



Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: Language and Literature

Subject: English MYP 1

Course outline

Teacher: Anja Dežman

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<u>Unit Title</u>	<i>Unit 1: Cultural Adaptation</i>	<i>Unit 2: Puppetry Interdisciplinary unit (English + Drama)</i>	<i>Unit 3: Boy: The Tales of Childhood</i>	<i>Unit 4: Feelings into Words</i>
Statement of Inquiry <i>(Global context)</i>	Cultural adaptation aids us in expressing our identity and forming new relationships in different contexts. (Identities and relationships)	Puppet performances allow us to communicate moral lessons and promote social change through relatable characters and narrative. (Personal and cultural expression)	Through an autobiography, we can communicate our point of view which changes depending on time and place of events. (Orientation in time and space)	Poetry along with its structure is a universal language of creation, expression and thought. (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 cultures and social environment, debate on corporal punishment, reading comprehension, vocabulary study, how to write a comparative and contrast essay, language workshops.	Poetic elements, types of poetry and its history, analysing poems, expressing emotions through writing, writing poems, language workshops.
ATL skills clusters	I. Communication III. Collaboration VI. Information literacy VIII. Critical thinking IX. Creative thinking	I. Communication II. Collaboration III. Organisation V. Reflection X. Transfer IX. Creative thinking	I. Communication II. Collaboration skills VI. Information literacy VIII. Critical thinking IX. Creative thinking	II. Collaboration skills VI. Information literacy VIII. Critical thinking IX. Creative thinking

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.

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 logically. 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 a register and style that serve the context and intention. iii. use correct grammar, syntax and punctuation. iv. spell and pronounce with accuracy. v. use appropriate non-verbal communication techniques.	8

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

Sources	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.
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: **MATHEMATICS**

Subject: **MATHEMATICS**

Course outline

Teacher: **Lojzka Lušin**

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<u>Unit Title</u>	<i>Unit 1: PRIME TIME</i>	<i>Unit 2: BITS AND PIECES</i>	<i>Unit 3: COVERING AND SURROUNDING</i>
Statement of Inquiry (Global context)	Using logic to develop various representation of number systems support us to organize and simplify daily life. Personal and cultural expression	To compare quantities and examine relationships we adapted different representations. Scientific and Technical Innovation	Measurements help us to form our immediate space. Orientation in space and time
Content	<ul style="list-style-type: none">• Understand development and application of different number systems• Understand and apply number properties in Real number system• Understand and apply the knowledge of factors, multiples, primes, composites, prime factorization; order of operations, distributive property, divisibility rules, estimation, exponents as a strategy in solving word problems• Understand and create new numerical systems based on different values and symbols	<ul style="list-style-type: none">• 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 computation, follow order of operation rules• Select and apply different representations to compare quantities and examine relationships within real life context	<ul style="list-style-type: none">• 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 perimeter of polygons, surface area and volume of rectangular prisms and capacity
ATL skills clusters	I. <u>Communication</u> II. <u>Organization</u>	V <u>Reflection</u> VIII. <u>Critical-thinking</u> X. <u>Transfer</u>	IX. <u>Creative-thinking</u> X. <u>Transfer</u>

International-Mindedness	<u>Numeration Systems</u> : from different civilizations <u>Method of Operations</u> : different methods to adding, subtracting, dividing, multiplying from different countries <u>Units</u> : Standard, Metric measurement systems <u>Data</u> : data for analyses used from all round the world
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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	<ol style="list-style-type: none"> 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
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



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 impact on resources in ecosystems
Statement of Inquiry (Global context)	By using distinctive tools and language, scientists interact with the world around them and thus cause changes over time. 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. Scientific and technical innovation	Physical, emotional and social health contributes to efficient developmental changes and is evident in a balanced and healthy lifestyle. Identities and relationships	Our decision towards the exploitation of natural resources have an impact on environmental changes. Globalization and sustainability
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.	Define a mineral and a rock. Distinguish between igneous, sedimentary and metamorphic rocks and their formation. Explain metamorphism. Discuss uses of rocks. Identify rocks and minerals use in our life and evaluate their importance. Describe the rock cycle and its connection to tectonic plates. Understand formation of fossils. Compare and contrast types of fossils. Develop inquirer and thinker attributes of the IB Ip.	Learn about the circulatory skeletal and muscular system. Know requirements for a healthy teenage diet. Analyse and evaluate various menus. Design a healthy eating plan Understand why physical activity is important for a general well-being. Prepare an individual fitness programme. Discuss how harmful substances affect the body. Know how to use refusal skills. Learn about self-esteem and personality. Understand connection between emotions and social interaction. Develop caring and communicator attributes of the IB Ip.	Define ecosystem, population, community, habitat, niche, biomes. Understand importance of genetic diversity. Identify food chains and webs. Explain how an energy pyramid functions. Discuss competition for resources. Compare and contrast relationships between organisms. Analyse natural resources. Evaluate human impact on natural resources. Justify importance of conservation. Develop thinker and caring attributes of the IB Ip.
ATL skills clusters	<u>VI. Media Literacy:</u> locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media. <u>I. Comm. skills:</u> use appropriate form of written presentation and chose visual representation mode to orally share their work.	<u>X. Creative-thinking skills:</u> Create original works and ideas, use existing works and ideas in new ways; <u>X. Transfer skills:</u> Apply skills and knowledge in unfamiliar situations; Combine knowledge, understanding and skills to create your own product or solution.	<u>VIII. Critical thinking skills:</u> Propose and evaluate a variety of solutions <u>IX. Creative-thinking skills:</u> Apply existing knowledge to generate new ideas, products or processes	<u>I.Communication skills:</u> Use appropriate forms of writing for different purposes and audiences, structure information in summaries, essay and reports. <u>Research: VI: Information literacy skills:</u> Make connections between various sources of information, collect and organize data to identify solutions and make informed decisions.

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

Sources	Science Insight: Exploring Living Things Go for Science! Environmental Science Science Exploration Discovery channel, youtube and other internet sources
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Subject group: Individual and Societies

Teacher: Mr Simon Zoretič Gajser

Subject: Humanities

Course outline

Unit Title	Unit 1: Introduction to Humanities and History	Unit 2: Early River Valley Civilizations	Unit 3: The Mediterranean Empires	Unit 4: Ancient Greece
Statement of Inquiry	The present is a sum of our past choices.	A place for your living and your environment determines your identity and culture.	Global interaction produces a desire for control over resources and power	Systems that are based on equity and choice can endure through history.
<i>Global context</i>	<i>Orientation in time and space (students will do an inquiry into orientation in place and time and our personal histories).</i>	<i>Orientation in space and time (students will explore turning points in humankind and the relationships between individuals and civilisations)</i>	<i>Orientation in space and time (students will explore interaction, exchange and conflict between first Mediterranean kingdoms).</i>	<i>Fairness and development (students will inquire about democracy, politics, government, civil society, inequality, rights, laws, justice, peace and conflict).</i>
Inquiry into/content	<ul style="list-style-type: none"> • What is History? How do we learn about the past? • Timelines, Maps, Primary and Secondary Sources 	<ul style="list-style-type: none"> • The City-States in Mesopotamia • Ancient Egypt • Indus river valley civilisations • River Dynasties in China 	<ul style="list-style-type: none"> • The Phoenicians • The Hebrews • The Hittites • The Assyrians 	<ul style="list-style-type: none"> • Myths, Religion, Gods • The Rise of Greek Civilisation • The Golden Age • The Persian War • Alexander the Great
ATL skills clusters	VIII. Critical-thinking skills	I. Communication III. Organisation VI. Information literacy VII. Media literacy V. Reflection skills	III. Organisation VIII. Critical-thinking skills	I. Communication III. Organisation VI. Information literacy VII. Media literacy V. Reflection skills

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

Sources	<ol style="list-style-type: none"> 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. Carter, Maud; Culpin, Christopher; Kinloch, Nicolas. Past into present. London: Collins Educational, 1989. 5. Medieval Times to Today. New Jersey: Prentice Hall, 2003. 6. Various websites. 7. Various documentaries.
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: Arts/year 1

Subject: Visual Art

Course outline

Teacher: Anja Podreka

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

International-Mindedness	Designing, creating global narratives.
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	<ul style="list-style-type: none"> i. demonstrate awareness of the art form studied, including the use of appropriate language ii. demonstrate awareness of the relationship between the art form and its context iii. demonstrate awareness of the links between the knowledge acquired and artwork created. 	8
B	Developing skills	<ul style="list-style-type: none"> i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art. 	8
C	Thinking creatively	<ul style="list-style-type: none"> i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas 	8
D	Responding	<ul style="list-style-type: none"> i. identify connections between art forms, art and context, or art and prior learning ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork. 	8

Sources	Literature and online sources, galleries.
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: **Arts**

Subject: **Drama – MYP 1**

Course outline

Teacher: **Mateja Kores**

Email: koresm@os-danilekumar.si

<u>Unit Title</u>	<i>Unit 1: How did it all begin?</i>	<i>Unit 2: Puppetry Interdisciplinary unit (English + Drama)</i>	<i>Unit 3: Behind the scenes</i>
Statement of Inquiry (Global context)	Artistic expression and presentation of a genre has changed through time. PERSONAL AND CULTURAL EXPRESSION	Puppet performances allow us to communicate moral lessons and promote social change through relatable characters and narrative. PERSONAL AND CULTURAL EXPRESSION	Relationships are formed through the presentation of different identities to the audience. IDENTITIES AND RELATIONSHIPS
Inquiry into/ content	<u>Course content</u> <ul style="list-style-type: none"> • Puppetry as an artistic form of expression • Puppets and puppet theatres around the world • Puppetry skills • Types of puppets • Elements of performing with puppets 	<u>Course content</u> <ul style="list-style-type: none"> • Creating a story • Building a character • Stage and scenery for puppets • Manipulating puppets • Voice work and sound effects • Puppet theatre performance • Evaluating the performance 	<u>Course content</u> <ul style="list-style-type: none"> • Behind the stage • Assisting in a puppetry performance • Puppetry for all ages
ATL skills clusters	SELF-MANAGEMENT (Organisation) RESEARCH (Information literacy) THINKING (Creative thinking)	THINKING (Transfer, Creative thinking) COMMUNICATION (Communication) SELF-MANAGEMENT (Organisation) SELF-MANAGEMENT (Reflection)	SELF-MANAGEMENT (Affective skills) THINKING (Critical thinking)

International-Mindedness	<ul style="list-style-type: none"> ✓ Puppetry around the world ✓ How can I introduce elements of my culture into a puppet performance? ✓ Puppetry as an art form in the students' countries of origin
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Subject assessment criteria		Objectives	Max. level
A	Knowledge and understanding	i. demonstrate awareness of the art form studied, including the use of appropriate language ii. demonstrate awareness of the relationship between the art form and its context iii. demonstrate awareness of the links between the knowledge acquired and artwork created.	8
B	Developing skills	i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art.	8
C	Thinking creatively	i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas	8
D	Responding	i. identify connections between art forms, art and context, or art and prior learning ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.	8

<i>Interdisciplinary unit</i>		Objectives	Max. level
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.
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: Arts

Subject: Music, MYP 1

Course outline

Teacher: Kristina Štemberger

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Unit Title	Unit 1: Rhythm	Unit 2: Timbre
Statement of Inquiry <i>(Global context)</i>	Communication and the process of artistic creation lead to self-discovery.	Our voice and expression change in different situations.
Inquiry into / Content	Whole, half, dotted half, quarter, eighth notes and equivalent rests Meter Rhythm patterns Time signatures Syncopation	Vocal ranges The families of instruments Brass instruments Woodwind instruments Percussion instruments String instruments Tone colour differences
ATL skills clusters	Communication skills, Thinking skills, Self-management skills	Communication skills, Thinking skills, Self-management skills

International-Mindedness	What part does music play in a changing culture? Can expressing yourself help you keep in touch with how you are feeling?
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Subject assessment criteria		Objectives	Max. level
A	Knowing and understanding	Demonstrate awareness of rhythm and notation, including the use of musical terminology, demonstrate awareness of the relationship between music and its context.	8
B	Developing skills	Demonstrate a level of acquisition and development of some of the skills and techniques in creation of music, demonstrate the application of skills and techniques to create and/or present art.	8
C	Thinking creatively	Develop an imaginative and clear musical composition, demonstrate the exploration of ideas (to the point of realization).	8
D	Responding	Identify connections between art forms, art and context, or art and prior learning, recognise that the world contains inspiration or influence for art, evaluate certain elements or principles of artwork.	8

Sources	<ul style="list-style-type: none"> - S.B.Ginn: Music Connection 6, and selected other books - Online webpages (google.com; Wikipedia.com; etc.) - Worksheets on Music process skills - Different classroom and musical instruments
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Danila Kumar International School

Design - Middle Years Programme 1

School Year 2021-2022



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

Course outline

Subject group: Design
Subject: Design

<u>Unit Title</u>	<i>Unit 1: Key chain and a cardboard box</i>	<i>Unit 2: Constructions</i>	<i>Unit 3: PRP</i>
Statement of Inquiry	Innovative solutions and functions are designed by using technical communication	We effectively develop new solutions and products on the basics of physical laws.	We form the effective communication product to support our personal and cultural expressions.
Global context	Scientific and technical innovation	Scientific and technical innovation (systems, models, methods, processes and solutions)	Personal and Cultural expressions
Inquiry into/content	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Presentation tools: PowerPoint Research Project work Practical part of the research project work. Planning in advanced Organising work following the working steps Using creativity to present research project work effectively. Using a computer room effectively. Reflect on the presentation to make improvements.
ATL skills clusters	<u>I. Communication</u> <u>II. Collaboration</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u>	<u>Communication</u> <u>Social</u> <u>Self-management</u> <u>Critical thinking</u>	<u>I. Communication</u> <u>II. Collaboration</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u>

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

Sources	<ol style="list-style-type: none"> 1. Books: <ol style="list-style-type: none"> a. Basic Technical Drawing problems b. Bridges: Amazing Structures to Design, Build & Test (Kaleidoscope Kids) 2. Internet: <ol style="list-style-type: none"> 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/
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Subject group: PHE

Subject: PHE

Course outline

Teachers: Mitja Uršič, Jasna Lavrenčič

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<u>Unit Title</u>	Unit 1: INVASION GAMES	Unit 2: BASIC MOVEMENTS	Unit 3: NET GAMES	Unit 4: MOVEMENT COMPOSITIONS	Unit 5: MOTOR SKILLS	Unit 6: SPORTSMANSHIP
Statement of Inquiry	Communication and interaction can contribute to increased human capability and development.	Through balance our health and well-being changes.	To develop responsive movement patterns and maintaining positional balance requires team communication	Creation of movement in space is influenced by relationships between different perspectives.	Performers respond and adapt to changing movement patterns, challenges and situations to create a final product.	Fair play and sportsmanship help a game to function.
<i>Global context</i>	<i>Fairness and development</i>	<i>Identities and relationship</i>	<i>Identities and relationships</i>	<i>Personal and cultural expression</i>	<i>Personal and cultural expression</i>	<i>Identities and relationships</i>
Inquiry into/content	Rules of different invasion games Understanding the technique of different invasion games (dribbling, passing, shooting), tactics (attack) and a game play Ongoing discussion of each performance (in pairs) and other possibilities for it.	Short distance running 60 meters, Long distance running 600 meters, long jump, high jump, relay races Measuring heart rate at running events - optimum heart rate, determine target heart rate Presenting balanced physical workout Talking about stamina and endurance	Understanding of standard net games technique, tactics and plays: - VOLLEYBALL: SET PASS FOREARM PASS LOWER SERVE ROTATIONS IN GAME PLAY 3:3 - PINK – PONK - BADMINTON	Dance choreography (group work – modern dance) Or different compositions with a jump rope or other equipment Participation in different dance styles (SPORTS DAY)	Students help each other practice gymnastic elements: roll forward, backward, handstand, cartwheel, candle, bird, turns, jumps... Students compose a sequence that needs to include at least 4 basic gymnastic elements, 2 balance elements and dance elements they work in a small group and give each other feedback.	Understanding of standard floorball technique and tactics and plays: (Floorball polygon, working in pairs, shutting from different positions, game 5:5) Get to know different sports (football, ball games) Promoting fair play to younger students Collapsed day: Sportsmanship (get to know different sports)

ATL skills clusters	Communication (communication skills) Social (collaboration skills) Thinking (critical thinking skills)	Communication (communication skills) Self-management /Affective skills Self – management (Reflection skills)	Communication (communication skills)	Communication (communication skills) Social (Collaboration skills) Thinking (Creative thinking skills)	Thinking (Transfer skills) Social (collaboration skills) Self-management (Affective skills)	Communication (communication skills) Social (Collaborating skills)
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International-Mindedness	<ul style="list-style-type: none"> • Share a game or dance from your country? • What national sports are popular in Slovenia? • Find a country where P.E. is taught differently than in Slovenia? • Dance in different countries; differences and similarities
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Objectives		Max. level
A Knowing and understanding	i. explain physical health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. <u>apply physical and health terminology effectively to communicate understanding</u>	Maximum 8
B Planning for performance	i. design, explain and justify plans to improve physical performance and health ii. analyse and evaluate the effectiveness of a plan based on the outcome.	Maximum 8
C Applying and performing	i. demonstrate and apply a range of skills and techniques effectively ii. demonstrate and apply a range of strategies and movement concepts iii. analyse and apply information to perform effectively.	Maximum 8
D Reflecting and improving performance	i. explain and demonstrate strategies that enhance interpersonal skills ii. develop goals and apply strategies to enhance performance iii. analyse and evaluate performance.	Maximum 8

Sources	<ul style="list-style-type: none"> • Athletics events (video - YouTube) • clue pictures – different athletic events • PE lessons • books– Atletski praktikum, Atletika • dictionaries – for athletics language (words) • World web - en.wikipedia.org/wiki/Athletics_(sport), www.iaaf.orgAthletics events (videos) • Books: Gimnastična abeceda, Akrobatika • Clue pictures: Forward, backward roll, cartwheel, handstand, balance, partner balance, strength exercises, skipping rope • Demonstration by student • Dictionaries – for gymnastic language (words) • Dynamic physical education: Robert P. Pangrazi • Floorball game (videos); • https://www.ducksters.com/sports/basketball/basketball_court.php • Primary source – dancers on sports day and schoolmates that are practising dance
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Course outline

Subject: APPROACHES TO LEARNING

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

Grade: MYP 1

<u>Unit Title</u>	Unit 1 <u>Welcome to MYP</u>	Unit 2 <u>Service project</u>	Unit 3 <u>A good plan is half of the success</u>
<u>Statement of Inquiry</u>	Overcoming challenges sometimes requires thinking in new ways .	An effective investigation requires a systematic approach to information gathering, collation, analysis and evaluation.	Organising oneself effectively leads to success.
<u>Inquiry into/Content</u>	<ul style="list-style-type: none"> • How is MYP different? • Organisational strategies that work • What strategies help reduce stress and anxiety? • How can I manage my time and tasks effectively? 	<ul style="list-style-type: none"> • How does the service project 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? 	<ul style="list-style-type: none"> • How do we plan? • What works well for me? • How can I manage my work and emotions? • What strategies help overcome impulsiveness and anger? • What can we resolve conflicts and build consensus?
<u>ATL skills</u>	SELF-MANAGEMENT (Affective) SELF-MANAGEMENT (Organisation)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION	SELF-MANAGEMENT (Affective) SOCIAL (Collaboration)

SOURCES:

UNIT 1:	UNIT 2:	UNIT 3:
<ol style="list-style-type: none"> 1. Siegel, Daniel J. <i>Brainstorm: the Power and Purpose of the Teenage Brain</i>. Langara College, 2017. 2. Snel, Eline. <i>Sitting Still like a Frog: Mindfulness Exercises for Kids (and Their Parents)</i>. Shambhala, 2013. 3. <i>The MindUp Curriculum. Brain-Focused Strategies for Learning-and Living</i>. Scholastic, 2011. 	<p>Research project journal (in-school source)</p>	<ol style="list-style-type: none"> 1. Picture books (with messages relating to managing the state of mind) 2. Plummer, Deborah. <i>Anger Management Games for Children</i>. Jessica Kingsley Publishers, 2008. 3. https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf



Danila Kumar International School
Middle Years Programme
School Year 2021-2022



HOMEROOM LESSONS – MYP 1

HOMEROOM TEACHER: Simon Zoretič Gajser (zoreticgajser@os-danilekumar.si)

Lessons	Objectives	NR. of lessons
Introduction/new school year	<ul style="list-style-type: none">• Students get all the information needed at the beginning of the school year (student agenda).• School rules and policies (on assessment, consequences ...), Code of conduct, dress code, COVID-19 procedures• Responsibilities of an MYP student• Create class rules and agreements	4
Curriculum night	<ul style="list-style-type: none">• Preparation for presentation	3
School climate	<ul style="list-style-type: none">• Tolerance – being open-minded and accept differences• Communication students – teachers – parents• Positive attitude towards learning• Positive climate – be kind	3
Natural disasters	<ul style="list-style-type: none">• List of natural disasters.• How we react when a natural disaster strikes• How to evacuate the school	1
Looking after ourselves	<ul style="list-style-type: none">• Developing an awareness of the importance of personal hygiene• Nutrition and healthy eating• Addictions• Exercise and Fitness	4
Manners	<ul style="list-style-type: none">• Repeat and learn the basics of good behaviour – good manners cost nothing (How to send an e-mail to the teacher,	1
Portfolio night	<ul style="list-style-type: none">• Organising personal portfolios	1
Service as action	<ul style="list-style-type: none">• Importance of volunteering and charity work	2
Manners in the dining room	<ul style="list-style-type: none">• How to use manners in the dining room?• Students share their experiences	2
Bullying	<ul style="list-style-type: none">• Controlling anger.• Solving conflicts with mediation.	2
Understanding ourselves	<ul style="list-style-type: none">• Personal identity• Self-control• Accepting Responsibility• How we see ourselves	4
Portfolio night	<ul style="list-style-type: none">• Organising personal portfolios	1
Ourselves in the wider society	<ul style="list-style-type: none">• Advertising and media influences• Violence	2
Ourselves and others	<ul style="list-style-type: none">• Communication skills, group work• Friendships	3

	<ul style="list-style-type: none">• Boy-girl relationships	
Final event	<ul style="list-style-type: none">• Preparing a performance for the final event	2

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