

MEĐUNARODNA SREDNJA ŠKOLA ASPALATHOS S PRAVOM JAVNOSTI  
KNINSKA ULICA 9  
DUGOPOLJE

KLASA: 602-12/2024-01/01  
URBROJ: 2180/17-24-01  
Dugopolje, 07. listopada, 2024.

# SCHOOL CURRICULUM

## SCHOOL YEAR 2024 - 2025

### ŠKOLSKI KURIKULUM

#### ŠKOLSKA GODINA 2024./2025.



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



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V.D. RAVNATELJA  
HEAD OF SCHOOL  
John Rogosic

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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 International Baccalaureate Middle Years Program and Diploma Program 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 as required by Croatian law, in the context of the IB program.

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 and design curriculum is more open-ended and is based on the MYP frameworks directly, with students exploring various areas of visual and performing arts that are in both traditional and modern art forms.

### **Croatian**

Osnova našeg školskog kurikulumu temelji se na Hrvatskom nacionalnom kurikulumu kao i na kurikulumu Međunarodne mature za Srednje godine (MYP) i Programu diplome. 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 ispunjavaju sve kurikularne standarde kako zahtijeva hrvatsko zakonodavstvo, u kontekstu IB programa.

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 i dizajna je otvorenijeg tipa i temelji se izravno na okvirima MYP-a, pri čemu učenici istražuju različita područja vizualnih i izvedbenih umjetnosti koji obuhvaćaju i tradicionalne i moderne umjetničke forme.

## Overview of Curricular Standards (Grades 9 - 10 / 1. - 2. razred)

Subject	9th	10th
<b>Mathematics</b>	Integrated Mathematics (Custom) Based on US Common Core	
<b>Language and Literature</b>	US Common Core	
<b>Science</b>	Next Generation Science Standards (NGSS) Aligned	
	Biology / Chemistry / Physics	
<b>Social Studies</b>	Croatian National Curriculum European / Global History Concept-Based	
<b>Croatian (Native Speaker)</b>	Croatian National Curriculum MYP Framework	
<b>Croatian (Foreign Language)</b>	Beginner / Intermediate Croatian MYP Framework	
<b>Other Foreign Language</b>	German as a Foreign Language German Literature Additional English Language Lessons (ESL)	
<b>Design</b>	Design Technology, Fashion Design	
<b>The Arts</b>	Visual Arts, Music	
<b>Physical Education</b>	Croatian National Curriculum MYP Framework	

	US-Based		Croatia-Based		School-Based
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## Course Names / Naziv Predmeta (Grades 9 - 10 / 1. - 2. razred)

<b>Razred (Grade)</b>	<b>1. razred SŠ (Grade 9)</b>	<b>2. razred SŠ (Grade 10)</b>
<b>MYP Individuals and Societies</b>	Povijest (History) Geografija (Geography)	Povijest (History) Geografija (Geography)
<b>MYP Science</b>	Interirana Znanost (Integrated Sciences) Geografija (Geography)	Interirana Znanost (Integrated Sciences) Geografija (Geography)
<b>MYP Math</b>	Matematika (Mathematics) Matematika viša razina (Extended Mathematics)	Matematika (Mathematics) Matematika viša razina (Extended Mathematics)
<b>MYP Language Acquisition</b>	Hrvatski jezik (Croatian Language) Hrvatski kao strani jezik (Croatian Language Acquisition)	Hrvatski jezik (Croatian Language) Hrvatski kao strani jezik (Croatian Language Acquisition)
<b>MYP Language and Literature</b>	Engleski jezik i književnost (English)	Engleski jezik i književnost (English)
<b>MYP Design</b>	Drvne konstrukcije (Wood Design) Modni dizajn (Fashion Design)	Drvne konstrukcije (Wood Design) Modni dizajn (Fashion Design)
<b>MYP Physical and Health Education</b>	Tjelesna i zdravstvena kultura (Physical and Health Education)	Tjelesna i zdravstvena kultura (Physical and Health Education)
<b>MYP Arts</b>	Likovna umjetnost i kultura (Visual Arts) Glazbena umjetnost i kultura (Music)	Likovna umjetnost i kultura (Visual Arts) Glazbena umjetnost i kultura (Music)
<b>MYP Additional Language Courses</b>	Njemačka literatura (German Literature) Njemački jezik (German Language Acquisition)	Njemačka literatura (German Literature) Njemački jezik (German Language Acquisition)

## Overview of Curricular Standards (Grades 11 - 12 / 3. - 4. razred)

Subject	11th Grade / 3. razred	12th Grade / 4. razred
<b>Mathematics</b>	IB DP Mathematics Applications and Interpretation SL/HL	
<b>Language and Literature</b>	IB DP English Language and Literature SL/HL	
<b>Science</b>	IB DP Physics SL/HL IB DP Biology SL/HL IB DP Chemistry SL/HL	
<b>Social Studies</b>	IB DP History SL/HL IB DP Business Management SL/HL IB Psychology SL/HL	
<b>Croatian (Native Speaker)</b>	IB DP Literature A: Croatian	
<b>Croatian (Foreign Language)</b>	Croatian as a Foreign Language (non-DP course)	
<b>Other Foreign Language</b>	IB DP German ab initio, IB French ab initio IB DP German Literature SL/HL	
<b>Design</b>	Optional Robotics and Enrichment Activities	
<b>The Arts</b>	IB DP Visual Arts SL/HL	
<b>Physical Education</b>	Optional Sports Activities	
<b>TOK</b>	TOK Course required for all IB DP students	
<b>CAS</b>	CAS Activities required for all IB DP students	
<b>Geography</b>	Croatian Geography Standards	
<b>Preventative Programs and Social, Emotional, and Health Education</b>	Croatian national Curriculum + School-based Additions 5 Government-Mandated Modules + Custom Additions	

	IB DP-based		Croatia-Based		School-Based
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## Course Names / Naziv Predmeta (Grades 11 - 12 / 3. - 4. razred)

<b>Razred (Grade)</b>	<b>3. razred SŠ (Grade 11)</b>	<b>4. razred SŠ (Grade 12)</b>
<b>DP Individuals and Societies</b>	History SL/HL Business Management SL/HL Psychology SL/HL	History SL/HL Business Management SL/HL Psychology SL/HL
<b>DP Science</b>	Biology SL/HL Chemistry SL/HL Physics SL/HL	Priroda (Natural Sciences) Geografija (Geography)
<b>DP Math</b>	Mathematics SL/HL	Mathematics SL/HL
<b>DP Language Acquisition</b>	German ab initio French ab initio Mother Tongue Literature SL Hrvatski kao strani jezik (Croatian Language Acquisition)	German ab initio French ab initio Mother Tongue Literature SL Hrvatski kao strani jezik (Croatian Language Acquisition)
<b>DP Language and Literature</b>	English Language and Literature SL/HL Croatian Literature SL/HL	English Language and Literature SL/HL Croatian Literature SL/HL
<b>DP Arts</b>	Visual Arts SL/HL	Visual Arts SL/HL
<b>TOK</b>	Theory of Knowledge	Theory of Knowledge
<b>CAS</b>	Creativity, Activity, Service	Creativity, Activity, Service

## Advisory Lessons / Sat razrednika

### English

Our school has an advisory lesson each week for students in 9th and 10th grade which is where we deliver our preventative and socio-emotional development programs, as well as work on other tasks such as the MYP Personal Project. In the 11th and 12th grade, these hours occur in alignment with the TOK class as a time that students from all the grades are together, and happen twice a week with some time dedicated to TOK and other time dedicated to activities of the advisory lessons.

### Croatian

Naša škola ima sat razrednika svaki tjedan za učenike 1. i 2. razreda, na kojem provodimo programe prevencije i socio-emocionalnog razvoja, kao i radimo na drugim zadacima poput Osobnog projekta u sklopu MYP programa. U 3. i 4. razredu, ovi se sati održavaju u skladu s nastavom Theory of Knowledge (TOK), kao vrijeme kada su učenici iz svih razreda zajedno, te se odvijaju dva puta tjedno s dijelom vremena posvećenim TOK-u, a drugim dijelom aktivnostima iz programa razrednika.

# 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 9th through 12th grade. Each week, dedicated blocks are allocated for the development of social and emotional skills and prevention programs. There is a dedicated "Advisory" block (sat razrednika) that occurs independently or as part of the TOK scheduled time block within their schedules, 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.

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 o socijalnom i emocionalnom učenju i razvoju, kao i prevenciji neprimjerenih ponašanja, što je bitna komponenta našeg kurikuluma za učenike od 1. do 4. razreda. Svaki tjedan su određeni blokovi posvećeni razvoju socijalnih i emocionalnih vještina te preventivnim programima. Postoji posvećeni "Sat razrednika" koji se održava neovisno ili kao dio blok sata predviđenog za TOK unutar njihovih rasporeda, 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.

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.

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 9 - 12

### 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 9, 10, 11, 12 / 1., 2., 3., 4. razred
Activity Leaders / Nositelji	Psychologist, Pedagogue, Grade Teachers  Psiholog, Pedagog, razrednici
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>

	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	Dedicated time block each week for Advisory with Grade Teacher or Psychologist / Pedagogue.  Sat razrednika za razrednik, i psihologa / pedagoga.
Activity Schedule / Vremenik	During the school year / Tjekom nastavne godine
Estimated Costs / Troškovi	None / Nema
Method of Monitoring Success / Način praćenja	Feedback from students, observations of teachers and professional associates.  Povratne informacije učenika, opažanja učitelja i stručnih suradnika.

# ELECTIVE CLASSES / IZBORNA NASTAVA

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

Grade sections	Grades 9 and 10
Activity Leaders	English language teacher
Activity Objectives	Improve English language level for non-native speakers to aid them in following the curriculum for their classes.
Purpose of the Activity	Students are able to take additional lessons for 2 hours per week to support their English as a foreign language development. This may be included as an optional additional elective.
Method of Implementation	Dedicated time block each week.
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

# ADDITIONAL CLASSES / DODATNA NASTAVA

## Extended Mathematics / Matematika više razina

Grade sections	Grades 9 and 10
Activity Leaders	Math Teachers
Activity Objectives	Provide extension for students who are gifted in Mathematics.
Purpose of the Activity	The purpose of the course is to provide additional engagement and difficulty for students who are strong in Mathematics by teaching them additional topics and providing more challenging problems. The subject material is similar but the level is more advanced. Participation is optional based on teacher recommendation, and parent and student agreement to participate.
Method of Implementation	Scheduled during the same class time as regular mathematics, but with a special section for students who are in need of additional material to remain engaged.
Activity Schedule	All Year
Estimated Costs	None
Method of Monitoring Success	Feedback and growth testing, observations of teacher and student performance results.



# OUT OF CLASSROOM EDUCATION / IZVANUČIONIČKA NASTAVA

## DP Art Exhibition

Grade sections	Grade 12 - DP Visual Arts Students Grade 11 - Practice for DP Visual Arts Students
Activity Leaders	Visual Arts Teacher
Activity Objectives	Gain curatorial experience for DP Visual Arts Students, complete DP exhibition requirement
Purpose of the Activity	The purpose of this trip was to have hands on experience of how to organize, set up and curate an exhibition, time manage, manage and over see a project/ and see how much detail an exhibition involves. There may be multiple visits to museums and other activities in preparation for the students to set up their own final exhibitions as part of the DP graduation requirement for Visual Arts in accordance with their curriculum.
Method of Implementation	Chaperoned field trip and on-campus activities
Activity Schedule	Spring Semester
Estimated Costs	Transportation (bus or shuttle) required
Method of Monitoring Success	Feedback from students, families, teachers, and visitors to the exhibition. Grade from the IBO as assigned for reviewed work.

## Zagreb Advising and Cultural Trip

Grade sections	Grades 11 and 12
Activity Leaders	Grade Teacher, Neissa Gallahar, Karmen Carev Smith
Activity Objectives	Visit Universities in Zagreb, US Embassy, AISZ sports competition, university advising from different officers, visit cultural sites.
Purpose of the Activity	<p>The Zagreb Advising and Cultural Trip is an enriching experience designed to provide students with exposure to higher education opportunities, leadership insights, and cultural exploration. During November, our high school students will visit several key universities in Zagreb, including RIT University, where they will receive university advising from various academic officers. A highlight of the trip is a meeting with the U.S. Ambassador, where students will engage in discussions about leadership, career development, and the role of diplomacy in shaping international careers. Additionally, students will attend a lecture at the Institute for the Development of Education and visit cultural sites such as museums, gaining a deeper understanding of Zagreb's rich heritage. The trip also includes participation in an AISZ sports competition, further promoting teamwork and school spirit. This diverse itinerary not only provides valuable university advising and leadership guidance but also fosters cultural awareness and global citizenship.</p>
Method of Implementation	Chaperoned field trip
Activity Schedule	November
Estimated Costs	Transportation (bus or shuttle) required, housing required, meals and admissions to activities
Method of Monitoring Success	Feedback from students and teachers

## IBDP Business Management Leadership and Organization Trip

Grade sections	Grades 11 and 12
Activity Leaders	Neissa Gallahar
Activity Objectives	Provide real-world organizational experience related to concepts from the IB DP Business course.
Purpose of the Activity	The IBDP Business Management Leadership and Organization Trip provides students with the opportunity to explore real-world business environments, focusing on leadership strategies and organizational structures. Through company visits, workshops, and interactions with industry professionals, students gain valuable insights into how businesses operate, make decisions, and adapt to challenges. This experience allows students to apply theoretical knowledge from their Business Management course to practical settings, enhancing their understanding of leadership, teamwork, and innovation. The trip also fosters critical thinking and problem-solving skills, preparing students for future careers in business and management.
Method of Implementation	Off-campus field trip and activities, including attendance of a Leadership Forum dedicated to Youth, as well as visit and interviews at a local business.
Activity Schedule	During the school year
Estimated Costs	Transportation
Method of Monitoring Success	Feedback from students and teachers

## CIMAJ Projekt - Centar Izvrsnosti

Grade sections	Grades 9-10
Activity Leaders	Marija Vuković Ćuk
Activity Objectives	SIS Connect: Bridging School and Community
Purpose of the Activity	<p>Split International School osnovna je i srednja međunarodna škola nastala prije tri godine u Splitu. Budući da škola radi po međunarodnom IB programu, a nastava se odvija na engleskom jeziku, želja nam je ovim ju projektom približiti široj lokalnoj zajednici i pozvati ju da se uključi u život škole na inovativan i dinamičan način.</p> <p>Naime, kroz samostalnu izradu nekoliko projekata ujedinjenih pod krovom multimedije, učenici će analizirati život škole i dokumentirati ga istražujući različite medijske forme - podcaste, reportaže, emisije, intervjue s nastavnicima, učenicima i suradnicima, filmove, predstave školskih projekata - kako bi prenijeli bogatstvo iskustava koje naša škola nudi te time pozvali lokalnu zajednicu da se uključi u život škole, sazna više o učenicima i projektima u koje je škola uključena. Tijekom provedbe projekta naši će učenici raditi na stvaranju dokumentarnog filma koji će pružiti dublji uvid u život u ovoj međukulturnoj i višejezičnoj sredini.</p> <p>Svi će se projektni zadatci dijeliti na društvenim mrežama, kao suvremenim sredstvom komunikacije i širenja informacija, ali i na posebnoj internetskoj stranici koja će biti povezana sa službenom školskom stranicom. Link do internetske stranice bit će dostupan na našim profilima na društvenim mrežama kako bismo omogućili jednostavan pristup svim informacijama o školi.</p> <p>Cilj projekta jest osiguravanje mogućnosti za samostalni razvoj digitalnih kompetencija, krtitičkog i kreativnog razmišljanja i timskog rada učenika. Osmišljavanjem projekata oni bi također imali priliku za integraciju u lokalnu zajednicu kroz povezivanje s lokalnim srednjim školama koje bi različitim komunikacijskim kanalima pozivali u posjete i na suradnju, što bi obogatilo život škole i donijelo nove i drukčije informacije lokalnoj zajednici. Cilj nam je i da zajedno s lokalnom zajednicom budemo aktivni sudionici promocije naše županije na području školskog, ali i cjeloživotnog,</p>

	obrazovanja.
Method of Implementation	Continuing activity with students, on-campus and off-campus activities and field trips in accordance with CIMAJ Project schedule.
Activity Schedule	During the School Year
Estimated Costs	Project budget for resources
Method of Monitoring Success	Feedback from CI-SDZ and student experiences.

## Environmental Action Field Trips / Activities

Grade sections	Grades 9, 10, 11, 12
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

## ERASMUS Project - Barcelona Environmental Collaboration

Grade sections	Grades 9, 10, 11, 12 / 1., 2., 3., 4. razred
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

## Collaborative Sciences Project (Group 4 Project)

Grade sections	Grades 11, 12 / 3., 4. razred
Activity Leaders	Group 4 Subject Teachers
Activity Objectives	Complete mandatory project as part of IB Diploma Program
Purpose of the Activity	<p>The IB DP Collaborative Sciences (Group 4) Project is an interdisciplinary, collaborative activity that brings together students from different scientific disciplines to work on a common research project. Its primary aim is to promote teamwork, communication, and the integration of knowledge across biology, chemistry, physics, and environmental sciences. Over the course of the project, students collaboratively explore a scientific problem, design experiments, and analyze results, fostering a deeper understanding of the nature of scientific inquiry. This experience encourages students to think critically, apply their scientific knowledge in real-world contexts, and appreciate the role of collaboration in scientific advancements. The Group 4 Project highlights the importance of cooperation and creativity in solving complex global challenges.</p>
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	Group 4 Project presentations by students



## MYP Personal Project

Grade sections	Grade 10
Activity Leaders	Grade Teacher
Activity Objectives	Complete and present a personal project as part of the MYP Curriculum.
Purpose of the Activity	The MYP Personal Project is a student-driven, independent research project that allows learners to explore a topic of personal interest, demonstrating their skills and knowledge acquired throughout the Middle Years Programme. It encourages students to engage in sustained inquiry, critical thinking, and problem-solving while reflecting on their learning process. The project culminates in a product or outcome, accompanied by a detailed report that highlights the research, planning, and reflection involved. Through the Personal Project, students develop essential skills such as time management, research, and self-reflection, preparing them for future academic and personal challenges. Focus is on the application of ATL skills to developing or completing a new task of interest.
Method of Implementation	Individual student activities both on-campus and off-campus as needed
Activity Schedule	Throughout the school year
Estimated Costs	Potential costs associated with student project
Method of Monitoring Success	Presentations of personal project

## CAS Projects and Activities

Grade sections	Grades 11 and 12
Activity Leaders	Grade Teacher, CAS Coordinator
Activity Objectives	Complete activities in alignment with the IB DP CAS requirement.
Purpose of the Activity	The IB Diploma Programme's CAS (Creativity, Activity, Service) requirement encourages students to engage in meaningful experiences beyond the academic curriculum. Through creative projects, physical activities, and community service, students develop personal and interpersonal skills that foster a balanced and reflective approach to life. CAS aims to cultivate students' awareness of their own capacities while promoting ethical responsibility, leadership, and a commitment to making a positive impact on their community. By participating in CAS, students fulfill a core element of the IB philosophy, which emphasizes holistic development and global citizenship.
Method of Implementation	Individual and group activities both on-campus and off-campus
Activity Schedule	Throughout the school year
Estimated Costs	Potential costs associated with student project
Method of Monitoring Success	Presentations and completion of IB DP reflections and other proper documentation.

## Grade 10 Excursion

Grade sections	Grade 10 / 2. razred
Activity Leaders	Grade Teacher, Additional Chaperones
Activity Objectives	Students have a travel experience to an international setting within the EU in order to experience different cultures and build connection with their peers before starting the IB DP program.
Purpose of the Activity	The 10th grade EU excursion offers students a valuable opportunity to travel to an international setting within the European Union, where they can immerse themselves in different cultures and broaden their global perspective. This experience is designed to foster cultural awareness, independence, and a sense of responsibility as they navigate new environments. It also serves as a meaningful way for students to strengthen relationships with their peers, building a supportive community before entering the rigorous IB Diploma Programme. Through hands-on learning and cultural engagement, students gain insights into global citizenship, preparing them for the challenges of the IB DP and beyond.
Method of Implementation	Chaperoned field trip
Activity Schedule	Spring 2024
Estimated Costs	Flights, hotel, food, cultural sites - costs paid by families to participate in the excursion
Method of Monitoring Success	Feedback from students, chaperones

## Grade 12 Excursion

Grade sections	Grade 12 / 4. razred
Activity Leaders	Grade Teacher, Additional Chaperones
Activity Objectives	Celebrate completion of the IB DP examinations and develop a sense of International Mindedness and reflect on ATL skills and IB Learner Profile traits in accordance with the IB Program.
Purpose of the Activity	The 12th grade trip, held after the completion of IB DP examinations, offers students the chance to celebrate their achievements while deepening their sense of international mindedness. This excursion provides a meaningful opportunity for students to reflect on their Approaches to Learning (ATL) skills and the IB Learner Profile traits they have developed throughout the IB Program. By engaging in cultural experiences and international exploration, students strengthen their understanding of global citizenship and personal growth. The trip marks both the culmination of their IB journey and the beginning of their future endeavors, fostering a sense of accomplishment and readiness for the world beyond school.
Method of Implementation	Chaperoned field trip
Activity Schedule	May / June 2024
Estimated Costs	Flights, hotel, food, cultural sites - costs paid by families to participate in the excursion
Method of Monitoring Success	Feedback from students, chaperones