



Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: Language and Literature

Subject: English MYP 2

Course outline

Teacher: Tina Frelih

Email: freliht@os-danilekumar.si

Unit Title	Unit 1: Learn to appreciate, don't discriminate.	Unit 2: Ancient Rome Interdisciplinary unit (English + History)	Unit 3: The Whale Rider	Unit 4: The Power of Advertisement
Statement of Inquiry <i>(Global context)</i>	Awareness of context and different perspectives eliminates unfair prejudice. (Fairness and development)	Historical sources provide us with valuable information of a civilization and its culture. (Orientation in space and time)	There is a strong connection between past events, relationships as well as the characters' future identity. (Identities and relationships)	Advertisements tailor their messages to appeal to specific audiences on a global scale. (Globalization and sustainability)
Inquiry into / Content	Unfair treatment, discrimination, analysing short stories and articles, discussions and debates, response to literature essay, language workshops.	Life in Ancient Rome and its legacy Primary and secondary sources Reliability of historical sources Roman historians Journalism (historical recount)	Cultural and historical background of New Zealand – Maori culture Novel study Reading comprehension Narrative writing Language workshops.	Types of advertisement The purpose and impact of advertising Language, stylistic features and presentational devices in advertising
ATL skills clusters	II. Collaboration V. Reflection VI. Information literacy VIII. Critical thinking IX. Creative thinking	I. Communication VI. Information literacy VIII. Critical thinking Transfer V. Reflection	I. Communication II. Collaboration III. Organisation VI. Information literacy VIII. Critical thinking IX. Creative thinking	I. Communication VII. Media literacy VIII. Critical thinking IX. Creative thinking

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	Analysing	i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts. ii. identify and explain the effects of the creator's choices on an audience. iii. justify opinions and ideas, using examples, explanations and terminology. iv. interpret similarities and differences in features within and between genres and texts.	8
B	Organizing	i. employ organizational structures that serve the context and intention. ii. organize opinions and ideas 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 that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process. ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. iii. select relevant details and examples to 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	Analyse disciplinary knowledge. Evaluate interdisciplinary perspective.	8
B	Synthesizing	Create a product that communicates a purposeful interdisciplinary understanding. Justify how their product communicates interdisciplinary understanding.	8
C	Reflecting	Discuss the development of their own interdisciplinary learning. Discuss how new interdisciplinary understanding enables action.	8

Sources	Prentice Hall: Literature World Masterpieces, books for sustained silent reading, handouts, magazines, bilingual and monolingual dictionaries, online sources, The Whale Rider by Witi Ihimaera, Language and Literature – MYP by Concept 1/2/3. etc.
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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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Unit Title	<i>Unit 1:</i> Form and sustainability	<i>Unit 2:</i> Optimist or pessimist	<i>Unit 3:</i> Comparing and scaling	<i>Unit 4:</i> What do you expect?
Statement of Inquiry (Global context)	Form help us represent and build sustainable constructions that change local and global environment. Globalization and sustainability	Communication with positive and negative numbers models, besides mathematical concepts, also quantity, feelings, and value. Personal and cultural expression	Using different representations to compare quantities and examine relationships can help us make informed decisions. Scientific and technical innovation	Logical analysis of situations, with models, can help us represent situations and generalize whether fairness is present or not. Fairness and development
Learning objectives	Understand and apply knowledge of two dimensional geometry polygons, measurement of angles, angle sum of polygons, conditions for unique triangle, parallel lines and transversals in different contexts. Understand and apply knowledge of similarity enlarging a figure, effect of scale factors on perimeter and area, coordinate rules, ratios between and within similar figures; using similarity to find measures in different contexts.	Understand and apply knowledge of integers and rational numbers: addition, subtraction, multiplication and division of rational numbers, absolute value, opposites, order of operations, distributive property in different contexts. Understand and apply negative and positive exponents and laws. Understand and apply scientific notation.	Understand and apply the knowledge of Ratios, Rates, Percent, Proportions, unit rate, rate tables, constant of proportionality, solving proportions, Inc. markups, discounts, commission, measurement, conversion in different contexts.	Understand and apply the knowledge of Probability and Expected Value: Probability models, experimental and theoretical probability, analysis of compound events in different contexts.
ATL skills clusters	<u>V: Collaboration</u> <u>IX. Creative-thinking:</u>	<u>I. Communication</u> <u>II. Organization</u>	<u>VIII. Critical-thinking</u> <u>I. Communication</u>	<u>VIII. Critical-thinking</u> <u>VII. Media literacy</u>

International-Mindedness	<p><u>Famous mathematical games</u>: important mathematical games from their countries.</p> <p><u>The language of mathematics</u>: universal symbolic language used all around the world, same rules</p> <p><u>Numeration Systems and Units</u>: from different countries.</p>
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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 7. Australia: Hease & Hariss Publications 2008 2. Gordon, Evans, Speed, Senior, Pearce, Maths Frameworking (2.1.-2.3.). UK: Collins 2014
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: **SCIENCES**

Subject: **BIOLOGY/CHEMISTRY**

Course outline

Teacher: **Marija Brenčič**

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Unit Title	Living versus dead or non-living things	Cell Structure and Function	Periodic Table: Structure: periods, groups, Properties, classifications
Statement of Inquiry (Global context)	In the natural world, organisms as living and their environment as non-living, interact and represent a functional organic system. Scientific and technical innovation	Cell is the basic unit of a form and function in all living things which carries out life processes. Scientific and technical innovation	The model of the modern periodic table represents the structural and functional relationship between the elements. Scientific and technical innovation
Inquiry into / Content	Describe spontaneous generation theory Discuss Francesco Redi and Louis Pasteur and their contribution to the world Identify characteristics of living things Discuss needs of living things Analyse main classification groups (Bacteria, Fungi, Plants, Vertebrates, Invertebrates) Use Identifying Keys and Field Guides Develop inquirer and communicator attributes of the IB Ip	Describe a development of the cell theory and microscope invention Identify parts of a microscope Use a microscope to observe cells Research on Robert Hooke, Anton van Leeuwenhoek, Mathias Schleiden and Theodor Schwann Compare and contrast parts of cell and their functions Discuss cell processes: diffusion, osmosis and active Transport Design an experiment to show osmosis process Develop inquirer and caring attributes of the IB Ip	Describe Mendeleev periodic table Compare and contrast the modern periodic table to the Mendeleev one Analyse the structure of the modern periodic table Identify and discuss groups of elements with the periodic table Research on a chosen element and give examples of its uses in our daily life Understand an electron configuration within an element and give examples
ATL skills clusters	I. Communication skills: Structure information in summaries, essays and reports. IX. Creative-thinking skills: Create original works and ideas, use existing works and ideas in new ways, X. Transfer skills: Apply skills and knowledge in unfamiliar situations; Combine knowledge, understanding and skills to create your own product or solution.	IX. Thinking: Creativity and Innovation: Use brainstorming and mind mapping to generate new ideas and inquiries, Make guesses and generate testable hypotheses, Apply existing knowledge to generate new ideas, products or processes, Use visible thinking strategies and techniques, Propose metaphors and analogies.	VIII. Critical-thinking skills: Gather and organize relevant information to formulate an argument; Propose and evaluate a variety of solutions; Troubleshoot systems and applications

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

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

Middle Years Programme

School Year 2021–2022



Teacher: Mr. Uroš Medar

Subject group: Sciences

Email: medaru@os-danilekumar.si

Course outline

Subject: **Physics MYP2**

<u>Unit Title</u>	<i>Unit 1:</i> Measuring with Scientific Units	<i>Unit 2:</i> Forces, Energy and power	<i>Unit 3:</i> Pressure
Statement of Inquiry	Scientific systems define structures and order in our environment.	To satisfy our energy needs humans must learn how to harvest, transform and control energy.	Relationships in sciences indicate the connections among variables through observation or experimentation in different environments.
Global context	Scientific and technical innovation (Students explore different models and methods that were used to invent scientific systems)	Scientific and technical innovation (Students explore the risks, consequences and responsibilities of adopting the energy sources for our needs.)	Scientific and technical innovation
Inquiry into/content	Scientific units of measurements, Graphing, Converting units, Scientific notation, Practice problem solving, Prefixes for conversion, Science process skills, Density	Measuring mass, Measuring, drawing forces, Gravity, Forces are measured in Newtons and the device for measuring is a newton meter, Describe the conditions which must be met to do work, Distinguish between work and power, Calculate work and power, Interpret data from a sample el. bill, Problem solving, Name and describe 5 forms of energy,	Everyday examples of where we use increased pressure and examples of reduced pressure. Calculating pressure of solids. The unit of pressure Pascal and converting it to different units Distinguish between mass and weight. Pressure in liquids depends on depth and density. Calculate pressure in liquids. Floating and sinking. Atmospheric pressure activities
ATL skills clusters	Communication Self-Management Research Transfer	Communication Organisation skills Information literacy skills	Communication Social Self-Management Reflection skills Research Thinking

	Thinking Reflection		
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International-Mindedness	International system of units, global power grids.
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Subject assessment criteria		Objectives	Max. level
A	Knowing and Understanding	<ul style="list-style-type: none"> - Outline scientific knowledge - Apply scientific knowledge and understanding to solve problems set in familiar situations and suggest situations to problems set in unfamiliar situations - Interpret information to make scientifically supported judgments. 	8
B	Inquiring and designing	<ul style="list-style-type: none"> - Outline an appropriate problem or research question to be tested by a scientific investigation - Outline a testable prediction using scientific reasoning - Outline how to manipulate the variables, and outline how data will be collected. - Design scientific investigation 	8
C	Processing and Evaluating	<ul style="list-style-type: none"> - present collect and transform data - interpret data and describe results using scientific reasoning - Discuss the validity of the method - Describe improvements or extensions to the method 	8
D	Reflecting on the impact of science	<ul style="list-style-type: none"> - explain the ways in which science is applied and used to address a specific problem - discuss the various implications of the use of science and its application in solving a specific problem or issue - apply communication modes effectively 	8

Sources	<p>Internet,</p> <ul style="list-style-type: none"> • http://www.batesville.k12.in.us/physics/apphynet/Measurement/Measurement_Intro.htm • https://en.wikipedia.org/wiki/International_System_of_Units • https://en.wikipedia.org/wiki/Imperial_units • http://www.nuffieldfoundation.org/practical-physics/measuring-density • https://en.wikipedia.org/wiki/Dialogue_Concerning_the_Two_Chief_World_Systems • http://www.inspiring-science-education.net/ (keywords: babies and the moon) • YT-element creation: https://www.youtube.com/watch?v=Irc7NZA6SQI • YT-Matter: https://www.youtube.com/watch?v=nmi4tHc0Sds • YT-Mater and energy: https://www.youtube.com/watch?v=wKU2IDdvrCE • YT-Renewable energy: https://www.youtube.com/watch?v=eA3PpIPFRXw <p>Books: Science insights: Exploring matter and energy, Stephan Pople: Co-ordinated Physics</p>
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Teacher: Mrs Tadeja Galonja

Email: galonjat@os-danilekumar.si

Course outline

Subject group: Individuals and societies

Subject: History

Unit Title	<i>Unit 1: Ancient Rome Interdisciplinary unit (English + History)</i>	<i>Unit 2: Around the World I</i>	<i>Unit 3: European Middle Ages</i>	<i>Unit 4: Around the World II</i>
Statement of Inquiry Global context	Historical sources provide us with valuable information of a civilization and its culture. <i>Orientation in space and time</i>	Civilisations are a product of global interaction and the interdependence between them. <i>Orientation in space and time</i>	In times of crises, special systems of governance emerge. <i>Orientation in space and time</i>	A culture or a civilisation is a product of their time, place and space. <i>Orientation in space and time</i>
Inquiry into/content	<i>Roman Republic, social classes, Roman Empire, life in Ancient Rome.</i>	<i>Researching civilizations around the world in the time of the Roman Empire.</i>	<i>Church and state in the Middle Ages, social structure (knights, peasants, middle class), the Crusades.</i>	<i>Researching civilizations around the world in the time of the European Middle Ages.</i>
ATL skills clusters	<u>I. Communication</u> <u>III. Organisation</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u> <u>VII. Media literacy</u> <u>VIII. Critical thinking</u>	<u>I. Communication</u>	<u>VIII. Critical thinking</u>	<u>I. Communication</u> <u>III. Organisation</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u> <u>VII. Media literacy</u>

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

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

Sources	<ol style="list-style-type: none"> 1. Burrell, Roy. First Ancient History. Oxford: Oxford University Press, 1991. 2. Gleason, Maud. Medieval Times to Today. New Jersey: Prentice Hall, 2003. 3. Gleason, Maud. The Ancient World. New Jersey: Prentice Hall, 2003. 4. Beck, Roger B, Ph.D. World History, Patterns of Interaction. USA: McDougal Littell, 2007. 5. Culpin, Christopher. The Roman Empire, Collins Living History, CollinsEducational, 1991. 6. Rome: Rise and Fall of an Empire, 2008 (documentary). 7. Human Planet, 2011 (documentary) 8. The Dark Ages, 2007 (documentary)
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Teacher: Mr. Simon Zoretič Gajser
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Course outline

Subject group: Individuals and societies
Subject: Geography

Unit Title	Unit 1: Introduction to Geography	Unit 2: Active Earth	Unit 3: Earth's Water	Unit 4: The Atmosphere
Statement of Inquiry	Processes of very complex systems can be explained with simplified models.	Even though we might not be aware, environments around us change on a vast scale.	Resources can be found in many places and in different forms, but their management causes various outcomes.	Governments and communities around the world are trying to stop the disruption of weather/climate trends and patterns.
Global context	Scientific and technical innovation	Scientific and technical innovation	Fairness and development	Scientific and technical innovation
Inquiry into/content	Physical and human geography, the universe and the solar system, rotation and revolution, maps and orientation.	Earth's structure, plate tectonics, volcanoes and earthquakes, erosion.	Surface water, ground water, oceans, glaciers.	Atmosphere, weather, climate, global warming.
ATL skills clusters	<u>I. Communication</u> <u>VIII. Critical thinking</u>	<u>I. Communication</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u> <u>VII. Media literacy</u>	<u>I. Communication</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u> <u>VII. Media literacy</u>	<u>I. Communication</u> <u>VIII. Critical thinking</u>

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

Sources
<ol style="list-style-type: none"> 1. Gentzler, Yvonne S., Ph.D. Geography, Tools and Concepts. New Jersey: Prentice Hall, 2001. 2. Spaulding, Nancy E. Earth Science. USA: McDougal Littell, 2005. 3. Owen, Andy. Geography in Action, Series 1, 2, 3. Oxford: Heinemann, 1995. 4. YouTube clip Physical Science (Rotation and Revolution). 5. Wonders of the Solar System, 2012 (documentary) 6. Into the Universe with Stephen Hawking, 2010 (documentary) 7. Earth: The Power of the Planet - Volcanoes, 2007 (documentary) 8. Earth: The Power of the Planet - Oceans, 2007 (documentary) 9. Earth: The Power of the Planet - Ice, 2007 (documentary) 10. Earth: The Power of the Planet - Atmosphere, 2007 (documentary) 11. An Inconvenient Truth, 2006 (documentary)



Danila Kumar International School

Middle Years Programme

School Year 2021-2022

Course outline



Subject: Visual art / year 2

Subject group: Arts

Teacher: Anja Podreka

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Unit Title	<i>Unit 1: Renaissance art</i>	<i>Unit 2: Baroc and Roccoco</i>	<i>Unit 3: Neoclassicism</i>
Statement of Inquiry (Global context)	Original ideas redefine style and aesthetic to give art a new identity. Identities and relationships	Art has always pushed the boundaries of existing narrative to communicate how people and cultures felt and observed. Personal and cultural expression	Art often witnesses a repetition of form, structure or manner of representation, which transcends the boundaries of space and time. Orientation in space and time
Inquiry into/Content	Renaissance art One, two pint perspective Depth keys Uomo universal / "My humanism"	Baroque and Rococo Composition: Life-stile Balance of light and dark: Chiaroscuro Tromp-l'oeil: Portrait	Neoclassicism Drawing of architecture Making a paper models size 100x70 cm Line, composition, style, proportions
ATL skills clusters	Thinking skills, Communication skills, Social skills, research skills	Self-management skills, Research skills, Social skills	Communication skills, Thinking skills, Social skills

International-Mindedness	The development of classic art all around Europe in comparison to art development around the world.
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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, online sources (articles, videos, web pages), galleries.
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: **Arts - Drama**

Grades: MYP 2
 Teacher: **Mateja Kores**
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Course outline

Unit Title	Unit 1: <i>What is storytelling?</i>	Unit 2: <i>Transforming into a storyteller</i>	Unit 3: <i>Stories inspire</i>
Statement of Inquiry (Global context)	<p>Cultural elements are expressed creatively in every artistic genre.</p> <p>PERSONAL AND CULTURAL EXPRESSION</p>	<p>The roles in a story expresses personal views and inform about universal topics.</p> <p>IDENTITIES AND RELATIONSHIPS</p>	<p>We shape our identity and connect with each other through innovative approaches.</p> <p>IDENTITIES AND RELATIONSHIPS</p>
Inquiry into/ content	<p>Course content</p> <ul style="list-style-type: none"> • Storytelling as an expressive art form • The benefits of storytelling • Elements of storytelling in different stages • Storytelling skills 	<p>Course content</p> <ul style="list-style-type: none"> • Selecting and adapting a story for a community • Designing a storytelling session that informs and entertains • Building characters • Story aids • Sharing a story • Evaluating performances 	<p>Course content</p> <ul style="list-style-type: none"> • Storytelling as a career • Stories as inspiration
ATL skills clusters	<p>SOCIAL (Collaboration) RESEARCH (Information literacy) THINKING (Creative thinking)</p>	<p>COMMUNICATION (Communication) THINKING (Creative thinking) SELF-MANAGEMENT (Reflection)</p>	<p>SELF-MANAGEMENT (Affective skills) RESEARCH (Information literacy) THINKING (Critical thinking)</p>

International-Mindedness	<ul style="list-style-type: none"> • Stories from around the world • How can I introduce elements of my culture into a storytelling performance? • Tropes in stories around the world • How language affects a story
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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

Sources	Literature and online sources on puppetry. Videos (YouTube, etc.), guest speakers, library, school community.
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Subject group: Arts

Subject: Music, MYP 2

Course outline

Teacher: Kristina Štemberger

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Unit Title	Unit 1: Rhythm and notation	Unit 2: Musical styles
Statement of Inquiry <i>(Global context)</i>	Craftsmanship, medium, expression and tools in time to stay relevant.	Musical styles develop by changing boundaries and music elements.
Inquiry into / Content	Notation in treble clef Major keys Compositional devices Musical styles through history	Singing vs. instrumental styles Contemporary classical style vs. popular song style Classical styles through history
ATL skills clusters	Communication skills, Thinking skills, Self-management skills	Communication skills, Thinking skills, Self-management skills

International-Mindedness	What musical traditions have remained constant throughout a culture's history? What could happen to music if all composers or artists never broke any boundaries?
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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, and selected other books - Orff instruments - Dictionaries - Internet webpages on musical styles - Worksheets on Music process skills
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Danila Kumar International School

Middle Years Programme

School Year 2021-2022



Teacher: Mr Saša Krapež

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Subject group: Design

Course outline

Subject: Design

<u>Unit Title</u>	<i>Unit 1: Utility box</i>	<i>Unit 2: PRP</i>	<i>Unit 3: Plastic holder</i>
Statement of Inquiry Global context	<p>Wisely chosen communication procedure and appropriate technical language can lead us to create innovative and fully functional products.</p> <p>Scientific and technical innovation (exploring laws, interaction between people, principles, impacts)</p>	<p>We explore the ways to form the product which will support our communication of personal and cultural expressions.</p> <p>Personal and Cultural expressions</p>	<p>The development of solutions allows problems to be solved with greater success.</p> <p>Scientific and technical innovation (systems, models, methods, processes and solutions)</p>
Inquiry into/content	<ul style="list-style-type: none"> • technical drawings, • isometric and orthogonal projections, • calculating measurements, • drawing skills, • knowledge of material (wood), • skills in using tools and machines, • organising the working area and following the working steps according to a plan. 	<ul style="list-style-type: none"> • Presentation tools: Prezi • 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 Presentation to make improvements. 	<ul style="list-style-type: none"> • technical drawings • three view drawings, • calculating measurements, • drawing skills • knowledge of material (plastic), • skills in using tools and machines for wood • organising the working area and following the working steps according to a plan • safety in the workshop
ATL skills clusters	<u>Communication</u> <u>Self-management</u> <u>Thinking</u>	<u>I. Communication</u> <u>II. Collaboration</u> <u>III. Organization</u> <u>V. Reflection skills</u> <u>VI. Information literacy</u>	<u>I. Communication</u> <u>II. Collaboration</u> <u>III. Organization</u> <u>IV. Affective</u> <u>V. Reflection skills</u>

International-Mindedness	Universal language of technical drawing, global ecology.
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Subject assessment criteria		Objectives	Max. level
A	Inquiring and analysing	<ul style="list-style-type: none"> i. explain and justify the need for a solution to a problem ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem iii. analyse a group of similar products that inspire a solution to the problem iv. develop a design brief, which presents the analysis of relevant research. 	8
B	Developing ideas	<ul style="list-style-type: none"> i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected ii. present a range of feasible design ideas, which can be correctly interpreted by others iii. present the chosen design and outline the reasons for its selection iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution. 	8
C	Creating the solution	<ul style="list-style-type: none"> i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. explain changes made to the chosen design and the plan when making the solution. 	8
D	Evaluating	<ul style="list-style-type: none"> i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explain the success of the solution against the design specification iii. describe how the solution could be improved iv. describe the impact of the solution on the client/target audience. 	8

Sources	<ol style="list-style-type: none"> 1. Books: <ul style="list-style-type: none"> a. Basic Technical Drawing problems 2. Internet: <ul style="list-style-type: none"> a. YouTube: Orthographic projection 3. Software: <ul style="list-style-type: none"> a. Libre CAD, Google Sketch Up
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Danila Kumar International School

Middle Years Programme

School Year 2021 - 2022

Course outline



Subject group: **PHE**

Subject: **PHE**

Teachers: Mitja Uršič, Jasna Lavrenčič

Email: ursicm@os-danilekumar.si; lavrencicj@os-danilekumar.si

<u>Unit Title</u>	<i>Unit 1: BASIC MOVEMENTS</i>	<i>Unit 2: NET GAMES</i>	<i>Unit 3: MOVEMENT COMPOSITIONS</i>	<i>Unit 4: INVASION GAMES</i>	<i>Unit 5: MOTOR SKILLS</i>	<i>Unit 6: SPORTSMANSHIP</i>
Statement of Inquiry	Athletes analyses current movement patterns to refine their technique and maximize performance energy.	The process of adaptation and refinement develops skills and understandings of rules.	Changing movements can be linked together and refined to create a sequence of aesthetic movement composition	Different perspectives and interaction between players affect human capability and development of communication.	For creating and performing a balanced routine adaptation within a team is required to form good relationships.	The choice of a lifestyle influences the function of body systems that support health and well-being
Global context	<i>Personal and cultural expression</i>	Fairness and development	<i>Personal and cultural expression</i>	<i>Fairness and development</i>	<i>Identities and relationships</i>	<i>Identities and relationships</i>
Inquiry into/content	Short distance running 60 meters, Long distance running 600 meters, long jump, high jump, relay races 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)	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.	Discussion on flexibility Students help each other practice gymnastic elements: Students compose a sequence that needs to include at least 3 basic gymnastic elements, 3 balance exercises, 3 strength exercises and 3 balance exercises - they work in small groups and give each other feedback.	<u>Exercises for:</u> •strength •flexibility •cardiovascular endurance •strength endurance •body composition •ŠVK – Slovenian sports measurements Collapsed day: SPORTSMANSHIP different sports (netgames, football, ball games, baseball)

ATL skills clusters	Communication (communication skills) Self-management / Affective skills)	Thinking skills Critical thinking Social skills Collaboration Self-management skills Affective skills	Communication (communication skills) Social (Collaboration skills) Thinking (Creative thinking skills)	Communication (communication skills) Social (collaboration skills) Thinking (critical thinking skills)	Thinking skills. Critical thinking Social skills. Collaboration Self-management skills, Affective skills	Communication. communication) Self-management organization skills Research Information literacy skills Thinking Critical – thinking skills
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International-Mindedness	<ul style="list-style-type: none"> • Share a game or dance from your country? • Which 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. apply physical and health terminology effectively to communicate understanding	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) • Clue pictures: Forward, backward roll, cartwheel, handstand, balance, partner balance, strength exercises, skipping rope • Demonstration by student • Dictionaries – for gymnastic language (words) • Dynamic physical education: Robert P. Pangrazi • Floorball game (videos); • https://www.ducksters.com/sports/basketball/basketball_court.php • Primary source – dancers on sports day and schoolmates that are practising dance • Books: Gimnastična abeceda, Akrobatika
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Subject: APPROACHES TO LEARNING

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

Grade: MYP 2

<u>Unit Title</u>	Unit 1 <u>Making the most out of your time</u>	Unit 2 <u>Service project</u>	Unit 3 <u>Win-win negotiation</u>
<u>Statement of Inquiry</u>	Development of time management and organisational skills increase productivity and efficiency.	New information may result in a new idea or a change of stance.	Willingness to communicate and effective negotiation enhances relationships .
<u>Inquiry into / Content</u>	<ul style="list-style-type: none"> • What tools and strategies can you use to plan your week? • How can you manage time to meet deadlines? • Which planning strategies will help me take action to achieve personal and academic goals? • What strategies can I use to organise complex information? 	<ul style="list-style-type: none"> • How does the research project connect to real life? • How do I know my information is reliable (accurate, unbiased, current, and appropriate)? • How do I know when I have enough information to answer my question thoroughly? • How does the organisation of information impact the effectiveness of its communication? • How does new information influence how I think and act? 	<ul style="list-style-type: none"> • What does it mean “to negotiate”? • What are some negotiation myths? • What are the elements of successful negotiation? • Why should we negotiate? • What is the difference between negotiating, compromising and building consensus? • Which skills are needed to be persuasive? • How do I negotiate effectively? • How do we bridge the culture gap?
<u>ATL skills</u>	SELF-MANAGEMENT (Organization) THINKING (Creative)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION	THINKING (Critical thinking)

SOURCES:

UNIT 1:	UNIT 2:	UNIT 3:
Tracy, Brian. <i>Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time</i> . Berrett-Koehler Publishers, Inc., 2017.	Research project journal (in-school source)	1) Mary Glasgow Magazines: Choices 2) Sources on negotiation and conflict management (e.g. https://ocw.mit.edu/courses/sloan-school-of-management/15-667-negotiation-and-conflict-management-spring-2001/lecture-notes/)



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



HOMEROOM LESSONS

HOMEROOM TEACHER: Anja Podreka (podrekaa@os-danilekumar.si)

Lessons	Objectives
Introduction	<ul style="list-style-type: none">• School rules and policies (on assessment, consequences ...), Code of conduct, dress code, Covid-19 rules and procedures• Responsibilities of an MYP student• Creating class rules and agreements
Philosophy night	<ul style="list-style-type: none">• Planning and preparing a presentation for parents about the programme
Manners	<ul style="list-style-type: none">• How to behave appropriately and be polite• How to send e-mails• How to talk to teachers and peers• How to behave during lessons
School climate	<ul style="list-style-type: none">• Tolerance – being open-minded and accept differences• Communication students – teachers – parents• Positive attitude towards learning• Positive class climate as well as in the whole school
Emergency	<ul style="list-style-type: none">• How to evacuate the school• How to react in case of emergency
Looking after ourselves	<ul style="list-style-type: none">• Developing an awareness of the importance of personal hygiene• Nutrition and healthy eating• Addictions• Importance of exercising
1st Portfolio night	<ul style="list-style-type: none">• Organising personal portfolios

Relationships	<ul style="list-style-type: none"> • Communication skills, group work • Friendships • Empathy • Boy-girl relationships
Service as action	<ul style="list-style-type: none"> • Importance of volunteering and charity work
Manners in the dining room	<ul style="list-style-type: none"> • How to use manners in the dining room • Students share their experiences
Bullying	<ul style="list-style-type: none"> • Controlling anger • Solving conflicts • Prejudice/stereotypes
Understanding ourselves	<ul style="list-style-type: none"> • Personal identity • Self-control • Accepting Responsibility • How we see ourselves
2nd Portfolio night	<ul style="list-style-type: none"> • Organising personal portfolios
Ourselves in the wider society	<ul style="list-style-type: none"> • Advertising and media influences • Social media • Violence
Final event	<ul style="list-style-type: none"> • Preparing a performance for the final event

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