Danila Kumar International School

Middle Years Programme

School Year 2026-2027

Subject group: Language and Literature ***Subject: English MYP 1***

Course outline

Teacher: Tina Frelih
Email: freliht@os-danilekumar.si

Unit Title	*Unit 1:* ***Cultural Adaptation***	*Unit 2:* ***Puppetry*** ***Interdisciplinary unit (English + Theatre)***	*Unit 3:* ***Boy: The Tales of Childhood***	*Unit 4:* ***Feelings into Words***
Statement of Inquiry *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* (Fairness and development)	**Autobiographies teach about connections and different points of view which change depending on the time and place.** *Perspective* *Character, 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)
Inquiry into / Content	Discussions and debates on customs, behaviour and stereotypes, analysing short stories, vocabulary study, tips for an easier cultural adaptation, language workshops.	Script elements, genres, analysing drama scripts, writing a script based on a story and performing it, language workshops.	Autobiography/biography, life or Roald Dahl, impact of social environment, reading comprehension, vocabulary study, how to write a compare and contrast essay, language workshops.	Poetic elements, types of poetry and its history, analysing poems, expressing emotions through writing, writing poems, language workshops.
ATL skills clusters	Communication Organization Information literacy	Communication Transfer Reflection	Communication Critical thinking	Communication Creative thinking

International-Mindedness	**We will meet poetry from different cultures and countries, as well as fairy tales. 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.**

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

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

Sources	bilingual and monolingual dictionaries, Boy: Tales of Childhood by Roald Dahl, various fairy tales, Language and Literature – MYP by Concept 1/2/3; poems by various poets, various internet sources.

Danila Kumar International School

Middle Years Programme

School Year 2026-2027

Subject group: Mathematics

Subject: Mathematics MYP 1

Course outline

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

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

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

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

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

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

Danila Kumar International School

Middle Years Programme

School Year 2026-2027

Subject group: SCIENCES
Subject: SCIENCE

Course outline

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

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

		How a rock can change into any other kind of rock through the rock cycle? Procedural: Science process skills: Observe and compare, classify, record data, summarize and draw		
ATL skills clusters	I.Communication skills VII. Media and information literacy VIII. Critical thinking skills	I.Communication skills IX. Creative-thinking skills X. Transfer skills	I. Communication skills VIII. Critical thinking skills IX. Creative-thinking skills	I.Communication skills VI.Information literacy skills VI. Critical thinking skills

International-Mindedness	Scientists around the world use universal language to communicate efficiently. How is scientific work conditioned by culture of the country? Humans have biological adaptations just like all other organisms, but they can also adapt to their environments behaviourally. What kinds of housing and clothing are used by various cultural or ethnic groups in different parts of the world?

Subject assessment criteria		**Objectives**	**Max. level**
A	Knowing and understanding	Outline scientific knowledge Apply sc. Kn. And understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations Interpret information to make scientifically supported judgements	**8**
B	Inquiring and designing	Outline a problem or question to be tested by a scientific investigation Outline a testable prediction using scientific reasoning Outline how to manipulate the variables, and outline how sufficient, relevant data will be collected Design a logical, complete and safe method with appropriate materials and equipment	**8**
C	Processing and evaluating	Present collected and transformed data Interpret data and outline results using scientific reasoning Discuss the validity of a prediction based on the outcome of the scientific investigation Discuss the validity of the method Describe improvements or extensions to the method	**8**
D	Reflecting on the impacts of science	Summarize the ways in which science is applied and used to address a specific problem or issue Describe and summarize the implications of using science and its application in solving a specific problem or issue Apply communication modes effectively Document the work of others and sources of information used	**8**

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

Danila Kumar International School

Middle Years Programme

School Year 2026-2027

Subject group: Individuals and Societies

Subject: Humanities

Course outline

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

International-Mindedness	Civilizations, myths and religion around the world.

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

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

Danila Kumar International School

Middle Years Programme

School Year 2025-2026

Subject group: Arts

Subject: *Visual Art*

Course outline

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

Unit Title	***Unit 1: Patterns of emotion***	***Unit 2: Modern art***
Statement of Inquiry *Key concept* *Related concepts* (Global context)	**Artists communicate emotions through patterns and composition.** Communication Expression, Composition (Personal and cultural expression)	**Modern art is a composition of personal self-expressions, identities and styles.** *Aesthetics* *Expression, Interpretation* Personal and cultural expression
Inquiry into/content	Art theory Visual symbolism Marimekko Henrik Vibskov	Art from 1900- 1960 »ISMS«: Impressionism, Expressionism, Fauvism, Cubism, Futurism, Surrealism, Constructivism, Dadaism
ATL skills clusters	Communication skills, Thinking skills, Self-management skills, Research skills,	Thinking skills, Social skills, Research skills

International-Mindedness	Designing, creating global narratives.

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

Sources	Literature and online sources, galleries.

Danila Kumar International School
Middle Years Programme
School Year 2026-2027

Subject group: Arts ***Subject: Theatre MYP 1***

Course outline

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

ATL skills clusters	**Social Skills - Collaboration** (Exercise leadership and take on a variety of roles within groups) **Research Skills - Information literacy** (Access information to be informed and inform others**,** make connections between various sources of information) **Thinking Skills – Critical thinking** (Consider ideas from multiple perspectives)	**Communication skills:** Use a variety of media to communicate with a range of audiences; **Reflection skills:** Identify strengths and weaknesses of personal learning strategies; **Transfer skills:** Combine knowledge, understanding and skills to create products or solutions

International-Mindedness	✓ Puppets around the world. ✓ Musical genres around the world. ✓ How can I introduce elements of my culture into a puppet performance/musical performance? ✓ Puppetry as an art form in the students' countries of origin. ✓ Folk music form different countries. ✓ Music as a character in performances.

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

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

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

Danila Kumar International School

Middle Years Programme

School Year 2026-2027

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

Course outline

Subject group: Design
Subject: Design

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

International-Mindedness	Famous constructions around the world.

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

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

Danila Kumar International School

Middle Years Programme

School Year 2026-2027

Subject group: PHE ***Subject: PHE, MYP 1***

Course outline

Teachers: *Mitja Uršič, Jasna Lavrenčič*
Email: ***mitjau@os-danilekumar.si; lavrencicj@os-danilekumar.si***

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

		Collapsed day: ATHLETICS		- **Badminton** Serve Forearm pass Set pass	
ATL skills clusters	Social (Collaboration skills) Thinking (Critical-thinking skills) Self-management (Organization skills)	Thinking (Transfer skills, Creative thinking skills) Self-management (Affective skills, reflection skills)	Communication (Communication skills) Thinking (Critical thinking skills) Social (Collaboration skills)	Communication (Communication skills) Social (Collaboration skills) Self-management (Affective skills)	Communication (Communication skills) Social (Collaboration skills)

International-Mindedness	We will explore various sports and games from the students' home countries, identify popular sports in Slovenia, and describe the differences and similarities between dances in Slovenia and the selected country.

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

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

Danila Kumar International School

Middle Years Programme

School Year 2026-2027

Course outline

Subject: APPROACHES TO LEARNING **Teacher:** Mateja Kores (***koresm@os-danilekumar.si***) Grade: MYP 1

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

SOURCES:

UNIT 1:

1. Siegel, Daniel J. *Brainstorm: the Power and Purpose of the Teenage Brain*. Langara College, 2017.
2. Snel, Eline. *Sitting Still like a Frog: Mindfulness Exercises for Kids (and Their Parents)*. Shambhala, 2013.
3. *The MindUp Curriculum. Brain-Focused Strategies for Learning-and Living*. Scholastic, 2011.

UNIT 2:

Service project journal (in-school source)

UNIT 3:

1. Picture books (with messages relating to managing the state of mind)
2. Plummer, Deborah. *Anger Management Games for Children*. Jessica Kingsley Publishers, 2008.
3. https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf