Danila Kumar International School

Middle Years Programme

School Year 2022-2023

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

MYP 2
Course outline

Teacher: Anja Dežman
Email: dezmana@os-danilekumar.si

Unit Title	*Unit 1:* ***Learn to appreciate, don't discriminate.***	*Unit 2:* ***Around the world*** ***Interdisciplinary unit (English + History)***	*Unit 3:* ***The Whale Rider***	*Unit 4:* ***The Power of Advertisement***
Statement of Inquiry *(Global context)*	**Awareness of context and different perspectives eliminates unfair prejudice.** (Fairness and development)	**Learning about civilizations helps us make connections to the past and gain a global perspective.** (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 civilizations in the time of the Roman Empire and their legacy. Learning from the past. Connections between the past and present. Journalism – writing informational texts (purpose, style, format, structure).	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 V. Reflection VI. Information literacy VIII. Critical thinking X. Transfer	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, civilizations from the time of the Roman Empire, magazine articles on global topics.**

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**

Interdisciplinary unit **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.

Danila Kumar International School

Middle Years Programme

School Year 2022-2023

Subject group: Language and Literature ***Subject: English as an Additional Language***

(EAL) MYP 2

Course outline

Teacher: Katarina Čepič

Email: cepick@os-danilekumar.si

Unit Title	***Grammar***	*Unit 1:* ***Learn to appreciate, don't discriminate.*** **Awareness of context and different perspectives eliminates unfair prejudice.** (Fairness and development)	*Unit 2:* ***Around the world*** ***Interdisciplinary unit*** ***(English + History)*** **Learning about civilizations helps us make connections to the past and gain a global perspective.** (Orientation in space and time)	*Unit 3:* ***The Whale Rider*** **There is a strong connection between past events, relationships as well as the characters' future identity.** (Identities and relationships)	*Unit 4:* ***The Power of Advertisement*** **Advertisements tailor their messages to appeal to specific audiences on a global scale.** (Globalization and sustainability)
Beginners (phase 1&2)	**A1/A2** (sentence structures, tenses, spelling)	IB philosophy and terminology, classroom materials, school and everyday functional language. Specific subject terminology and help with different school subjects.			
Intermediate (phase 3&4)	**A2/B1** (grammatical structures, tenses, word formation)	IB philosophy and terminology, functional language, literacy skills, specific subject terminology and help with different school subjects.			

Inquiry into / Content	**Adopted to the level of understanding and level of language skills.**	Unfair treatment, discrimination, analysing short stories and articles, discussions and debates, response to literature essay, language workshops.	Script elements, genres, analysing drama scripts, writing a script based on historic facts. 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	I. Communication II. Collaboration III. Organisation IV. Information literacy V. Reflection				

International-Mindedness	**Exploring discrimination around the world, exploring culture and history of New Zealand, global advertising, Ancient Rome, historians from around the world.**

Subject assessment criteria		**Objectives**	**Max. level**
A	**LISTENING**	A1: identify explicit and implicit information (facts, opinions, messages and supporting details) A2: analyse conventions A3: analyse connections	**8**
B	**READING**	B1: identify explicit and implicit information (facts, opinions, messages and supporting details) B2: analyse conventions B3: analyse connections	**8**
C		C1: use a wide range of vocabulary	

	SPEAKING	C2: use a wide range of grammatical structures generally accurately C3: use clear pronunciation and intonation in comprehensible manner C4: communicate all the required information clearly and effectively	**8**
D	**WRITING**	D1: use a wide range of vocabulary D2: use a wide range of grammatical structures generally accurately D3: organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices D4: communicate all the required information with a clear sense of audience and purpose to suit the context	**8**

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	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., various internet sources, Oxford English Grammar. Mary Glasgow Magazines.

Danila Kumar International School

Middle Years Programme

School Year 2022-2023

Subject group: MATHEMATICS ***Subject: MATHEMATICS***

Course outline

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

Unit Title	*Unit 1:* ***Form and sustainability***	*Unit 2:* ***Optimist or pessimist***	*Unit 3:* ***Comparing and scaling***	*Unit 4:* ***What do you expect?***
Statement of Inquiry (Global context)	Forms help us represent and build sustainable constructions that change local and global environments. 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	V: Collaboration IX. Creative-thinking:	I. Communication II. Organization	VIII. Critical-thinking I. Communication	VIII. Critical-thinking VII. Media literacy

International-Mindedness	Famous mathematical games: important mathematical games from their countries. The language of mathematics: universal symbolic language used all around the world, same rules Numeration Systems and Units: from different countries.

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

Sources	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

Danila Kumar International School

Middle Years Programme

School Year 2022-2023

Subject group: SCIENCES ***Subject: BIOLOGY/CHEMISTRY***

Course outline

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

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	A 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 lp	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 lp	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.**

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

Danila Kumar International School

Middle Years Programme

School Year 2022–2023

Teacher: Mr. Saša Krapež ***Subject group: Sciences***

Email: krapezs@os-danilekumar.si *Course outline* ***Subject: Physics MYP2***

Unit Title	*Unit 1:* ***Measuring with Scientific Units***	*Unit 2:* ***Forces, Energy and power***	*Unit 3:* ***Pressure***
Statement of Inquiry Global context	**Scientific systems define structures and order in our environment.** Scientific and technical innovation (Students explore different models and methods that were used to invent scientific systems)	**To satisfy our energy needs humans must learn how to harvest, transform and control energy.** Scientific and technical innovation (Students explore the risks, consequences and responsibilities of adopting the energy sources for our needs.)	**Relationships in sciences indicate the connections among variables through observation or experimentation in different environments.** 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		

International-Mindedness	International system of units, global power grids.

	Subject assessment criteria	Objectives	Max. level
A	**Knowing and Understanding**	- Outline scientific knowledge - Apply scientific knowledge and understanding to solve problems set in familiar situations and suggest situations to problems set in unfamiliar situations - Interpret information to make scientifically supported judgments.	**8**
B	**Inquiring and designing**	- Outline an appropriate problem or research question to be tested by a scientific investigation - Outline a testable prediction using scientific reasoning - Outline how to manipulate the variables, and outline how data will be collected. - Design scientific investigation	**8**
C	**Processing and Evaluating**	- present collect and transform data - interpret data and describe results using scientific reasoning - Discuss the validity of the method - Describe improvements or extensions to the method	**8**
D	**Reflecting on the impact of science**	- explain the ways in which science is applied and used to address a specific problem - discuss the various implications of the use of science and its application in solving a specific problem or issue - apply communication modes effectively	**8**

Sources	Internet, • 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=eA3PplPfRXw Books: Science insights: Exploring matter and energy, Stephan Pople: Co-ordinated Physics

Danila Kumar International School

Middle Years Programme

School Year 2022-2023

Teacher: Mrs Tadeja Galonja
Email: galonjat@os-danilekumar.si

Course outline

Subject group: Individuals and societies
Subject:

Unit Title	*Unit 1:* **Ancient Rome I**	*Unit 2:* **Around the World I *(Interdisciplinary unit English + History)***	*Unit 3:* **European Middle Ages**	*Unit 4:* **Around the World II**
Statement of Inquiry Global context	**Innovations and revolutions cause permanent changes in civilisations.** ***Orientation in space and time***	**Learning about civilizations helps us make connections to the past and gain a global perspective.** ***Orientation in space and time***	**In times of crises, special systems of governance emerge.** ***Orientation in space and time***	**A culture or a civilisation is a product of their time, place and space.** ***Orientation in space and time***
Inquiry into/content	*Roman Republic, social classes, Roman Empire, life in Ancient Rome.*	*Life in civilizations in the time of the Roman Empire and their legacy.* *Learning from the past.* *Connections between the past and present.* *Journalism – writing informational texts (purpose, style, format, structure).*	*Church and state in the Middle Ages, social structure (knights, peasants, middle class), the Crusades.*	*Researching civilizations around the world in the time of the European Middle Ages.*
ATL skills clusters	I. Communication III. Organisation V. Reflection skills VI. Information literacy VII. Media literacy VIII. Critical thinking	I. Communication V. Reflection VI. Information literacy VIII. Critical thinking X. Transfer	VIII. Critical thinking	I. Communication III. Organisation V. Reflection skills VI. Information literacy VII. Media literacy

History

International-Mindedness	Learning about different empires, civilizations and societies around the world in the past. What is happening around the World – reporting news.

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**

Interdisciplinary unit **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	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 Littel, 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)

Danila Kumar International School

Middle Years Programme

School Year 2022-2023

Teacher: Mr. Simon Zoretič Gajser
Email: zoreticgajsers@os-danilekumar.si

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 Global context	**Processes of very complex systems can be explained with simplified models.** **Scientific and technical innovation**	**Even though we might not be aware, environments around us change on a vast scale.** **Scientific and technical innovation**	**Resources can be found in many places and in different forms, but their management causes various outcomes.** **Fairness and development**	**Governments and communities around the world are trying to stop the disruption of weather/climate trends and patterns.** **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	I. Communication VIII. Critical thinking	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy	I. Communication III. Organization V. Reflection skills VI. Information literacy VII. Media literacy	I. Communication VIII. Critical thinking

International-Mindedness	Global rights and responsibilities, communities and earth systems.

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

Sources	1. Gentzler, Yvonne S., Ph.D. Geography, Tools and Concepts. New Jersey: Prentice Hall, 2001. 2. Spaulding, Nancy E. Earth Science. USA: McDougal Littel, 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 2022-2023

Course outline

Subject group: *Arts*

Subject: *Visual art* / year 2

Teacher: Anja Podreka
Email: ***podrekaa@os-danilekumar.si***

Unit Title	*Unit 1:* Renaissance art	*Unit 2:* Baroc and Roccoco	*Unit 3:* Neoclassicism
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.

Subject assessment criteria	Objectives	Max. level
Investigating	i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry ii. analyse an artwork or performance from the chosen movement or genre.	**8**
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**
Creating/Performing	i. create or perform an artwork.	**8**
Evaluating	i. appraise their own artwork or performance ii. reflect on their development as an artist.	**8**

Sources	Literature, online sources (articles, videos, web pages), galleries.

Danila Kumar International School

Middle Years Programme

School Year 2022-2023

Subject group: ***Arts - Drama*** *Grades: MYP 2*

Teacher: ***Mateja Kores*** ***koresm@os-danilekumar.si***

Course outline

Unit Title	*Unit 1:* ***Transforming into a storyteller***	*Unit 2:* ***Stories inspire***
Statement of Inquiry (Global context)	**The roles in a story express personal views and inform universal topics.** PERSONAL AND CUTURAL EXPRESSION	**We shape our identity and connect with each other through innovative approaches.** IDENTITIES AND RELATIONSHIPS
Inquiry into/ content	**Course content** • Storytelling as an expressive art form • The benefits of storytelling • Elements of storytelling in different stages • Storytelling skills • 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	**Course content** • Storytelling as a career • Stories as inspiration • Learning through stories • Narratives that shape reality • Narratives in the digital world
ATL skills clusters	COMMUNICATION (Communication) SOCIAL (Collaboration) THINKING (Creative thinking) SELF-MANAGEMENT (Reflection)	SELF-MANAGEMENT (Affective skills) RESEARCH (Information literacy, Media literacy) THINKING (Critical thinking)

International-Mindedness	✓ 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

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 on puppetry. Videos (YouTube, etc.), guest speakers, library, school community. https://storynet.org/resources/ https://discover.org.uk/storytelling-resources/ https://dramaresource.com/storytelling/ https://education.nationalgeographic.org/resource/storytelling-and-cultural-traditions Walsh, John. *The Art of Storytelling: Easy Steps to Presenting an Unforgettable Story*. Moody Publishers, 2014.

Danila Kumar International School

Middle Years Programme

School Year 2022-2023

Subject group: Arts

Subject: Music, MYP 2

Course outline

Teacher: Špela Pučko
Email: puckos@os-danilekumar.si

Unit Title	*Unit 1: History of Music*	*Unit 2: Instrument Families*
Statement of Inquiry *(Global context)*	**Changes in music are prompted by innovation and new ideas.** (Orientation in space and time)	**Music compositions communicate the different roles of instruments.** (Personal and cultural expression)
Inquiry into / Content	Classical styles through history Classical style vs. popular song style Instruments in different periods Characteristics of music styles throughout history Analysis of music from different periods	Music theory – the basics Instrument families • Brass • Woodwind • String • Keyboards • percussion. Composition devices
ATL skills clusters	Communication skills, Collaboration skills, Critical thinking skills.	Communication skills, Collaboration skills, Creative 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?** **The use of instruments in different cultures and through different periods.**

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	- S.B.Ginn: Music Connection, and selected other books - Orff instruments - Dictionaries - Internet webpages on musical styles - Worksheets on Music process skills

Danila Kumar International School

Middle Years Programme

School Year 2022-2023

Teacher: Mr Saša Krapež ***Subject group: Design***

Email: krapezs@os-danilekumar.si *Course outline* ***Subject: Design***

Unit Title	*Unit 1:* **Utility box**	*Unit 2:* **Allmighty 3D printer**	*Unit 3:* **Plastic holder**
Statement of Inquiry Global context	**Wisely chosen communication procedures and appropriate technical language can lead us to create innovative and fully functional products.** **Scientific and technical innovation** (exploring laws, interaction between people, principles, impacts)	**Innovative ideas for recycling and recovering broken items are supported by using technical solutions.** **Personal and Cultural expressions**	**The development of solutions allows problems to be solved with greater success.** **Scientific and technical innovation** (systems, models, methods, processes and solutions)
Inquiry into/content	• **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.**	• **Research options** • **Estimating damage on broken items** • **Analysing success of recovering broken items versus making or buying new items** • **Planning in advanced** • **Organising work following the working steps** • **Using creativity to design new gadgets.** • **Using a computer room effectively.** • **Reflect on work to make improvements.**	• **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	Communication Self-management Thinking	I. Communication II. Collaboration III. Organization V. Reflection skills	I. Communication II. Collaboration III. Organization IV. Afective

		VI. Information literacy	V. Reflection skills

International-Mindedness	Universal language of technical drawing, global ecology.

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

Sources	1. Books: a. Basic Technical Drawing problems 2. Internet: a. YouTube: Orthographic projection 3. Software: a. Libre CAD, Google Sketch Up

Danila Kumar International School

Middle Years Programme 2

School Year 2022 - 2023

Subject group: PHE ***Subject: PHE***

Course outline

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

Unit Title	*Unit 1: ATHLETICS*	*Unit 2: INVASION GAMES*	*Unit 3: DANCE and GYMNASTICS*	*Unit 4: VOLLEYBALL*	*Unit 5: HEALTHY LIFESTYLE and SPORTSMANSHIP*
Statement of Inquiry Global context	Adapting our movement and energy levels changes our athletic abilities. *Orientation in space and time*	The development of invasion games uses interaction, movement, and space to be successful in the performance. *Identities and Relationships*	Through effective communication and refinement of skills we create an artistic and balanced routine. *Personal and cultural expression*	Communication and the process of adaptation refines our skills and ensures a successful volleyball game. *Fairness and development*	The choice of a lifestyle influences the function of body systems that support health and well-being. *Identities and relationships*

Inquiry into/content	Short distance running 60 meters, Long distance running 600 meters, long jump, high jump, relay races. Presenting a balanced physical workout. Talking about stamina and endurance.	Rules of different invasion games, different invasion games (dribbling, passing, shooting), tactics (attack) and game play. Ongoing discussion of each performance (in pairs) and other possibilities for it.	Dance choreography in connection with/or gymnastics elements Group work – modern dance. OR different compositions with jump rope or other equipment. Participation in different dance styles (SPORTS DAY).	Understanding of volleyball game: technique, tactics and plays: set pass forearm pass lower serve rotations in game play	<u>Taking care of health</u> starts with every day exercises for: Flexibility cardiovascular endurance strength endurance body composition **ŠVK** – Slovenian sports measurements Collapsed day: HEALTHY LIFESTYLE and SPORTMANSHIP different sports (tennis, football, volleyball, basketball, athletics)
ATL skills clusters	Communication (communication skills) Self-management / Affective skills) Thinking 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)	Communication. communication) Self-management organization skills Research Information literacy skills Thinking Critical – thinking skills

International-Mindedness	• **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.**

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	
	• 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

Danila Kumar International School
Middle Years Programme
School Year 2022-2023

Subject: APPROACHES TO LEARNING **Teacher:** Mateja Kores (***koresm@os-danilekumar.si***) Grade: MYP 2

Unit Title	Unit 1 **Making the most out of your time**	Unit 2 **Service project**	Unit 3 **Win-win negotiation**
Statement of Inquiry	**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**.
Inquiry into / Content	• 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?	• 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?	• 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?
ATL skills	SELF-MANAGEMENT (Organization) THINKING (Creative)	RESEARCH (Information Literacy) COMMUNICATION REFLECTION	THINKING (Critical thinking)

SOURCES:

UNIT 1:	**UNIT 2:**	**UNIT 3:**
Tracy, Brian. *Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time*. 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 2022-2023

HOMEROOM LESSONS

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

Lessons	Objectives
Introduction	• 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	• Planning and preparing a presentation for parents about the programme
Manners	• How to behave appropriately and be polite • How to send e-mails • How to talk to teachers and peers • How to behave during lessons
School climate	• Tolerance – being open-minded and accept differences • Communication students – teachers – parents • Positive attitude towards learning • Positive class climate as well as in the whole school
Emergency	• How to evacuate the school • How to react in case of emergency
Looking after ourselves	• Developing an awareness of the importance of personal hygiene • Nutrition and healthy eating • Addictions • Importance of exercising
1st Portfolio night	• Organising personal portfolios

Relationships	• Communication skills, group work • Friendships • Empathy • Boy-girl relationships
Service as action	• Importance of volunteering and charity work
Manners in the dining room	• How to use manners in the dining room • Students share their experiences
Bullying	• Controlling anger • Solving conflicts • Prejudice/stereotypes
Understanding ourselves	• Personal identity • Self-control • Accepting Responsibility • How we see ourselves
2nd Portfolio night	• Organising personal portfolios
Ourselves in the wider society	• Advertising and media influences • Social media • Violence
Final event	• 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.