and motor skills in one routine	Learning and improving techniques and tactics: attacks. Laws and rules of the game	Students explore how informed choices contribute to a balanced and healthy lifestyle, developing awareness of physical, mental, and emotional well-being.
ATL skills clusters	Thinking (Transfer skills) Self-management (Affective skills)	Thinking skills (Transfer skills and Critical thinking skills)	Social (Collaboration skills)	Social (Collaboration skills)	Communication (Communication skills) Thinking (Critical thinking skills)

	Communication (Communication skills)	Communication (Communication skills) Social (Collaboration skills)	Thinking (Creative and Transfer skills) Self-management (Organization, Affective, and Reflection skills)	Thinking (Critical thinking and Transfer skills) Communication (Communication skills)	Research (Information literacy skills) Self-management (Organization skills)
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International-Mindedness: Students will investigate how healthy lifestyles differ across various countries, examining how cultural influences shape food habits and the strategies employed to enhance physical health and well-being.

Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	Describe physical health education factual, procedural and conceptual knowledge Apply physical and health terminology effectively to communicate understanding. Apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations	Maximum 8
B	Planning for Performance	Design and explain a plan for improving physical performance and health Explain the effectiveness of a plan based on the outcome.	Maximum 8
C	Applying and Performing	Demonstrate and apply a range of skills and techniques Demonstrate and apply a range of strategies and movement concepts Outline and apply information to perform effectively.	Maximum 8
D	Reflecting and improving performance	Describe and demonstrate strategies to enhance interpersonal skills Outline goals and apply strategies to enhance performance Explain and evaluate performance	Maximum 8

Sources	• videos - youtube • clue pictures • PE lessons, • Different sport books • dictionaries – for language (words) • World web • Dynamic physical education: Robert P. Pangrazi
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Danila Kumar International School
Middle Years Programme
School Year 2025-2026



Course outline

Subject: APPROACHES TO LEARNING

Teacher: Mateja Kores

Grade: MYP 3

<u>Unit Title</u>	Unit 1 <u>The 7 Habits of Highly Effective Me</u>	Unit 2 <u>Community project</u>	Unit 3 <u>What about tomorrow?</u>
<u>Statement of Inquiry</u>	Planning, goal-setting, and collaboration affects our choices and fosters leadership skills.	Communities are strongest when people take active roles in maintaining them.	Reflection helps identify the steps to pursue one's goals.
<u>Inquiry into / Content</u>	- What does it mean to be a leader? - Which habits cause us to be effective or ineffective? - What is the relationship between decisions and consequences? - How can a person's decisions and actions change his/her life? - How can a person plan and set goals to achieve personal and academic goals?	- What is the value of my work? - What are the consequences if I do not accept my personal responsibilities in my community? - How do my actions impact others in a community? - How can my purposes and passions support the needs of the local and global community?	- To which possible career choices do my personal preferences, skills, strengths, and abilities and connect to? - How can my purposes and passions support the needs of the local and global community when considering career choices? - How do my curriculum choices and co-curricular activities influence my career paths? - What steps are needed to move closer towards my career goals?
<u>ATL skills</u>	SELF-MANAGEMENT (Organization) SOCIAL (Collaboration) THINKING (Critical, creative)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION	THINKING (Critical thinking) TRANSFER

SOURCES:

UNIT 1:

- Covey, Sean. *The 7 Habits Of Highly Effective Teens*. Turtleback Books, 2014.
- Covey, Sean. *The 7 Habits of Highly Effective Teens: Personal Workbook*. Touchstone Book/Simon & Schuster, 2014.

UNIT 2:

Community project journal (in-school source)

UNIT 3:

"The Leader in Me." *The Leader In Me*, www.theleaderinme.org/.



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



HOMEROOM LESSONS

Homeroom teacher(s): Tina Frelj (freljht@os-danilekumar.si), Mateja Kores (koresm@os-danilekumar.si)

Lessons	Objectives
Introduction	• School rules and policies (assessment, code of conduct, academic honesty...) • Responsibilities of MYP students • Creating class rules • Class representative • PDP • School website • Student agenda
Curriculum night	• Preparing a presentation for parents about the MYP 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 climate
Emergency	• How to evacuate the school • Who to reach in case of emergency
Community project	• What would help our community • How to plan and stay organised
Looking after ourselves	• Developing an awareness of the importance of personal hygiene • Nutrition and healthy eating • Addictions • Importance of exercising • Mindfulness

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 (mediation) - 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
Valeta	Plans for Valeta

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