

MEĐUNARODNA OSNOVNA ŠKOLA ASPALATHOS S PRAVOM JAVNOSTI
KNINSKA ULICA 9
DUGOPOLJE

KLASA: 602-12/2024-01/01
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Dugopolje, 07. listopada, 2024.

SCHOOL CURRICULUM

SCHOOL YEAR 2024 - 2025

ŠKOLSKI KURIKULUM

ŠKOLSKA GODINA 2024./2025.



PREDSJEDAVATELJ SJEDNICE ŠKOLSKOG ODBORA
CHAIRPERSON OF THE SCHOOL BOARD MEETING
Dragan Šupe



V.D. RAVNATELJA
HEAD OF SCHOOL
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SCHOOL DEVELOPMENT STRATEGY / ŠKOLSKI RAZVOJNI PLAN

English

School Mission

Split International School is a diverse and inclusive community of engaged scholars, offering a rigorous, supportive, and innovative educational program that equips and empowers students to contribute to the global community.

Mother Tongue Language Development

A strategic aim of the school is the continued development of mother tongue language skills of our students. Particular emphasis is placed on supporting additional mother tongues alongside Croatian, especially in grades 1st-6th, where we see the largest number of students in need of this support in the current academic year.

Short-term Goals

- Development of additional school facilities and completion of a new playground for the school.
- Review and enhancement of campus procedures, including the development of a fence around the campus towards the end of the year.
- A strategic goal related to securing funding for further campus improvements and expansions.

Professional Development and Capacity Expansion

- Expansion of IB training to new staff members.
- Enhancement of student support and professional collaborator capacities.
- Review and improvement of student safeguarding procedures throughout the year.
- In each of these areas, the school plans to implement specific, measurable initiatives that align with the overall mission and goals. Details of each goal will be elaborated through action plans, timelines, and clear responsibilities within the school team.

Croatian

Misija Škole

Škola je raznolika i inkluzivna zajednica posvećena učenicima, nudeći rigorozan, podržavajući i inovativan obrazovni program koji oprema i osnažuje učenike da doprinesu globalnoj zajednici.

Razvoj Materinjeg Jezika

Strategijski cilj škole je nastaviti razvijati vještine materinjeg jezika naših učenika. Posebna pažnja posvećuje se podršci dodatnih materinskih jezika, osim hrvatskog, posebice u razredima od prvog do šestog, gdje je najveći broj učenika kojima je potrebna ova vrsta podrške u tekućoj akademskoj godini.

Kratkoročni Ciljevi

- Razvoj dodatnih školskih objekata i završetak izgradnje igrališta za školu.
- Pregled i unapređenje postupaka na kampusu, uključujući razvoj ograde oko kampusa prema kraju godine.
- Strateški cilj povezan s osiguravanjem financiranja za dodatna poboljšanja i proširenja kampusa.

Profesionalni Razvoj i Širenje Kapaciteta

- Proširenje IB obuke za nove članove osoblja.
- Povećanje kapaciteta podrške učenicima i stručnih suradnika.
- Pregled i poboljšanje procedura zaštite učenika tijekom godine.
- U svakom od ovih područja, škola planira implementirati specifične, mjerljive inicijative koje su usklađene s ukupnom misijom i ciljevima škole. Detalji svakog cilja bit će razrađeni kroz planove akcije, vremenske okvire i jasne odgovornosti unutar školskog tima.

CURRICULAR BASIS AND CONTENT / KURIKULARNA OSNOVA I SADRŽAJ

Introduction / Uvod

English

The basis of our school curriculum is formed by the Croatian National Curriculum as well as the US Common Core curriculum. We focus on the Croatian National Curriculum for many of our curricular standards, particularly with regards to Croatian Language, History and Geography, as well as Natural and Experimental Sciences. To this end, all students in our school cover all of the curricular standards for Nature and Society in grades 1-4, Nature, Geography, and History in grades 5-6, and Geography and History in grades 7-8.

Our literacy development in the English language is based on the US Common Core curricular standards as these are most appropriate for our students as majority native English speakers, and are broadly used by American International Schools in a number of different countries across the globe. Similarly our Mathematics program follows the US Common Core, which is in very strong alignment with the Croatian National Curriculum in the area of Mathematics

Our creative arts curriculum is more open-ended and is based on the PYP and MYP frameworks directly, with students exploring various areas of visual and performing arts that are in both traditional and modern art forms. Students explore drawing, painting, music, dance, and drama throughout their time in elementary school, and connections are drawn to other subject areas in an interdisciplinary manner as appropriate.

Croatian

Osnova našeg školskog kurikuluma temelji se na Hrvatskom nacionalnom kurikulumu kao i na kurikulumu "Common Core" SAD-a. Fokusiramo se na Hrvatski nacionalni kurikulum za mnoge naše kurikularne standarde, posebno kada je riječ o Hrvatskom jeziku, Povijesti i Geografiji, kao i Prirodnim i eksperimentalnim znanostima. U tu svrhu, svi učenici u našoj školi obuhvaćaju sve kurikularne standarde za Prirodu i društvo u razredima 1-4, Prirodu, Geografiju i Povijest u razredima 5-6, te Geografiju i Povijest u razredima 7-8.

Razvoj pismenosti na engleskom jeziku temelji se na kurikularnim standardima Zajedničke jezgre SAD-a jer su oni najprimjereniji za naše učenike kao većinski izvorni govornici engleskog jezika, te se široko koriste u Američkim međunarodnim školama u brojnim različitim zemljama širom svijeta. Slično tome, naš program Matematike prati Zajedničku jezgru SAD-a, koja je u vrlo snažnom usklađenju s Hrvatskim nacionalnim kurikulumom u području Matematike.

Naš kurikulum kreativnih umjetnosti je otvorenijeg tipa i temelji se izravno na okvirima PYP i MYP, pri čemu učenici istražuju različita područja vizualnih i izvedbenih umjetnosti koji obuhvaćaju i tradicionalne i moderne umjetničke forme. Učenici tijekom osnovnoškolskog obrazovanja istražuju crtanje, slikanje, glazbu, ples i dramu, te se uspostavljaju veze s drugim predmetnim područjima na interdisciplinarni način prema potrebi.

Overview of Curricular Standards (Grades 1 - 4 / 1. - 4. razred)

Subject	1st	2nd	3rd	4th
Mathematics	US Common Core Standards			
Literacy	US Common Core Standards			
Science	Croatian National Curriculum "Nature and Society"			
Social Studies (History and Geography)	Croatian National Curriculum "Nature and Society"			
Croatian (Native)	Croatian National Curriculum PYP Framework			
Croatian (Foreign)	Differentiated Beginner / Intermediate Croatian PYP Framework			
Design	Integrated Design and Technology Themes with PYP Transdisciplinary Units, Dedicated STEAM Block			
The Arts	Integrated Visual and Performing Arts Themes with PYP Transdisciplinary Unit, Dedicated Arts Block			
Physical Education	Croatian National Curriculum Dedicated Physical Education Block			
Social, Emotional, and Health	Croatian national Curriculum + School-based Additions 5 Government-Mandated Modules + Custom Additions			

	US-Based		Croatia-Based		School-Based
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Overview of Curricular Standards (Grades 5 - 8 / 5. - 8. razred)

Subject	5th	6th	7th	8th
Mathematics	US Common Core Standards			
Literacy	US Common Core Standards			
Science	US Next Generation Science Standards (NGSS)			
	Natural Sciences (Croatian)		Biology and Chemistry (Croatian)	Physics and Chemistry (Croatian)
Social Studies (History and Geography)	Croatian National Curriculum European / Global History from Ancient Civilizations through Modern Era			
Croatian (Native)	Croatian National Curriculum MYP Framework			
Croatian (Foreign)	Differentiated Beginner / Intermediate Croatian MYP Framework			
Design	Design and Engineering Rotation Digital Design and Fabrication, Programming			
The Arts	Visual and Performing Arts Rotation			
Physical Education	Croatian National Curriculum Dedicated Physical Education Block			
Social, Emotional, and Health	Croatian national Curriculum + School-based Additions 5 Government-Mandated Modules + Custom Additions			

	US-Based		Croatia-Based		School-Based
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Names of Courses / Naziv Predmeta (Grades 5 - 8 / 5. - 8. razred)

Razred (Grade)	5. razred OŠ (Grade 5)	6. razred OŠ (Grade 6)	7. razred OŠ (Grade 7)	8. razred OŠ (Grade 8)
MYP Individuals and Societies	Povijest (History) Geografija (Geography)	Povijest (History) Geografija (Geography)	Povijest (History) Geografija (Geography)	Povijest (History) Geografija (Geography)
MYP Science	Priroda (Natural Sciences) Geografija (Geography)	Priroda (Natural Sciences) Geografija (Geography)	Biologija (Biology) Kemija (Chemistry) Geografija (Geography)	Biologija (Biology) Kemija (Chemistry) Geografija (Geography)
MYP Math	Matematika (Mathematics)	Matematika (Mathematics)	Matematika (Mathematics)	Matematika (Mathematics)
MYP Language Acquisition	Hrvatski jezik (Croatian Language) Hrvatski kao strani jezik (Croatian Language Acquisition)	Hrvatski jezik (Croatian Language) Hrvatski kao strani jezik (Croatian Language Acquisition)	Hrvatski jezik (Croatian Language) Hrvatski kao strani jezik (Croatian Language Acquisition)	Hrvatski jezik (Croatian Language) Hrvatski kao strani jezik (Croatian Language Acquisition)
MYP Language and Literature	Engleski jezik (English)	Engleski jezik (English)	Engleski jezik (English)	Engleski jezik (English)
MYP Design	Tehnička kultura (Design Technology)	Tehnička kultura (Design Technology)	Tehnička kultura (Design Technology)	Tehnička kultura (Design Technology)
MYP Physical and Health Education	Tjelesna i zdravstvena kultura (Physical and Health Education)	Tjelesna i zdravstvena kultura (Physical and Health Education)	Tjelesna i zdravstvena kultura (Physical and Health Education)	Tjelesna i zdravstvena kultura (Physical and Health Education)
MYP Arts	Likovna kultura (Visual Arts) Ples (Dance)	Likovna kultura (Visual Arts) Glazbena kultura (Music)	Likovna kultura (Visual Arts) Drama (Drama)	Likovna kultura (Visual Arts) Glazbena kultura (Music)

Integration of Croatian Geography Standards

English

All students in grades 5 through 8 take Croatian Geography, and are registered for the Geography class. We cover all Croatian national geography standards in an integrated manner, rather than through a standalone class, through an interdisciplinary integration with History and Science classes, taught by our History and Science teachers. Each student receives assignments and assessments specific to the Geography standards, and receives a standalone Geography grade in grades 5 through 8. This approach is in alignment with the spirit of the interdisciplinary connections contained within the national curriculum as well as the International Baccalaureate (IB) program. Integrating geography with other subjects allows students to better engage with the material, contextualize it, and see its relevance in the real world. This method not only enhances critical thinking and problem-solving skills but also promotes a deeper understanding of global interconnectivity and environmental responsibility. Most importantly, we ensure that all of the curricular standards are thoroughly covered, as outlined in our curriculum, providing a comprehensive and holistic education.

Croatian

Svi učenici od 5. do 8. razreda pohađaju predmet Hrvatska geografija te su prijavljeni na nastavu Geografije. Svi nacionalni geografski standardi pokriveni su integriranim pristupom, umjesto kroz zaseban predmet, kroz interdisciplinarnu integraciju s predmetima Povijesti i Prirode, koje predaju naši nastavnici Povijesti i Prirode. Svaki učenik dobiva zadatke i ocjene specifične za geografske standarde te dobiva zasebnu ocjenu iz Geografije u 5. do 8. razredu. Ovakav pristup je usklađen s duhom interdisciplinarnih poveznica sadržanih u nacionalnom kurikulumu, kao i s programom Međunarodne mature (IB).

Integracija geografije s ostalim predmetima omogućava učenicima bolje povezivanje s gradivom, njegovu kontekstualizaciju i razumijevanje njegove važnosti u stvarnom svijetu. Ova metoda ne samo da poboljšava kritičko razmišljanje i vještine rješavanja problema, već također potiče dublje razumijevanje globalne povezanosti i odgovornosti prema okolišu. Najvažnije, osiguravamo da su svi kurikularni standardi temeljito pokriveni, kako je navedeno u našem kurikulumu, pružajući sveobuhvatno i holistično obrazovanje.

Science Curricular Content and Standards

English

All of our science curriculum in grades 5 through 8 covers the same curricular content and standards as are outlined in the Croatian “Nature” and “Biology”, “Physics”, and “Chemistry” classes. Additionally, we align our curricular content to the US “Next Generation Science Standards”, which have strong alignment with the Croatian curricular content but have a few additional standards related to experimental design and measurement that are included in our requirements.

Students in Grades 5 and 6 take the “Nature” class registered as “Priroda”.

Our science curriculum in Grades 7 and 8 is taught in an integrated manner, with a focus on “Biology” and “Chemistry” content in Grade 7, and a focus on “Physics” and “Chemistry” content in Grade 8, such that by the end of these years students will have completed an equivalent course of study. This allows us to align to US standards of “Life Sciences” and “Physical Sciences” which would typically be taught in Grades 7 and 8 respectively in a typical US school. As such, our students are registered for “Biology” and “Chemistry” in Grade 7, and for “Chemistry” and “Physics” in Grade 8, and receive the according corresponding grades recorded at the end of the year, as determined by assessments and assignments that are in units related to these subject areas.

his approach is in alignment with the spirit of the interdisciplinary connections contained within the national curriculum as well as the International Baccalaureate (IB) program. Integrating the sciences across subjects allows students to better engage with the material, contextualize it, and see its relevance in the real world. This method not only enhances critical thinking and problem-solving skills but also promotes a deeper understanding of global interconnectivity and environmental responsibility. Most importantly, we ensure that all of the curricular standards are thoroughly covered, as outlined in our curriculum, providing a comprehensive and holistic education.

Croatian

Cijeli naš prirodoslovni kurikulum u razredima od 5. do 8. pokriva isti kurikulumni sadržaj i standarde kao i oni navedeni u hrvatskim predmetima “Priroda” te “Biologija,” “Fizika” i “Kemija.” Dodatno, usklađujemo naš kurikulumni sadržaj s američkim “Next Generation Science Standards” (NGSS), koji se u velikoj mjeri poklapaju s hrvatskim kurikulumom, ali sadrže nekoliko dodatnih standarda vezanih uz eksperimentalni dizajn i mjerenja koji su uključeni u naše zahtjeve.

Učenici 5. i 6. razreda pohađaju nastavu “Prirode,” prijavljeni kao predmet “Priroda.”

Naš prirodoslovni kurikulum u 7. i 8. razredu poučava se na integriran način, s fokusom na sadržaj iz “Biologije” i “Kemije” u 7. razredu te s fokusom na sadržaj iz “Fizike” i “Kemije” u 8. razredu, tako da će učenici do kraja tih godina završiti ekvivalentan nastavni program. Ovaj pristup omogućuje nam usklađivanje sa standardima američkog obrazovanja, gdje se u 7. razredu obrađuju “Life Sciences” (Životne znanosti), a u 8. razredu “Physical Sciences” (Fizičke znanosti). Naši učenici su stoga prijavljeni za “Biologiju” i “Kemiju” u 7. razredu te za “Kemiju” i “Fiziku” u 8. razredu, i dobivaju odgovarajuće ocjene na kraju godine, koje se temelje na ocjenama i zadacima vezanim za te predmete.

Ovakav pristup je u skladu s duhom interdisciplinarnih poveznica sadržanih u nacionalnom kurikulumu, kao i s programom Međunarodne mature (IB). Integracija prirodnih znanosti kroz različite predmete omogućava učenicima da se bolje angažiraju s materijalom, da ga kontekstualiziraju i razumiju njegovu važnost u stvarnom svijetu. Ova metoda ne samo da poboljšava kritičko razmišljanje i vještine rješavanja problema, već također potiče dublje razumijevanje globalne povezanosti i odgovornosti prema okolišu. Najvažnije je da osiguravamo temeljito pokrivanje svih kurikularnih standarda, kako je navedeno u našem kurikulumu, pružajući sveobuhvatno i holistično obrazovanje.

School Prevention Programs and Social and Emotional Development Lessons

English

Our school offers a comprehensive curriculum on social and emotional learning and development, as well as prevention of inappropriate behaviors, which is an essential component of our curriculum for students from 1st through 8th grade. Each week, dedicated blocks are allocated for the development of social and emotional skills, tailored to meet the needs of both younger students in grades 1-4 and older students in grades 5-8. For younger students there are dedicated times with their classroom teachers, as well as with the school psychologist and pedagogue who carry out these lessons. For older students, there is a dedicated "Advisory" block (sat razrednika), where students receive these lessons from their Grade Teacher (razrednik), the school Psychologist, and Pedagogue.

These lessons are based on the National Preventative Program modules and scientifically informed curriculum published by the Croatian Ministry of Education.

- Module – ABECEDA Prevention Program
- Module – Healthy Living
- Module – Prevention of Violent Behavior
- Module – Prevention of Addiction
- Module – Gender Equality and Responsible Behavior

All of the content from these modules is covered, and in addition to this there is additional content as determined by our school and drawn from other international resources to support students.

In the younger grades (1-3) the focus is more on conflict resolution and emotional self-regulation, fostering a foundation for healthy emotional development and interpersonal skills, with additional content regarding relationships, equality, and responsible behaviors being added in grades 4 and above. For all students, this focus supports their ability to engage more fully in learning, understand and manage their emotions, build strong relationships, and navigate the challenges of growing up. By embedding these skills within our curriculum, we not only adhere to best educational practices but also contribute to the well-being and holistic development of our students, ensuring they meet all curricular standards for social and emotional learning as outlined in our program.

The lessons are carefully planned and delivered by a committed team comprising teachers, professional staff, and advisors for each grade level. Participation in these activities incurs no associated costs. Additionally, for some activities, the follow-up processes are enriched by collaborative efforts, involving parents to further enhance the learning experience. Our school psychologist, pedagogue, and grade teacher carry out the majority of the lessons, and there is also collaboration with local non-profits, the police (MUP), the University of Split, and other organizations to help deliver this program. The effectiveness and successful implementation of these activities are gauged through discussions and observations by teachers, as well as through verbal feedback from students, which collectively ensure a thorough evaluation of their impact and efficacy.

Croatian

Naša škola nudi sveobuhvatan kurikulum socijalnog i emocionalnog učenja i razvoja, kao i prevencije neprimjerenih ponašanja, što je bitna komponenta našeg kurikuluma za učenike od 1. do 8. razreda. Svaki tjedan su određeni blokovi posvećeni razvoju socijalnih i emocionalnih vještina, prilagođeni potrebama mlađih učenika od 1. do 4. razreda i starijih učenika od 5. do 8. razreda. Mlađi učenici imaju namijenjeno vrijeme sa svojim učiteljima razredne nastave, kao i sa školskim psihologom i pedagogom koji provode ove lekcije. Za starije učenike postoji posvećeni blok "Sat razrednika", gdje učenici primaju ove lekcije od svog razrednika, školskog psihologa i pedagoga.

Ove lekcije temelje se na modulima Nacionalnog preventivnog programa i znanstveno utemeljenom kurikulumu objavljenom od strane Ministarstva znanosti i obrazovanja Republike Hrvatske.

Moduli:

Modul – ABECEDA PREVENCIJE

Modul – Živjeti zdravo

Modul – Prevencija nasilničkog ponašanja

Modul – Prevencija ovisnosti

Modul – Spolna/rodna ravnopravnost i odgovorno spolno ponašanje

Sav sadržaj ovih modula je obuhvaćen, a uz to postoji dodatni sadržaj koji je odredila naša škola i preuzet iz međunarodnih izvora kako bi se podržali učenici.

U nižim razredima (1.-3.), naglasak je više na rješavanju sukoba i emocionalnoj samoregulaciji, čime se razvija temelj za zdrav emocionalni razvoj i međuljudske vještine, dok se dodatni sadržaji vezani uz odnose, ravnopravnost i odgovorno ponašanje uvode od 4. razreda nadalje. Za sve učenike, ovaj fokus podržava njihovu sposobnost da se bolje angažiraju u učenju, razumiju i upravljaju svojim emocijama, grade snažne odnose i nose se s izazovima odrastanja. Ugrađivanjem ovih vještina u naš kurikulum ne samo da se pridržavamo najboljih obrazovnih praksi, već također doprinosimo dobrobiti i holističkom razvoju naših učenika, osiguravajući da ispunjavaju sve kurikularne standarde socijalnog i emocionalnog učenja kako je navedeno u našem programu.

Lekcije su pažljivo planirane i provode ih predani tim učitelja, stručnih suradnika i savjetnika za svaki razredni nivo. Sudjelovanje u ovim aktivnostima nema dodatnih troškova. Uz to, za neke aktivnosti, proces praćenja obogaćen je suradnjom s roditeljima kako bi se dodatno unaprijedilo iskustvo učenja. Većinu lekcija provode naš školski psiholog, pedagog i razrednik, a postoji i suradnja s lokalnim nevladinim udrugama, policijom (MUP), Sveučilištem u Splitu i drugim organizacijama kako bi se ovaj program uspješno provodio. Učinkovitost i uspješnost provedbe ovih aktivnosti procjenjuju se kroz rasprave i promatranja nastavnika, kao i kroz verbalne povratne informacije učenika, što zajedno osigurava temeljitu evaluaciju njihovog utjecaja i učinkovitosti.

Prevention Programs - Grades 1 - 4

Preventivni Programi - 1. do 4. razred

Module – ABECEDA Prevention Program
Modul – ABECEDA PREVENCIJE

Module – Healthy Living
Modul – Živjeti zdravo

Module – Prevention of Violent Behavior
Modul – Prevencija nasilničkog ponašanja

Module – Prevention of Addiction
Modul – Prevencija ovisnosti

Module – Gender Equality and Responsible Behavior
Modul – Spolna/rodna ravnopravnost i odgovorno spolno ponašanje

Grade sections / Razrede	Grades 1, 2, 3, 4
Activity Leaders / Nositelji	Psychologist, pedagogue, class teachers Psiholog, pedagog, učitelja
Activity Objectives / Ciljevi	<p>Improve the socio-emotional development and help students develop positive behaviors, while avoiding negative behaviors.</p> <p>Poboljšavaju socio-emocionalni razvoj i pomažu učenicima u razvijanju pozitivnih ponašanja, dok izbjegavaju negativna ponašanja.</p>
Purpose of the Activity / Namjena	<p>The purpose of these lessons is to foster students' social, emotional, and behavioral development by providing them with essential skills for healthy living and positive relationships. The modules cover topics such as violence prevention, addiction prevention, and gender equality, encouraging responsible behavior and informed decision-making. Through a holistic approach, the lessons promote emotional well-being, conflict resolution, and respect for diversity, preparing students for the challenges of growing up and becoming responsible members of society.</p> <p>Svrha ovih lekcija je poticanje socijalnog, emocionalnog i ponašajnog razvoja učenika pružanjem ključnih vještina za zdravi život i pozitivne odnose. Moduli obuhvaćaju teme</p>

	<p>poput prevencije nasilja, ovisnosti i rodne ravnopravnosti, potičući odgovorno ponašanje i donošenje informiranih odluka. Kroz holistički pristup, lekcije promiču emocionalnu dobrobit, rješavanje sukoba i poštivanje različitosti, pripremajući učenike za izazove odrastanja i odgovorno sudjelovanje u društvu.</p>
Method of Implementation / Način realizacije	<p>Dedicated time block each week for psychologist / pedagogue, and lessons from the classroom teacher.</p> <p>Posvećeni vremenski blok svaki tjedan za psihologa / pedagoga i lekcije od učitelja razredne nastave.</p>
Activity Schedule / Vremenik	During the school year / Tjekom nastavne godine
Estimated Costs / Troškovi	None / Nema
Method of Monitoring Success / Način praćenja	<p>Feedback from students, observations of teachers and professional associates.</p> <p>Povratne informacije učenika, opažanja učitelja i stručnih suradnika.</p>

Prevention Programs - Grades 5 - 8

Preventivni Programi - 5. do 8. razred

Module – ABECEDA Prevention Program
Modul – ABECEDA PREVENCIJE

Module – Healthy Living
Modul – Živjeti zdravo

Module – Prevention of Violent Behavior
Modul – Prevencija nasilničkog ponašanja

Module – Prevention of Addiction
Modul – Prevencija ovisnosti

Module – Gender Equality and Responsible Behavior
Modul – Spolna/rodna ravnopravnost i odgovorno spolno ponašanje

Grade sections / Razrede	Grades 5, 6, 7, 8
Activity Leaders / Nositelji	Psychologist, pedagogue, grade teachers Psiholog, pedagog, razrednici
Activity Objectives / Ciljevi	Improve the socio-emotional development and help students develop positive behaviors, while avoiding negative behaviors. Poboljšavaju socio-emocionalni razvoj i pomažu učenicima u razvijanju pozitivnih ponašanja, dok izbjegavaju negativna ponašanja.
Purpose of the Activity / Namjena	The purpose of these lessons is to foster students' social, emotional, and behavioral development by providing them with essential skills for healthy living and positive relationships. The modules cover topics such as violence prevention, addiction prevention, and gender equality, encouraging responsible behavior and informed decision-making. Through a holistic approach, the lessons promote emotional well-being, conflict resolution, and respect for diversity, preparing students for the challenges of growing up and becoming responsible members of society. Svrha ovih lekcija je poticanje socijalnog, emocionalnog i ponašajnog razvoja učenika pružanjem ključnih vještina za zdravi život i pozitivne odnose. Moduli obuhvaćaju teme poput prevencije nasilja, ovisnosti i rodne

	ravnopravnosti, potičući odgovorno ponašanje i donošenje informiranih odluka. Kroz holistički pristup, lekcije promiču emocionalnu dobrobit, rješavanje sukoba i poštivanje različitosti, pripremajući učenike za izazove odrastanja i odgovorno sudjelovanje u društvu.
Method of Implementation / Način realizacije	Advisory / Sat razrednika
Activity Schedule / Vremenik	During the school year / Tjekom nastavne godine
Estimated Costs / Troškovi	None / Nema
Method of Monitoring Success / Način praćenja	<p>Feedback from students, observations of teachers and professional associates.</p> <p>Povratne informacije učenika, opažanja učitelja i stručnih suradnika.</p>

SUPPLEMENTAL CLASSES / DOPUNSKA NASTAVA

Additional Support for English as a Foreign Language / Dodatna Podrška za Engleski kao Strani Jezik

Grade sections	Grades 1, 2, 3, 4, 5, 6, 7, and 8
Activity Leaders	Grade level teachers, additional teachers
Activity Objectives	Improve English language level for non-native speakers to aid them in following the curriculum for their classes.
Purpose of the Activity	The purpose of the additional hour is to help support students in their English language development. Selection of students is recommended based on their performance at the start of the year in English communication skills, and made in collaboration with their parents as to whether students should receive additional English support or mother-tongue study.
Method of Implementation	Dedicated time block on each Friday for some students to take these lessons.
Activity Schedule	All Year
Estimated Costs	None
Method of Monitoring Success	Feedback and growth testing, observations of teachers working with students in this subject and other subjects

ELECTIVE CLASSES / IZBORNA NASTAVA

Mother Tongue Language Learning / Učenje Materinskog Jezika

Grade sections	Grades 1, 2, 3, 4, 5, and 6
Activity Leaders	Grade level teachers, additional teachers
Activity Objectives	Support mother-tongue language development including additional time for Croatian language, as well as German, Ukrainian, and other languages spoken by students at home.
Purpose of the Activity	The purpose of the additional hour is to help support students in their native language development. Selection of students is recommended based on their parent's requests for student study, and is performed in collaboration with our teachers. For languages we are able to support on campus, assigned teachers work with the students. For languages which we are not able to directly support, parents are responsible for providing materials or a tutor during the allotted time frame. Students can connect with a Tutor via Zoom from the library or office for these sessions if needed.
Method of Implementation	Dedicated time block on each Friday for some students to take these lessons.
Activity Schedule	All Year
Estimated Costs	None
Method of Monitoring Success	Feedback and growth testing, observations of teachers working with students in this subject and other subjects

OUT OF CLASSROOM EDUCATION / IZVANUČIONIČKA NASTAVA

PYP Unit of Inquiry Field Trips

Grade sections	Grades 1, 2, 3, and 4
Activity Leaders	PYP Coordinator, Grade Teachers
Activity Objectives	Support the PYP program units of inquiry with experiential learning trips and activities.
Purpose of the Activity	A number of trips and activities related to the 6 transdisciplinary units of inquiry within the PYP have been developed to support the 1st through 4th grade curriculum, which explore a variety of different topics and subject content as explored through the PYP framework. Each grade has specific trips and content related to their units and curriculum as part of a cycle of learning such that trips are not repeated for students.
Method of Implementation	Chaperoned field trips, other activities
Activity Schedule	During the school year
Estimated Costs	Transportation (bus or shuttle), entrance fees for some activities
Method of Monitoring Success	Feedback from students, teachers, chaperones, and outside organizations, partners, and activities.

List of Potential PYP Unit of Inquiry Field Trips
Jadro River Park - Team building
Olive Museum Klis - Linked to Who We Are
Dalmatia Visitors Centre and Vranjača Cave - Linked to Who We Are
Young Living Factory Visit - Linked to Who We Are
Main Library - first visit students being given their card Individual - Where We are in place time unit trips Grade 1 - Walk about looking at house Grade 2 - Ethnographic Museum Grade 3 - City Centre -Map reading skills Grade 4 - Jewish Synagogue/Mosque

Annual Ice skating trip - location to be decided - possible Split/Makarska, Šibenik
Croatian theatre trip - linked to How We Express Ourselves
HRT - Split - Linked How We Express Ourselves
Galerija Mestrovic Museum+workshop - How We Express Ourselves
Transportation Trip to Airport for the behind the scenes look at how it functions- We Organise Ourselves
Trip to a local school in Dugopolje to foster a relationship with them.
Theater Experience - Linked to How We Express Ourselves and Croatian
Salona Ruins - How We Organize Ourselves
Supermarket/picnic Trip - How We Organize Ourselves
Main Library
Sokolarski Centar - Sharing the Planet (bird place)
Botanical Gardens - Linked to sharing the planet
Marijan Zoo - Linked to sharing the Planet (little train up the hill)
Makarska Observatory - Linked to How the world Works
Novo staro/Chocolate Factory - Linked to How the World Works
Visiting an old people's home to focus on Exhibition - possibility visiting 2 times throughout the unit
Visnjan Observatory - How the World Works
Ruda Spring - Linked to How the World Works
Krka National Park - end of year trip
Additional or substitute trips as required or appropriate to meet PYP learning outcomes

Environmental Action Field Trips / Activities

Grade sections	Grades 1, 2, 3, 4, 5, 6, 7, 8
Activity Leaders	Grade Teachers
Activity Objectives	Develop a responsible attitude towards the environment and stewardship of our planet.
Purpose of the Activity	Environmental Action Field Trips and Activities provide students with hands-on opportunities to engage with and learn about the natural environment. These experiences are designed to foster environmental awareness, responsibility, and sustainability by allowing students to actively participate in conservation efforts, ecological studies, and outdoor learning. Through these activities, students develop a deeper understanding of environmental issues and the importance of protecting the planet for future generations.
Method of Implementation	Field trips, classroom and on-campus activities
Activity Schedule	Throughout the school year
Estimated Costs	Transportation (bus or shuttle) required for some activities
Method of Monitoring Success	Feedback from students, families, observations of teachers

Nature Education Field Trips / Activities

Grade sections	Grades 5, 6, 7, 8
Activity Leaders	Grade Teachers
Activity Objectives	Learn about nature and science, as well as connections to other subject areas and personal responsibility.
Purpose of the Activity	Nature Education Field Trips and Activities provide students with experiential learning opportunities in natural settings, fostering a deeper understanding of ecosystems, biodiversity, and environmental sustainability. These hands-on experiences help students connect classroom knowledge to real-world environmental challenges, encouraging curiosity and appreciation for nature. By participating in these activities, students gain valuable insights into the importance of conservation and develop a sense of responsibility for protecting the environment.
Method of Implementation	Field trips, classroom and on-campus activities
Activity Schedule	Throughout the school year
Estimated Costs	Transportation (bus or shuttle) required for some activities
Method of Monitoring Success	Feedback from students, families, observations of teachers

Mosor Mountain Field Trip

Grade sections	Grades 5, 6, 7
Activity Leaders	Grade Teachers
Activity Objectives	Learn about nature, history, and the local region and culture, as well as the importance of physical fitness
Purpose of the Activity	Students experience the Mosor mountain and have cultural and nature-based activities as well as sports at the mountain hut. Students build self-confidence and a sense of achievement from completing the short hike up the mountain, and also have an appreciation for physical fitness and condition.
Method of Implementation	Field trip
Activity Schedule	October
Estimated Costs	Transportation (bus)
Method of Monitoring Success	Feedback from students, families, observations of teachers

Nature Excursion (Outward Bound Croatia)

Grade sections	Grades 4, 5, 6, 7
Activity Leaders	Grade level teacher
Activity Objectives	Develop a sense of independence and self-confidence during this overnight excursion, conduct outdoor nature classes from globally recognized organization.
Purpose of the Activity	The Nature Excursion with Outward Bound Croatia offers students an immersive outdoor experience focused on personal growth, teamwork, and environmental stewardship. Through adventure-based activities in nature, students develop resilience, leadership skills, and a deeper connection to the environment. This program encourages self-discovery and a sense of responsibility for both themselves and the natural world around them.
Method of Implementation	Chaperoned field trip
Activity Schedule	Spring 2025
Estimated Costs	Excursion fees for transportation, housing, food, etc... paid by families
Method of Monitoring Success	Feedback from students, teachers, OBC staff, and families

Ancient Salona

Grade sections	Grade 5
Activity Leaders	Grade Teacher
Activity Objectives	Learn about ancient Roman societies.
Purpose of the Activity	A tour of ancient Salona to support the history standards for the Roman Empire to see first hand the Roman ruins in our area.
Method of Implementation	Chaperoned field trip
Activity Schedule	During the school year
Estimated Costs	Transportation (bus or shuttle) required
Method of Monitoring Success	Feedback from students, teachers

Klis Fortress

Grade sections	Grade 6
Activity Leaders	Grade Teacher
Activity Objectives	Learn about medieval fortresses and the military.
Purpose of the Activity	This supports the standards 6.6 of the medieval period, and the importance of the location to a military position in the region.
Method of Implementation	Chaperoned field trip
Activity Schedule	During the school year
Estimated Costs	Transportation (bus or shuttle) required
Method of Monitoring Success	Feedback from students, teachers

Posjet Vukovaru

Grade sections	Grade 8
Activity Leaders	Grade Teacher, Additional Chaperones
Activity Objectives	Learn about Croatian history and heritage.
Purpose of the Activity	As part of the Croatian Language and History classes, the Vukovar Homeland War Memorial Center and other memorial sites in Vukovar. The goal of the excursion is to expand students' knowledge about the Homeland War by learning about the importance of certain areas for the defense of the sovereign and independent Republic of Croatia and spreading the message of peace, non-violence and tolerance on which the future can be built.
Method of Implementation	Chaperoned field trip
Activity Schedule	April
Estimated Costs	Transportation (bus or shuttle) required and provided by government.
Method of Monitoring Success	Feedback

Rome Excursion

Grade sections	Grade 8
Activity Leaders	Grade Teacher, Additional Chaperones
Activity Objectives	Experience Italian / Roman culture and history, as well as meet collaboratively with another international school and perform a joint activity.
Purpose of the Activity	Students learn about Roman art, history, culture, and architecture through this capstone excursion of their elementary education.
Method of Implementation	Chaperoned field trip
Activity Schedule	April or May
Estimated Costs	Flights, hotel, food, cultural sites - costs paid by families to participate in the excursion
Method of Monitoring Success	Feedback from students, chaperones

ERASMUS Project - Barcelona Environmental Collaboration

Grade sections	Grades 1, 2, 3, 4, 5, 6, 7, 8
Activity Leaders	Marija Vukovic Cuk Grade Teachers, Classroom Teachers, Other Teachers, and Parents
Activity Objectives	Participate in ERASMUS project with partner school in Barcelona
Purpose of the Activity	The purpose of this project is to raise awareness about the environment and environmental conservation, while comparing the conditions between Spain and Croatia as two countries on different parts of the Mediterranean (Adriatic) sea. Additionally, objectives are to develop an international and intercultural understanding.
Method of Implementation	Field trips, classroom and on-campus activities
Activity Schedule	Throughout the school year
Estimated Costs	Transportation (bus or shuttle) required for some activities
Method of Monitoring Success	Feedback from students, families, project partners, observations of teachers

MYP Community Project

Grade sections	Grade 8
Activity Leaders	Grade Teacher
Activity Objectives	Complete and present a community project as part of the MYP Curriculum.
Purpose of the Activity	The goal of the MYP community project is to work collaboratively, while applying ATL skills in a meaningful manner to impact the world around them.
Method of Implementation	Field trips, classroom and on-campus activities
Activity Schedule	Throughout the school year
Estimated Costs	Potential costs associated with student project
Method of Monitoring Success	Presentations of community project