



Danila Kumar International School

Middle Years Programme

School Year 2026-2027



Subject group: Language Acquisition

Subject: Slovenian language (phase 1, myp 1-3)

Course outline

Teacher: Tina Frelih

Email: freliht@os-danilekumar.si

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

International-Mindedness	- Students introduce themselves, their families and different cultures. - Comparing Slovenian words to words in their own languages. - Discussing different aspects of travelling around the world.
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Subject assessment criteria			Max. level
A	LISTENING	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	8
B	READING	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	8
C	SPEAKING	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	8
D	WRITING	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	8

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

Middle Years Programme

School Year 2026-2027



Subject group: Language Acquisition

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

Course outline

Teacher: Mišo Jonak

Email: jonakm@os-danilekumar.si

<u>Unit Title</u>	<i>Welcome to my world. / Dobrodošli v mojem svetu.</i>	<i>Diversity makes us rich. / Raznolikost nas bogati.</i>
Statement of Inquiry	Our needs in culture are mirrored through the design of our living spaces. <i>Orientation in space and time</i>	Culture is revealed through conventions and personal expression. <i>Personal and Cultural Expression</i>
Inquiry into ... /Content	- Understand messages/information presented in multimodal text - Request and provide information in a limited range of familiar and some unfamiliar situations. - Interact in basic rehearsed and some unrehearsed exchange (focus on verbs and functional everyday language) - Present ideas coherently using vocabulary about house, flat, buildings, rooms, furniture, school, school rooms, school staff, etc. - Critically evaluate importance of personal space and freedom	- Request and provide information in a limited range of familiar and some unfamiliar situations (focus on adjectives and functional everyday language) - Understand and use of basic language conventions (such as grammar structure, syntax, spelling...) - Use language appropriate to a limited range of interpersonal and cultural context: - Describing myself, my style; describing others and their style; dressing differently in different occasions - Slovenian national costume, national costumes of other countries
ATL skills clusters	<i>Communication Skills</i> <i>Self- Management Skills</i> (Organisation) <i>Social Skills</i> (Collaboration)	<i>Communication Skills</i> <i>Social Skills</i> (Collaboration) <i>Self-Management Skills</i> (Reflection)

International-Mindedness	Why is it important to learn and speak foreign languages and learn about different cultures? How do our differences and similarities bring us together? Do we use polite expressions in the same way across different languages?
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Subject assessment criteria		Max. level
A	LISTENING - Identify explicit and implicit information (facts and/or opinions, and supporting details) - Analyse conventions - Analyse connections	8
B	READING - Identify explicit and implicit information (facts and/or opinions, and supporting details) - Analyse conventions - Analyse connections	8
C	SPEAKING - Use a wide range of vocabulary - Use a wide range of grammatical structures generally accurately - Use clear pronunciation and intonation in comprehensible manner - Communicate all or almost all the required information clearly and effectively	8
D	WRITING - Use a wide range of vocabulary - Use a wide range of grammatical structures generally accurately - Organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices - Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context	8

Sources	<i>Pirih Svetina, Nataša: ABC gremo</i> <i>Čuk, Metka: Za začetek, učimo se slovenščino</i> <i>Markovič, Andreja et al: Slovenska beseda v živo 1a</i> <i>Jerman, Tanja et al: Slovenščina ekspres</i> <i>Cards, board games, realia</i> Knez, Mihaela et al: Čas za slovenščino 1 (učbenik) Knez, Mihaela et al: Čas za slovenščino 1 (delovni zvezek) Knez, Mihaela et al: Čas za slovenščino 2 (učbenik) Knez, Mihaela et al: Čas za slovenščino 2 (delovni zvezek)
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Danila Kumar International School

Middle Years Programme

School Year 2026-2027



Subject group: Language Acquisition

Course outline

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

Teacher: Mateja Kores

Email: koresm@os-danilekumar.si

Unit Title	Unit 1: Rimljani v Ljubljani (Romans in Ljubljana)	Unit 2: Pravljična Slovenija (Fairytale Slovenia)
Statement of Inquiry	<i>The legacy of ancient languages affects the choice of words in different contexts.</i>	<i>Stories connect people to places and cultural identity by combining language, imagination and local traditions.</i>
Key concept	Connection	Culture
Related concepts	Context, idiom	Identity, creativity
Global context	Orientation in space and time	Personal and cultural expression
Inquiry into ... / Content	Factual knowledge: Roman Emona, Roman settlement structure, Roman daily life, family life and social hierarchy, historical figures, archaeological remains in Ljubljana, Latin phrases in Slovenian, Roman influence on modern culture. Conceptual knowledge: Legacy, historical continuity, cultural influence, language change, connection between past and present, identity through heritage. Procedural knowledge: Conducting research, interview preparation, comparing historical periods, organising information, developing scripts, using descriptive language and comparisons, presenting information orally, working collaboratively, referencing historical sources.	Factual knowledge: the structure and characters of Pravljična Slovenija; the seven regions represented in the story; selected landmarks, food, customs and cultural features; basic geographical vocabulary; Slovenian cultural heritage; the difference between a fairy-tale element, a cultural tradition and a factual claim. Conceptual knowledge: culture, identity, belonging, representation, perspective, heritage, stereotype, place and storytelling. Procedural knowledge: active reading, listening for detail, note-taking, source evaluation, map reading, comparing sources, asking and answering questions, descriptive writing, sequencing a narrative, presenting information orally, giving peer feedback and revising a final product.

ATL skills clusters	Research skills – Information literacy (Locate and evaluate information from various sources, Make connections between historical and linguistic evidence) Communication Skills – Communication (Use appropriate forms of speaking and writing for different purposes and audiences, Organise and present information logically)	Social Skills – Collaboration (Read critically and for comprehension; listen actively to other perspectives and ideas) Communication Skills – Communication (Use appropriate forms of writing for different purposes and audiences) Self-Management Skills – Organisation (Plan short and long term assignments; meet deadlines)
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International-Mindedness	✓ Multiculturalism in the classroom – countries, languages, cultures, stories from around the world ✓ Personal favourite childhood fairytales ✓ Famous Latin sayings we still use today, influence of Roman Empire culture on multiculturalism ✓ Multicultural societies around the world
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Sources	• Darja Arh Centrih: Pravljična Slovenija • Knez, Mihaela et al.: Čas za slovenščino 1 • Markovič, Andreja et al: Slovenska beseda v živo 1 • Pirih Svetina, Nataša: ABC gremo • Heads up in Slovenian (board game) • Knez, Mihaela et al: Čas za slovenščino 2 • Slovenian-English and English-Slovenian dictionaries • <i>PIL</i> or <i>Moj Planet</i> magazine articles about student diversity or moving to Slovenia • Youtube: “Rimljani na Slovenskem”, https://www.youtube.com/watch?v=B1F2I-5gU9Y • Youtube: “Zakaj je Rim napadel Slovence”, https://www.youtube.com/watch?v=dXdsT1cddno • Youtube: Dan v Emoni, https://www.youtube.com/watch?v=zEopHz-UFwM • Youtube: Rimljani na Slovenskem, https://www.youtube.com/watch?v=GVpKmOkLIUg • Infodrom: Rimljani na Slovenskih tleh • Youtube: Slovenske pravljice, search • Franko Luin: Slovenske pravljice • https://www.lahkonocnice.si/ • RTV Slovenina: Živ Žav, https://ziv-zav.rtvlo.si/lahko-noc-otroci • epravljice.si, a collection of online stories
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Subject assessment criteria			Max. level
A	<i>LISTENING</i>	- Identify explicit and implicit information (facts and/or opinions, and supporting details) - Analyse conventions - Analyse connections	8
B	<i>READING</i>	- Identify explicit and implicit information (facts and/or opinions, and supporting details) - Analyse conventions - Analyse connections	8
C	<i>SPEAKING</i>	- Use a wide range of vocabulary - Use a wide range of grammatical structures generally accurately - Use clear pronunciation and intonation in comprehensible manner - Communicate all or almost all the required information clearly and effectively	8
D	<i>WRITING</i>	- Use a wide range of vocabulary - Use a wide range of grammatical structures generally accurately - Organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices - Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context	8



Danila Kumar International School

Middle Years Programme

School Year 2026-2027



Subject group: Language Acquisition

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

Course outline

Teacher: Ms Tea Jelnikar

Email: jelnikart@os-danilekumar.si

Unit Title	Unit 1 Zdrav duh v zdravem telesu (A healthy mind in a healthy body)	Unit 2: Delimo si en svet (ljudje in živali) – We share one world (people and animals)
Statement of Inquiry Key concept: Related concepts: Global context	Our overall wellbeing stems from a functional interconnectedness of a healthy mind and body. <i>Connections</i> <i>Function, Purpose</i> IDENTITY AND RELATIONSHIPS	Cultural perspectives influence how people interact with and protect animals. <i>Culture</i> <i>Idiom, Perspective</i> GLOBALIZATION AND SUSTAINABILITY
Learning objectives	- Healthy and unhealthy lifestyle choices (diet, exercise, sleep) - At the doctor's - The impact of stress - The connection between mental and physical wellbeing GRAMMAR - Present, past and future tenses, imperative, modal verbs and infinitives, prepositions, conjunctions	- Descriptions of animals (characteristics, abilities, habitats) - The importance of sustainable relationships between humans and animals - Endangered animals and conservation efforts - Animal idioms and their cultural meanings GRAMMAR Present, past and future tenses, compound sentences
ATL skills clusters	COMMUNICATION SKILLS (read critically and for comprehension; write for different purposes), RESEARCH SKILLS – INFORMATION LITERACY (Access information to be informed and inform others), THINKING SKILLS - TRANSFER	COMMUNICATION SKILLS (Use appropriate forms of writing for different purposes and audiences, Read a variety of sources for information and for pleasure),

		THINKING SKILLS – CRITICAL THINKING SKILLS (Draw reasonable conclusions and generalizations) SELF-MANAGEMENT - ORGANIZATION
International-Mindedness	Differences in daily habits and routines across cultures	

Subject assessment criteria		Objectives	Max. level
A	Listening	- demonstrate understanding of explicit and implicit spoken information in multimodal texts - demonstrate understanding of conventions demonstrate understanding of relationships between the various components of the multimodal text	8
B	Reading	- demonstrate understanding of explicit and implicit written information in multimodal texts - demonstrate understanding of conventions - demonstrate understanding of relationships between the various components of the multimodal text	8
C	Speaking	- use spoken language to communicate and interact with others - demonstrate accuracy and fluency in speaking - communicate clearly and effectively	8
D	Writing	- use written language to communicate with others - demonstrate accurate use of language conventions - organize information in writing - communicate information with a sense of audience and purpose	8

Sources	- KNEZ, Mihaela et al.: <i>Čas za Sloveščino 2</i>. Univerza v Ljubljani, 2017. - magazines <i>PIL</i>, <i>GEA</i>, <i>Moj Planet</i>, <i>Ciciban</i> - bilingual dictionaries (Pons.si) Zakaj se mladostniki tako težko naspite? #to sem jaz (sleep and teenagers) Zakaj je spanje pomembno? (guidelines for sleeping for teenagers) Koliko in kakšno spanje potrebujemo v obdobju mladostništva #to sem jaz (sleep and teenagers) Infodrom: Zakaj je spanje pomembno? - YouTube (the importance of sleep) Higiena spanja #to sem jaz (importance of sleep for mental health, dealing with anxiety) Kaj se med anksioznostjo dogaja z mojim telesom? #to sem jaz (dealing with stress and anxiety) Poskrbi zase – gibaj se! #to sem jaz (the importance of physical exercise, the imperative forms for giving advice) who_smernice_td_slv-9.pdf (guidelines for physical exercise for teenagers) Raznolika prehrana in vloga makrohranil med odraščanjem #to sem jaz (guidelines for healthy diet for teenagers)
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	Sladkor v pijačah in negativni učinki na zdravje #to sem jaz (harmful dietary habits) https://www.youtube.com/watch?v=9I6DpiBue9E (interview with students about their diets) https://www.prehrana.si/moja-prehrana/odrasli (imperative forms, giving advice on a healthy diet) Tehnike Mladostniki (relaxation techniques for teenagers, forms for giving advice) Kaj je za začetek dobro vedeti o jezi? #to sem jaz (dealing with strong emotions) https://www.rtv slo.si/rtv365/arhiv/174943705?s=tv (Using trained dogs in schools to help students) https://uciteljska.net/kvizi/HotPot/naravoslovje/zivali/Zivali1.htm (an online quiz about animals) https://www.dnevnik.si/1042784203 (the article on the impact of fables on children's moral development) https://ekosola.si/wp-content/uploads/2022/11/TRAJNOSTNI-RAZVOJ-VARSTVO-OKOLJA-ONESNA%C5%BDEVALCI-6.-r.pdf (sustainable development for 6th graders) https://eucbeniki.sio.si/nar7/2013/index.html (e-student book for Science in 7th grade)
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Danila Kumar International School
Middle Years Programme
School Year 2026-2027



Subject group: Language Acquisition

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

Course outline

Teacher: Miha Marek

Email: marekm@os-danilekumar.si

<u>Unit Title</u>	<i>Unit 1: Novi časi, novi poklici (Changing times, changing jobs)</i>	<i>Unit 2: Turizem – blagoslov ali prekletstvo? (Tourism – a blessing or a curse?)</i>
Statement of Inquiry Key concept Related concepts Global context	New forms of work emerging in the contemporary world in different social contexts enable creativity in lifestyles. Creativity Empathy, Context, Form <i>SCIENTIFIC AND TECHNICAL INNOVATION</i> <i>Global job market, global economic changes lead to a global change in job offers. How to shift to a global perspective on career options.</i>	Travelling connects parts of the world and people from different cultures, challenging both the travellers' and the hosts' perspectives. Connections Argument, Perspective, Conventions <i>FAIRNESS AND DEVELOPMENT</i> <i>Mass tourism is a way of revenue for countries but can also be detrimental to local culture and the living conditions of locals. How tourism impacts lives in our country and others.</i>
Content	- Exploring how the job market has changed in recent years: obsolete jobs, new jobs; researching and presenting new job that have emerged; - Connecting jobs with society's needs; why are some jobs emerging; debating what jobs are necessary and if some are superfluous - Multimedia materials that present the present and future of work; learning how to gather information from video, audio and written texts. - Imagining new jobs (science fiction scenarios). - Self-expression: talking about what you imagine yourself doing as a job. Discussing in pairs and groups.	- The purpose of travelling, personal perspectives – sharing in pairs and in groups - Preparing an itinerary based on real or imagined travels - Means of transportation: debating the sustainability of different ways of travelling - Researching the effects of mass tourism on selected locations in Slovenia (Bled, Ljubljana etc.); own experiences and reports found in media. - Multimedia materials connected to tourism: learning to gather information from complex multimodal materials. - Imagining ways of making tourism accessible and fair - Vocabulary: travelling, transportation, globalization, sustainability.

	- Vocabulary: work, technology, society, economy (if applicable) Grammar: • cases • connectors and cohesive devices • adjectives/adverbs for opinion and argumentation • conditionals • reported speech • word order	Grammar: • cases • prepositions of time and space • connectors and cohesive devices • prepositions of place and time • Word order
ATL skill clusters	INFORMATION LITERACY CREATIVE THINKING	COMMUNICATION CRITICAL THINKING

International-Mindedness	Global issues through a local lens: Debates and media analyses of Slovenian social issues (e.g., technology, economy, tourism) and comparing them to other countries help students see how global challenges are discussed differently across countries and cultures. Identity awareness: Students reflect on their own multilingual and multicultural identities, seeing themselves as both local and global communicators. They also become aware of their place in a globalized and fluid contemporary economy and society.
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Subject assessment criteria			Max. level
A	LISTENING	- Identify explicit and implicit information (facts and/or opinions, and supporting details) - Analyse conventions - Analyse connections	8
B	READING	- Identify explicit and implicit information (facts and/or opinions, and supporting details) - Analyse conventions - Analyse connections	8
C	SPEAKING	- Use a wide range of vocabulary - Use a wide range of grammatical structures generally accurately - Use clear pronunciation and intonation in comprehensible manner - Communicate all or almost all the required information clearly and effectively	8
D	WRITING	- Use a wide range of vocabulary - Use a wide range of grammatical structures generally accurately - Organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices - Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context	8

Resources	ČUDEN, Milena: Brihtna glavca. Slovenščina 6/7/8. JENKO, E.: Z branjem do slovenščine. KRAMARIČ, Mira: Komunikacijske igre s poudarkom na bogatenju besedišča. KUMER, V. et al.: Slovenščina v oblaku 6/7. PETRIČ LASNIK, I. et al.: Gremo naprej. VOGEL, J. et al.: Slovenščina 6/7/8. Učbenik za slovenščino – jezik. Articles, videos, audio from authentic online sources (PIL magazine, RTV SLO, other Slovenian media outlets and websites). Grammar materials from selected textbooks and online sources. Online games, Kahoot quizzes.
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Danila Kumar International School

Middle Years Programme

School Year 2026-2027



Subject group: LANGUAGE ACQUISITION

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

Course outline

Teacher: Darija Mežnar Steklasa

Email: meznard@os-danilekumar.si

<u>Unit Title</u>	Unit 1: Odkrivaj tradicijo Discover the traditions	Unit 2: Objadraj svet! Sail the world!
Statement of Inquiry Key Related concepts (Global context)	Celebrations and customs in the traditional context express the culture of the nation. (Personal and cultural expression)	The exploration of the world leads to more effective communication about universal themes. (Orientation in space and time)
Inquiry into / Content	Slovenian traditional dishes, clothing, musical instruments, crafts Recipes Celebrations and festive menus Customs Trademarks and their protection Comparison of Slovenian and other traditions Invitations <u>Grammar:</u> Present tense Past tense Imperative Prepositions Numerals Modal verbs and infinitives	Sights of Slovenia World-famous or unusual buildings/ places Descriptions of tourist trails Travelogue Tour guide Events that mark the world/ catastrophes Care for a (clean) environment <u>Grammar:</u> Future tense Adjectives Adverbs Pronouns Conjunctions Compound sentences
ATL skills clusters	SELF-MANAGEMENT (Organisation) THINKING (Transfer)	COMMUNICATION (Communication) RESEARCH (Information literacy)

International-Mindedness	What are commonalities and differences of traditional costumes? How does tradition bring us closer? What makes us curious about exploring other places? What place does tourism have in a society?
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Subject assessment criteria		Objectives	Max. level
A	Listening	- identify explicit and implicit information (facts, opinions, messages and supporting details) - analyse conventions - analyse connections	8
B	Reading	- identify explicit and implicit information (facts, opinions, messages and supporting details) - analyse conventions - analyse connections	8
C	Speaking	- use a wide range of vocabulary - use a wide range of grammatical structures generally accurately - use clear pronunciation and intonation in a comprehensible manner - communicate all the required information clearly and effectively	8
D	Writing	- use a wide range of vocabulary - use a wide range of grammatical structures generally accurately - organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices - communicate all the required information with a clear sense of audience and purpose to suit the context	8

Sources	ČUDEN, Milena: Brihtna glavca. Slovenščina 7, 8, 9 KRAMARIČ, Mira: Komunikacijske igre s poudarkom na bogatenju besedišča. KUMER, V. et al.: Slovenščina v oblaku 6/7 SCHLAMBERGER – BREZAR, Mojca: Učimo se slovenščino 3. JENKO, Elizabeta: Z branjem do slovenščine. PETRIČ LASNIK, Ivana idr.: Gremo naprej. VOGEL, Jerica idr.: Slovenščina 7, 8, 9. Učbenik za slovenščino – jezik
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Danila Kumar International School
Middle Years Programme
School Year 2026-2027



Subject group: Language Acquisition

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

Course outline

Teacher: Mateja Kores

Email: koresm@os-danilekumar.si

<u>Unit Title</u>	Unit 1: Mein Zimmer, Meine Welt, Meine Freiheit (Moja soba, moj svet, moja svoboda)	Unit 2: Meine Stadt, meine Wege, meine Freizeit (Moje mesto, moje poti, moj prosti čas)
Statement of Inquiry	Different spaces communicate personal and public identities , belonging and individual choices.	Language helps us navigate places , connect with communities and communicate choices in everyday life .
Key concept	Identity	Communication
Related concepts	Perspective, culture	Context, purpose
Global context	Personal and cultural expression	Orientation in space and time
Inquiry into ... / Content	Factual knowledge: rooms and furniture; colours; basic adjectives; family/home vocabulary; prepositions of place (auf, unter, neben, vor, hinter, in); articles; mein/meine and dein/deine; es gibt; haben; sein; mögen; simple sentence order. Conceptual knowledge: identity, personal space, belonging, privacy, freedom, perspective and representation. Procedural knowledge: labelling, describing pictures, asking “Wo ist...?”, answering with location phrases, listening for key words, reading short descriptions, comparing rooms, asking for clarification, presenting and writing a short connected text.	Factual knowledge: places in town; directions (links, rechts, geradeaus); location phrases; transport (zu Fuß, mit dem Bus, mit dem Fahrrad); leisure activities; days/times; simple questions; gehen, fahren, sein, machen, mögen; fixed phrases for directions; Ich möchte... / Ich kann... as extension. Conceptual knowledge: place, orientation, independence, community, accessibility, leisure and belonging. Procedural knowledge: reading maps, asking for information, giving directions, listening for route details, describing places, making recommendations, comparing options, planning a simple itinerary, presenting and reflecting.
ATL skills clusters	Thinking Skills – Transfer (Apply skills and knowledge in unfamiliar situations) Communication Skills – Communication (Use appropriate forms of speaking and writing for different	Social Skills – Collaboration (Listen actively to other perspectives and ideas) Thinking Skills – Creativity and innovation (Use visible thinking strategies and techniques)

	purposes and audiences, Organise and present information logically)	Self-Management Skills – Organisation (Plan short and long term assignments; meet deadlines)
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International-Mindedness	✓ Multiculturalism in the classroom – countries, languages, cultures, personal preferences ✓ Family ties, food, daily routines, school routines from different countries ✓ Crosslinguistic understanding (Germanic and Romanic languages) ✓ Exploring Germans speaking countries and cultures in those
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Sources	• German Phase 1 materials • Simple city and transport maps • Curated tourism materials for Berlin, Wien, Salzburg and Zürich • Teacher-recorded route instructions • Picture/learner dictionaries • Youtube: Meine Stadt, https://www.youtube.com/watch?v=7ed0wGye6k0&list=RD7ed0wGye6k0&start_radio=1 • Mein Zimmer Lied, https://www.youtube.com/watch?v=D9uxfijResA&list=RDD9uxfijResA&start_radio=1 • Mein Zimmer – My Room, https://www.youtube.com/watch?v=2ok24Mpdiks • Wegbeschreibung, https://www.youtube.com/watch?v=JsH6DAh0Pqw • Wegbeschreibung – Dialoge und Wortschatz, https://www.youtube.com/watch?v=u2w1V8pJ1sw
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Subject assessment criteria			Max. level
A	LISTENING	- Identify explicit and implicit information (facts and/or opinions, and supporting details) - Analyse conventions - Analyse connections	8
B	READING	- Identify explicit and implicit information (facts and/or opinions, and supporting details) - Analyse conventions - Analyse connections	8
C	SPEAKING	- Use a wide range of vocabulary - Use a wide range of grammatical structures generally accurately - Use clear pronunciation and intonation in comprehensible manner - Communicate all or almost all the required information clearly and effectively	8
D	WRITING	- Use a wide range of vocabulary - Use a wide range of grammatical structures generally accurately - Organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices - Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context	8



Danila Kumar International School

Middle Years Programme

School Year 2026-2027



Subject group: **Language Acquisition – German**

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

Teacher: **Mišo Jonak**

Email: jonakm@os-danilekumar.si

Course outline

Unit Title	Unit 1: Reisefieber (Travelling fever)		Unit 2: Das steht dir gut! (That suits you well!)	
Statement of Inquiry	Communicating messages helps us orientate in space and time.		Culture is revealed through conventions and personal expression.	
Key concept	Communication		Identity	
Related concepts	Context, Purpose		Culture, Perspective	
Global context	Orientation in space and time		Personal and cultural expression	
Inquiry into/ content	Vocabulary	Grammar	Vocabulary	Grammar
	- countries and languages - modes of transport - asking for/giving directions, city maps - asking for/giving information when travelling	- irregular verbs (revising regular verbs) in present tense - asking questions - word order in a German sentence - prepositions - past tense forms of haben (<i>hatte</i>) und sein (<i>war</i>)	- Personal style and expression; dressing for different occasions (clothes, hobbies – revision and advanced) - Cuisine in German speaking countries (food – revision and advanced; the language in cooking recipes) - Phrases for different occasions (etiquette) - Cultural overlaps - German humour	Present and past tense, modal verbs (continuation), language of social conventions, formal and informal pronouns and further verb conjugations, imperative and the past tense

ATL skills clusters	COMMUNIATION (Communication) RESEARCH (Information literacy) THINKING (Transfer)	Communication Skills Self-Management Skills (Reflection)
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International-Mindedness	Multiculturalism in the classroom – countries, languages, cultures, personal preferences Comparing and contrasting cultural and linguistic conventions in languages and cultures represented in school. Original German words that became international. D-A-CH quizzes, projects, mini workshops. How can we use multilingualism to understand and learn a new language?
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Subject assessment criteria		Objectives	Max. level
A	LISTENING	A1: Identify explicit and implicit information (facts and/or opinions, and supporting details). A2: Analyse conventions. A3: Analyse connections.	8
B	READING	B1: Identify explicit and implicit information (facts and/or opinions, and supporting details). B2: Analyse conventions. B3: Analyse connections.	8
C	SPEAKING	C1: Use a wide range of vocabulary. C2: Use a wide range of grammatical structures generally accurately. C3: Use clear pronunciation and intonation in comprehensible manner. C4: Communicate all or almost all the required information clearly and effectively.	8
D	WRITING	D1: Use a wide range of vocabulary. D2: Use a wide range of grammatical structures generally accurately. D3: Organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices. D4: Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.	8

Sources	Newspapers, magazines, online magazines, city maps and advertising sources, online sources (videos, media library), monolingual and bilingual dictionaries, etc. Magazines “Kinder” und “Freunde”, online sources (videos, interactive tools, handouts), monolingual and bilingual dictionaries, card games, board games, realia, etc.
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Danila Kumar International School
Middle Years Programme
School Year 2026-2027



Subject group: Language Acquisition – French

Grades: MYP 1-3 (Phases 1 & 2)

Subject teacher: Miha Marek

Email: marekm@os-danilekumar.si

Course outline

Unit Title	Unit 1: Tu me donnes ta recette ? (Can I have the recipe?)	Unit 2: Le Tour du monde en 80 jours (Around the world in 80 days)
Statement of Inquiry Key concept Related concepts Global contexts	Food culture and eating habits create pattern and meanings in our daily lives and allow us to communicate with each other. Culture. Meaning, Patterns, Purpose (Identities and relationships)	Travelling provides a context and structure in which we understand our own culture better by getting to know other cultures. Connections Accent, Context, Structure (Orientation in space and time)
Learning objectives	- Presenting your likes and dislikes concerning food; talking about your usual meal structure and the food you usually eat; - Names of meals, structure of daily meals in France and Francophone countries, in students' native countries - Reading and understanding recipes, writing your own recipes (traditional dishes, invented dishes, imaginary dishes) - Quantities (weight, volume etc.) and time (measuring time) - Holiday food (French and other international and national holidays) - Healthful and unhealthful foods (French and Francophone street, fast and junk foods – fries, poutine, crêpes etc.) Article partitif, plural of nouns, basic -ir verbs, basic irregular verbs, impératif, numbers up to 100	- Ways of travelling (transportation methods), expressing how you are travelling - What you need to travel (vocabulary) - Travelling timetables, telling the time - Finding your way around the city, train station, bus station, airport - Reasons for travel: vacation, business, broadening horizons, boredom, leisure, cultural studies - Writing your own itinerary (real journey, imagined or ideal journey) - Consequences of mass tourism (in students' countries, in France) - How to be a responsible traveller (c'est bien de..., ce n'est pas bien de...) Question formation: question words; numbers up to 1000 irregular verbs, futur proche, passé composé of regular verbs
ATL skills clusters	COMMUNICATION COLLABORATION	COMMUNICATION CRITICAL THINKING

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

• Sources	- Fabienne Fontaine, <i>French for the IB MYP 1-3 (Emergent/Phases 1-2): MYP by Concept: Language acquisition</i>. Hodder Education, 2021. - Silvia Conti, Michelle Volto, Corinne Marest Pozzi, <i>Pain au chocolat 1</i>. Modern Languages, 2004. - Various textbooks and exercise books for young adult learners (class materials, grammar exercises etc.). - Monolingual and bilingual dictionaries (on paper, apps and on-line – e.g. Collins, Wordreference, Cambridge). - Le point du FLE https://www.lepointdufle.net, Bonjour de France, http://www.bonjourdefrance.com/ (for differentiated grammar and vocabulary exercises, for independent work) and other on-line resources of students' choice. - TV5MONDE: www.tv5monde.com/.
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Danila Kumar International School
Middle Years Programme
School Year 2026-2027



Subject group: Language acquisition

Subject: Spanish (Phase 1)

Subject teacher: Ms Urška Gačnik

Email: gacniku@os-danilekumar.si

Course outline

<u>Unit Title</u>	<i>Unit 1: <u>Yo, el/la estudiante</u></i>	<i>Unit 2: <u>Familias diferentes</u></i>
Statement of Inquiry	Establishing connections between different language structures and discovering patterns helps us find our way as emergent language learners.	Functional communication requires the use of correct grammatical forms.
Key concept: Related concepts:	<i>Connections</i> <i>Patterns, Structure</i>	<i>Communication</i> <i>Form, function</i>
Global contexts:	<i>Orientation in space and time</i>	Identities and relationships
Learning objectives	✓ The alphabet ✓ Place and time (numbers up to 100, days of the week, months, countries, telling the time, seasons of the year) ✓ Greetings and exchanging basic personal information ✓ Comprehension strategies ✓ School environment, subjects and schedule ✓ School routine GRAMMAR ✓ Present tense of verbs <i>ser, llamarse, haber</i>, definite articles (<i>el/la, los/las</i>), plural of nouns, personal pronouns ✓ Conjugation of regular verbs	✓ Describing one's physical appearance and character ✓ Talking about families (roles and relationships) ✓ Interests and free time activities ✓ Family daily routines GRAMMAR ✓ Present tense of regular verbs in the present tense, <i>tener</i> and <i>gustar</i>, noun-adjective agreement, possessive adjectives/pronouns ✓ Conjugation of some irregular and semi-regular verbs

	✓ Time prepositions	
ATL skills clusters	COMMUNICATION SKILLS SELF_MANAGEMENT SKILLS – Organisational Skills	COMMUNICATION SKILLS SOCIAL SKILLS - Collaboration Skills

International-Mindedness	- Finding linguistic commonalities between English and Spanish - Exploring customs and traditions from Spanish speaking countries and comparing them to students' respective cultures
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Subject assessment criteria		Objectives	Max. level
A	Listening	- demonstrate understanding of explicit and implicit spoken information in multimodal texts - demonstrate understanding of conventions - demonstrate understanding of relationships between the various components of the multimodal text	8
B	Reading	- demonstrate understanding of explicit and implicit written information in multimodal texts - demonstrate understanding of conventions - demonstrate understanding of relationships between the various components of the multimodal text	8
C	Speaking	- use spoken language to communicate and interact with others - demonstrate accuracy and fluency in speaking - communicate clearly and effectively	8
D	Writing	- use written language to communicate with others - demonstrate accurate use of language conventions - organize information in writing - communicate information with a sense of audience and purpose	8

Sources	Ángeles Palomino, María. <i>Joven.es</i>. Edelsa, 2008. Ángel, Rafael J. <i>Spanish Language Acquisition 1-3</i>. Hodder Education, 2020. Alonso Arija, Encina, et al. <i>Gente joven 1 Nueva edición. Curso de español para jóvenes</i>. Difusión, 2013. <i>Bilingual dictionaries: Pocket Oxford Spanish Dictionary</i>, edited by Nicholas Rollin et al, Third Edition. OUP, 2005. <i>Magazines: Hola, ¡Vamos!, Chicos</i> Luis Aragonés Fernández, Ramón Palencia del Burgo, Ángel Sánchez Trigo, <i>Gramática de uso del Español. A1-A2: Teoría y práctica</i>, Ediciones SM, 2007. Teacher-made worksheets and online sources.
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Danila Kumar International School
Middle Years Programme
School Year 2026-2027



Subject group: Language acquisition

Subject: Spanish (Phase 2)

Subject teacher: Ms Tea Jelnikar

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Course outline

Unit Title	Unit 1: ¡Vamos a celebrar! (Let's Celebrate)	Unit 2: Historias (que) nos conectan (Stories (that) Connect Us)
Statement of Inquiry <i>Key concept:</i> <i>Related concepts:</i> <i>Global contexts:</i>	Understanding linguistic forms enables us to communicate about the function and significance of cultural celebrations. <i>Culture</i> <i>Form, Function</i> /	Patterns and structures in creative expression connect cultures and help us communicate meaning. <i>Connections</i> <i>Patterns, Structure</i> /
Learning objectives	• Celebrations (food, music, customs, traditions) • Festivals in Spanish-speaking countries • Similarities and differences between celebrations in various cultures GRAMMAR • Presente the indicativo, IR a + infinitivo • Impersonal SE • Expressing reason and purpose: porque, para + infinitivo • Comparatives • Prepositions of time and place	• Fairy tales, stories and legends • Heroes, villains and recurring character types • Similarities and differences between stories from different cultures • Narrative patterns and story structure • Personality and character description GRAMMAR • Present tense • Pretérito indefinido (introduction) • Sequencing expressions • Relative clauses with <i>que</i> • Noun-adjective agreement

ATL skills clusters		COMMUNICATION SKILLS (Make inferences and draw conclusions), SOCIAL – COLLABORATION SKILLS (Take responsibility for one's own actions, Help others to succeed) SELF-MANAGEMENT SKILLS - ORGANIZATION (Keep an organized and logical system of information files/notebooks)	COMMUNICATION SKILLS (Take effective notes in class), THINKING SKILLS - CREATIVITY (Create original works and ideas), CRITICAL THINKING (Draw reasonable conclusions and generalizations)
International-Mindedness		- Exploring customs and traditions from Spanish speaking countries and comparing them to students' respective cultures - Similarities and recurring literary character types from students' respective cultures - Finding linguistic commonalities between Spanish and the students' respective native languages	
Subject assessment criteria		Objectives	Max. level
A	Listening	- demonstrate understanding of explicit and implicit spoken information in multimodal texts - demonstrate understanding of conventions - demonstrate understanding of relationships between the various components of the multimodal text	8
B	Reading	- demonstrate understanding of explicit and implicit written information in multimodal texts - demonstrate understanding of conventions - demonstrate understanding of relationships between the various components of the multimodal text	8
C	Speaking	- use spoken language to communicate and interact with others - demonstrate accuracy and fluency in speaking - communicate clearly and effectively	8
D	Writing	- use written language to communicate with others - demonstrate accurate use of language conventions - organize information in writing - communicate information with a sense of audience and purpose	8
Sources		Ángel, Rafael J. <i>Spanish Language Acquisition 1-3</i>. Hodder Education, 2020. <i>Online bilingual dictionaries</i> <i>Magazines: Hola, ¡Vamos!, Chicos</i> relatolaesposasorda.pdf (intef.es) https://www.youtube.com/watch?v=gt75S9hkJE&t=136s https://letsspeakspanish.com/es/podcast/cuentos-en-espanol/ Actividad ELE de disfraces con ejercicios interactivos Ejercicios de vocabulario de San Valentín en español Actividades de Semana Santa: vocabulario para todos los niveles Lotería de Navidad 2015 Justino en español Ejercicios de vocabulario de Navidad en español Actividad sobre el Día de Muertos en México Ejercicios de vocabulario de Halloween en español	



Danila Kumar International School

Middle Years Programme

School Year 2026-2027



Subject group: Language and Literature

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

Course outline

Teacher: Miha Marek

Email: marekm@os-danilekumar.si

Unit Title	Grammar	Unit 1: Cultural Adaptation	Unit 2: Puppetry <i>Interdisciplinary unit (English + Drama)</i>	Unit 3: Boy: The Tales of Childhood	Unit 4: Feelings into Words
Key concept Related concepts (Global context)		Cultural adaptation aids in expressing identity and forming new relationships in different contexts. Culture Adaptation, Context (Identities and relationships)	Puppet performances communicate moral lessons through relatable characters and narrative. Communication Narrative, Character (Personal and cultural expression)	Autobiographies teach about connections and different points of view which change depending on the time and place. Perspective Point of view, Context (Orientation in space and time)	Poetry along with its structure represents a universal language of creation and thought. Creativity Theme, Structure (Personal and cultural expression)
Beginners (phase 1&2)	A1/A2 (sentence structures, tenses, spelling)	IB philosophy and terminology, classroom materials, school and everyday functional language. Specific subject terminology and help with different school subjects.			
Intermediate (phase 3&4)	A2/B1 (grammatical structures, tenses, word formation)	IB philosophy and terminology, functional language, literacy skills, specific subject terminology and help with different school subjects.			
Inquiry into / Content	Adopted to the level of understanding and level of language skills.	Discussions and debates on customs, behaviour and stereotypes, analysing short stories, vocabulary study, tips for an easier cultural adaptation, language workshops.	Script elements, genres, analysing drama scripts, writing a script based on a story and performing it, language workshops.	Autobiography/biography, life or Roald Dahl, impact of cultures and social environment, debate on corporal punishment, reading comprehension, vocabulary study, how to write a story/essay, language workshops.	Poetic elements, types of poetry and its history, analysing poems, expressing emotions through writing, writing poems, language workshops.
ATL skills clusters	I. Communication II. Collaboration III. Organisation				

	IV. Information literacy V. Reflection
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International-Mindedness	We will meet poetry from different cultures and countries, as well as fairy tales, stories and oral traditions. We will get to know and compare school systems and routines around the world with our school. We will also share experiences of adapting to new cultures and what makes each culture special. We will also look into individual homelands of students.
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Subject assessment criteria		Objectives	Max. level
A	LISTENING	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	8
B	READING	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	8
C	SPEAKING	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	8
D	WRITING	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	8

<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	Prentice Hall: Literature World Masterpieces, bilingual and monolingual dictionaries, Literature 6 Textbook, Boy: Tales of Childhood by Roald Dahl, various fairy tales and fables, Language and Literature – MYP by Concept 1/2/3; poems by various poets, various internet sources, Oxford English Grammar. Mary Glasgow Magazines.
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Danila Kumar International School

Middle Years Programme

School Year 2026-2027



Subject group: Language and Literature

Subject: English as an Additional Language (EAL) MYP 2

Course outline

Teacher: Miha Marek

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Unit Title	Grammar	Unit 1: World Mythology Exploring creativity and intertextuality within world mythology gives meaning to different belief systems. Creativity Intertextuality, Purpose (Personal and cultural expression)	Unit 2: Learn to appreciate, don't discriminate Awareness of context and different perspectives eliminates unfair prejudice. Perspective Context, Character (Fairness and development)	Unit 3: The Story behind It Exploring connections across time and place shows the importance of ideas, interests and experiences. Connections Structure, Style (Orientation in space and time)	Unit 4: The Power of Advertising Advertisers tailor messages to appeal to specific audiences within global markets. Communication Audience imperatives, Style (Globalization and sustainability)
Key concept Related concepts (Global context)					
Beginners (Phase 1&2)	A1/A2 (sentence structures, tenses, spelling)	IB philosophy and terminology, classroom materials, school and everyday functional language. Specific subject terminology and help with different school subjects.			
Intermediate (Phase 3&4)	A2/B1 (grammatical structures, tenses, word formation)	IB philosophy and terminology, functional language, literacy skills, specific subject terminology and help with different school subjects.			
Inquiry into / Content	Adopted to the level of understanding and level of language skills.	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.	Journalism – elements of informational texts (purpose, style, format, structure). Connections between the past and present or across cultures.	Types of advertisement The purpose and impact of advertising Language, stylistic features and presentational devices in advertising.
ATL skills clusters		I. Communication II. Collaboration III. Organisation	IV. Information Literacy V. Reflection		

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

Sources	Exploring myths and legends from around the world discrimination and prejudice around the world, world human rights activists, how interests connect people, cultures, places and experiences across the world, magazine articles on global topics, global advertising.
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Danila Kumar International School

Middle Years Programme

School Year 2026-2027



Subject group: Language and Literature

Subject: English as an Additional Language (EAL) MYP 3

Course outline

Teacher: Miha Marek

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Unit Title	Grammar	Unit 1: Love is blind	Unit 2: <i>The Kite Runner</i>	Unit 3: <i>Imagination is the beginning of creation</i>	Unit 4: <i>English as a global language</i>
Key concept Related concepts (Global context)		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 shows language changes influenced by migrations. <i>Communication</i> <i>Style, Structure</i> (Orientation in space in time)
Beginners (Phase 1&2)	A1/A2 (sentence structures, tenses, spelling)	IB philosophy and terminology, classroom materials, school and everyday functional language. Specific subject terminology and help with different school subjects.			
Intermediate (Phase 3&4)	A2/B1 (grammatical structures, tenses, word formation)	IB philosophy and terminology, functional language, literacy skills, specific subject terminology and help with different school subjects.			
Inquiry into / Content	Adopted to the level of understanding and level of language skills.	The English Renaissance, William Shakespeare, his life and contemporaries, Shakespearean Sonnet, 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 a literary analysis 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	I. Communication II. Collaboration				

	III. Organisation VI. Information literacy V. Reflection
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International-Mindedness	Female writers from around the world, exploring various English accents/dialects around the world, exploring Afghani culture and history, important poets and authors of students' home countries, etc.
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Subject assessment criteria		Objectives	Max. level
A	LISTENING	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	8
B	READING	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	8
C	SPEAKING	C1: use a wide range of vocabulary C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	8
D	WRITING	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	8

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