

TEACHER: SUBJECT: Language Acquisition French and German

GRADE: MYP 4

COURSE OUTLINE 2020-2021:

Overview: The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB’s mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

CONTENT:

Unit Number	Name of the Unit	Content
Unit 1	Who am I? Identify my environment	Introducing myself (greetings, verbs to be and to have, etc.) Numbers (0-60) Colors ,Alphabet
Unit 2	Culture and hobbies	Verbs, vocabulary, what I like, what I do not like, what I do, what I do not do, sports, games, music instruments, food
Unit 3	At Home	The numbers, polite expressions, telling the time, the weather, the seasons, the birthday
Unit 4	Time and space	The house, the rooms and furniture. The city, shops and landmarks. Directions (space). Verbs aller (to go) and venir (to come), and prepositions à et de.

AIMS:

The aims of the teaching and learning of MYP Language Acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills using a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components

- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in Language Acquisition will offer opportunities for students to develop and practise the following ATL skills - thinking skills, social skills, communication skills, self-management skills and research skills.

ASSESSMENT: Based on the IB MYP Language Acquisition Assessment Criteria, students need to concentrate on each of the macro-skills of language: listening, speaking, reading, writing, viewing and interpreting.

IB MYP Criteria for assessment are:

Criterion A: Listening

Criterion B: Reading

Criterion C: Speaking

Criterion D: Writing

COURSE EXPECTATIONS:

Students should

- Be receptive to French and French cultures
- Be curious to go beyond classroom learning and teaching
- Use resources from the Internet to widen one's learning
- Develop International mindedness and strive to be a global citizen
- Participate actively in class activities
- Submit your homework on time.
- Students should follow the Academic Honesty Policy by submitting their own work or will have to face consequences.
- Be punctual to class.

E-mail ID: nicolas.rousseau@ist.ee (French)

remi.boisbourdin@ist.ee (German)

TEACHER: ANNA TULUPJEVA

SUBJECT: Language Acquisition Russian (Phase 4.2)

GRADE: MYP 4

COURSE OUTLINE 2020-2021:

Overview: The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB’s mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

CONTENT:

Unit number	Name of the Unit	Content
Unit 1	Repetition is the mother of learning	Revision of the old material: alphabet, Gender of Nouns and Adjectives, conjugation of Verbs, Numbers 1-1000, Genitive case of Nouns.
Unit 2	Spare time and working	Hobbies and schedules. Prepositional case: exceptions, prepositions “в” vs “на”. Conjugation of verbs. Comparison of Adjectives and Adverbs. Days of week.
Unit 3	Past tense	Past tense: imperfect verbs in past forms. Times of day and days of week.
Unit 4	Restaurant	Food supplies. Food traditions. Diet. Menu. Visiting catering. Accusative case of Nouns and Adjectives. Conjugation of verbs.

AIMS:

The aims of the teaching and learning of MYP Language Acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills using a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components

- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in Language Acquisition will offer opportunities for students to develop and practise the following ATL skills -

thinking skills, social skills, communication skills, self-management skills and research skills.

ASSESSMENT: Based on the IB MYP Language Acquisition Assessment Criteria, students need to concentrate on each of the macro-skills of language: listening, speaking, reading, writing, viewing and interpreting.

IB MYP Criteria for assessment are:

Criterion A: Listening

Criterion B: Reading

Criterion C: Speaking

Criterion D: Writing

COURSE EXPECTATIONS:

Students should

- Be receptive to Russian and Russian cultures
- Be curious to go beyond classroom learning and teaching
- Use resources from the Internet to widen one's learning
- Develop International mindedness and strive to be a global citizen
- Participate actively in class activities
- Submit your homework on time.
- Students should follow the Academic Honesty Policy by submitting their own work or will have to face consequences.
- Be punctual to class.

E-mail ID: anna.tulupjeva@ist.ee

TEACHER: Kerli Liksor, Heddy Kivine

SUBJECT: Estonian (Host country's Language)

GRADE: MYP 4

COURSE OUTLINE 2020-2021:

Overview: The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

CONTENT:

Unit 1 – Everyday life

Visits to the doctor's office. Shopping. Verbs and their inflectional endings, present and past tenses. Indicative and quotative moods. Second form of imperative mood. Infinitive (will be acquired through context).

Unit 2 – Learning and working

Recycling. Related vocabulary. Verbs + nouns. Adjectives.

Unit 3 – Spare time

Travelling. Location cases. Spelling: Writing words and sentences.

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in Language Acquisition will offer opportunities for students to develop and practise the following ATL skills -
thinking skills, social skills, communication skills, self-management skills and research skills.

ASSESSMENT: Based on the IB MYP Language Acquisition Assessment Criteria, students need to concentrate on each of the macro-skills of language: listening, speaking, reading, writing, viewing and interpreting.

COURSE EXPECTATIONS:

Students should

- Be receptive to Estonian and Estonian culture
- Be curious to go beyond classroom learning and teaching
- Use resources from the Internet to widen one's learning
- Develop International mindedness and strive to be a global citizen
- Participate actively in class activities
- Submit your homework on time.
- Students should follow the Academic Honesty Policy by submitting their own work or will have to face consequences.
- Be punctual to class.

E-mail ID:

kerli.liksoor@ist.ee

heddy.kivine@ist.ee

TEACHER: Tracy Anne Wenzinger, Helmi Kreinin

SUBJECT: Physics, Chemistry and Biology

GRADE: MYP 4

COURSE OUTLINE 2020-2021:

Overview: With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

CONTENT:

	Biology	Chemistry	Physics
Unit 1	Introduction to the human body	Understanding Matter -elements -Atomic Models Periodicity -elements -patterns	Particle model and heat
Unit 2	Organ systems	Ionic Compounds -bonding -nomenclature -properties Molecules & Metals -bonding - nomenclature -properties	Nuclear physics
Unit 3	Interacting with our environment and the nervous system.	Designing New Materials -gastronomy -smart materials -nano world Organic Materials -nomenclature -polymerization -fats/oils -alcohols	Forces
Unit 4	Factors affecting health	Chemical Systems -types of reactions -balancing chemical equations -reaction rates -equilibrium	Forces and motion

UNIT 5	Reproductive health	Pharmaceutical Calculations -Stoichiometry -Percent Yield - Gases - Acid/Bases	Kinematics
UNIT 6	Genetics	Energy Changes in Chemical Reactions -endothermic -exothermic -hess's law -combustion	Dynamics

AIMS: The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in Science will offer opportunities for students to develop and practise the following ATL skills - collaboration skills, creative thinking skills, transfer skills, organization skills, critical thinking skills, reflection skills, social skills, communication skills, self-management skills, and research skills

ASSESSMENT: Based on the IB MYP Science Assessment Criteria, students' growth in MYP4 Science will be continually assessed utilizing a variety of methods. These methods include practical investigations, lab write-ups, group and individual projects, presentations, concept maps, tests, and self-assessments.

IB MYP Criteria for assessment are:

Criterion A: Knowing and understanding

Criterion B: Inquiring and designing

Criterion C: Processing and evaluating

Criterion D: Reflecting on the impacts of science

COURSE EXPECTATIONS: Students should-

- Get their books and stationery needed to class
- Do their homework.
- Submit their work on time.
- Be punctual to class.
- Come to class with an open mind and positive thinking.

E-mail ID: tracy.wenzinger@ist.ee

TEACHER: Martin Tamm

SUBJECT: Mathematics

GRADE: MYP 4

COURSE OUTLINE 2020-2021

Overview: MYP mathematics courses help specifically to prepare students for the study of DP mathematics courses. As students' progress from the MYP to the DP or CP, the emphasis on understanding increases as students work towards developing a strong mathematical knowledge base that will allow them to study a wide range of topics. Through this process they also work on communicating their ideas in ways that allow others to understand their thinking. The MYP mathematics objectives and criteria have been developed with both the internal and external assessment requirements of the DP in mind.

CONTENT:

Unit 1 - Algebra I

Rational and irrational numbers, indices and surds, operations with radicals, linear equations, equivalence, solving linear equations and systems of equations using different methods, absolute values and its context

Unit 2 - Algebra II

Solving quadratic equations using different methods, graphing linear functions, y-intercepts, x-intercepts, graphing quadratic functions, modelling real-life situations using both linear and quadratic functions

Unit 3 - Algebra III

Modelling with quadratic functions, sketching the quadratic function. Introduction to rational expressions and finding the common denominator.

Unit 4 - Rational expressions

The concept of rational numbers, mathematical operations related to rational expressions, finding the common denominator or a rational expression, solving rational equations.

Unit 5 - Geometry and trigonometry

2D and 3D geometric shapes, vertices, angles, finding the surface area and the volume of different 3D shapes, Pyramids, modelling real-life situations using a combination of geometry and trigonometry. Sine, cosine and tangent of an angle, solving right-angled triangles using trigonometry and the Pythagorean Theorem, real-life modelling and applications of trigonometry

AIMS:

The aims of MYP Mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction

- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in Mathematics will offer opportunities for students to develop and practise the following ATL skills:

Thinking skills, Social skills, Communication skills, Self-management skills and Research skills

ASSESSMENT:

Based on the IB MYP Mathematics Assessment Criteria, students' growth in MYP 4 Mathematics will be continually assessed utilizing a variety of methods. These methods include investigations, group and individual projects, presentations, tests and self-assessments.

IB MYP Criteria are:

- A - Knowing and Understanding
- B - Investigating patterns
- C - Communicating
- D - Applying mathematics to real-life contexts

COURSE EXPECTATIONS:

Students should:

- Get their books and stationery needed to class
- Do their homework
- Submit their work on time
- Be punctual to class
- Come to class with an open mind and positive thinking

E-mail ID: martin.tamm@ist.ee

TEACHER:

Hsuan-Hsiu Hung , Merily Heinmaa

SUBJECT: Visual Arts
Performing Arts

GRADE: MYP 4

COURSE OUTLINE 2020-2021

Overview:

MYP Arts provides a powerful mode of communication through which students explore and construct a sense of understanding around them. To be an artist one must be curious, and by developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem solvers. In the MYP, students are guided to create, perform and present art in ways that engage and convey their own feelings, experiences and ideas.

MYP Music is a creative form of human expression. It can provide a unique way of learning where seeing, feeling, hearing, thinking and creating are combined in effective communication. Music is a powerful medium for the exploration of the human condition, our society and our world. Students work collaboratively and individually to perform; research and identify issues; provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate musical works. Our focus is to provide all students with opportunities to experience music, and to function as musical participants.

CONTENT:

	Visual Arts	Performing Arts
Unit 1	<p>Site-Specific Art Key concept: communication Global contexts: orientation in space and time</p> <p>Inquiry: how does the environment create a context and meanings for an artwork? How does the environment change the artwork? How is the environment a part of an artwork or IS the art?</p> <p>Knowledge and skills: kinetic art, land art, installation art, happenings, site-specific art</p>	<p>The Elements</p> <p>Key concept: Creativity Global contexts: Personal and Cultural Expression Beauty</p> <p><u>Inquiry:</u></p> <p>Factual:</p> <ol style="list-style-type: none"> 1. What are the elements of music? 2. What is the role of the elements of music in a composition? 3. What is a musical composition? <p>Conceptual:</p> <ol style="list-style-type: none"> 1. How do we compose music? 2. How does knowing the elements of music allow us to compose more creatively? <p>Debatable: Is composition the only tool in creating music?</p>

		<p>Knowledge and skills:</p> <p>Students will study and analyse works of different composers in which they will focus on the Elements of Music such as TIME: Duration, Pulse, Metre, Tempo and Rhythm, PITCH: Melody, Harmony and Tonality and Texture, Timbre/Sonority and Dynamics.</p> <p>Students will learn how to construct chords and then build a melody over the given chords using the chord tones, passing tones and neighbour tones. They will learn about basic chord progressions, major and minor keys and standard musical forms. Students will complete short composition exercises to strengthen their composition techniques and build a skill base</p>
Unit 2	<p>Graffiti and Mural Art Key concept: aesthetics Global contexts: personal and cultural expression</p> <p>Inquiries: What is aesthetics? What is your aesthetic? Why is it necessary to develop a sense of aesthetics or style as an artist? Why does graffiti art exist? Who is the artist and who is the audience? Can we appreciate and see the value of a piece of work without "liking" its aesthetics? Can art be objectively valued?</p> <p>Knowledge and skills: graffiti and mural art, social and political statements through street art.</p>	<p>Music across the ages</p> <p>Key concept: Identity Global contexts: Orientation in Space and Time Eras</p> <p><u>Inquiries:</u></p> <p>Factual:</p> <ol style="list-style-type: none"> 1. What are the elements of music? 2. What is the role of the elements of music in a composition? 3. What is a musical composition? <p>Conceptual:</p> <ol style="list-style-type: none"> 1. How do we compose music? 2. How does knowing the elements of music allow us to compose more creatively? <p>Debatable: Is composition the only tool in creating music?</p> <p>Knowledge and skills: In this unit, students will explore and compare three periods of music - Baroque, Classical and Romantic. They will start with learning about how Western music tradition is divided into periods of music and their main features. They will then focus on the Baroque and Classical periods only. They will investigate different features, forms and structures, instruments and</p>

		<p>development of the orchestra in both periods. They will listen to and analyse different pieces of music from both periods, focusing on the elements of music, specific features and instruments. They will learn to identify unknown pieces of music aurally, supporting their reasoning with the acquired knowledge.</p>
<p>Unit 3</p>	<p>Photography Key concept: identity Global contexts: personal and cultural expression</p> <p>Inquiry: what are the purposes/roles/functions of photography in our lives? What are the types of photography? How can photography express personal and cultural aesthetics?</p> <p>Knowledge and skills: darkroom, film v.s. digital photography, composition of an image, visual effects in digital photography.</p>	<p>Time for a Change</p> <p>Key concept: Change Global Contexts: Personal and Cultural Expression Creation</p> <p><u>Inquiry:</u></p> <p>Factual:</p> <ol style="list-style-type: none"> 1. What does arrangement mean in music? 2. What is the difference between composing and arranging music? 3. What are the strategies and techniques for arranging compositions? <p>Conceptual:</p> <ol style="list-style-type: none"> 1. Why do we arrange original compositions in addition to creating new music? 2. How do we express our preference in different musical styles when arranging music? <p>Debatable: Is arranging already existing music less of an art form than composing new piece</p> <p>Knowledge and skills: In this unit, students will further develop their knowledge of the elements of music and composing skills and techniques they have learned in the previous units. They will theoretically interpret the techniques used in arranging music and the knowledge acquired will assist students when they begin to work on their own arrangements. Students will choose a piece of music they intend to arrange and they will decide on what style/genre their arrangement will belong to.</p>

AIMS:

VISUAL ART

The aims of MYP Visual arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and self-discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

PERFORMING ART

The aims of MYP Performing arts are to encourage and enable students to:

- create and present music
- develop skills specific to the discipline
- develop their understanding of the Elements of Music and provide students with a foundation of musical vocabulary
- develop individual control of a range of sounds placing them into a musical context.
- how art can provide the inspiration and stimulus for composition and how we can communicate through art.
- through performing, composing, improvising and listening and appraising, students then explore four different musical structures: Question and Answer, Binary Form, Ternary Form and Song Form.
- exploring the cultural context of Gamelan, its origins and where and when it is performed

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in Art will offer opportunities for students to develop and practise the following ATL skills.

Thinking skills: Map the creative thought process in the arts process journal to generate new ideas and questions.

Social skills: Work collaboratively in a production team with assigned roles and responsibilities.

Communication skills: Listen actively and endorse the views or opinions of others.

Self-management skills: Plan the rehearsal schedule for a performance or plan the time needed to create an exhibition.

Research skills: Create sketches and/or storyboards, which translate an idea to practice.

The units of work in Music will offer opportunities for students to develop and practise the following ATL skills:

Communication skills, Self-management skills, Research skills, Thinking skills, Social skills

ASSESSMENT: In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand from MYP design has a corresponding strand in the assessment

criteria for this subject group.

They might be in the form of a task-specific clarification of the criteria, using the published criteria but with some wording changed to match the task, an oral discussion of the expectations, a checklist of skills addressed in the unit.

IB MYP Criteria for assessment are:

Criterion A: Knowing and understanding

Criterion B: Developing skills

Criterion C: Thinking creatively

Criterion D: Responding

COURSE EXPECTATIONS: Students should-

- Get their books and stationery needed to class
- Do their homework and research.
- Submit their assignments on time.
- Be punctual to class.
- Come to class with an open mind and positive thinking.
- Bring their school diary to each and every class.

E-mail- hsuan-hsiu.hung@ist.ee (Art)
merily.heinmaa@ist.ee (Music)

SUBJECT: MYP Design

TEACHER: Michael Neuwahl

GRADE: MYP 4

COURSE OUTLINE 2020-2021:

Overview:

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. Inquiry and problem-solving are at the heart of the subject group. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution.

CONTENT:

Unit 1 - Unlocking Curiosity

KC: Change & Relationships **RC:** Markets & Trends, Function **GC:** Scientific & Technical Innovation

Students will explore the concepts of the **change** process and reveal & establish **relationships** through **scientific and technical innovation**, which uses *models, systems and methods to adapt principles and discoveries such as mathematical puzzles* to emphasize the **function** of components within an **invention**, while considering current brain training **markets and trends**, before selecting a chosen solution.

Unit 2 - Jitter Reel

KC: Communication, Creativity **RC:** Innovation, Resources **GC:** Identities & Relationships

Students can use **communication** skills and platforms fueled by their **creativity** to achieve **innovation** through the creative use of **resources** to establish **identities and relationships** and integrate positive influences from *roles and role models* to express *physical, psychological and social development*.

Unit 3 - 日本のお弁当を詰める

Nihon no o bentō o tsumeru

(Packing a Japanese Lunchbox)

KC: Aesthetics **RC:** Sustainability **GC:** Orientation in Space and Time

*Culinary **Aesthetics** are important drivers for the food industry and applying green design principles to facilitate an progress towards humanity's recent drive for global **Sustainability**, which is a hallmark for our current **Orientation in Space & Time**.*

AIMS:

The aims of MYP Design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively to access, process and communicate information,

- model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop a respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty and take responsibility for their own actions developing effective working practices.

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in Design will offer opportunities for students to develop and practise the following ATL skills.

VII. Media Literacy Skills

Interacting with media to use and create ideas and information

- A. Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks).
- B. Make informed choices about personal viewing experiences.
- C. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

X. Transfer Skills

Utilizing skills and knowledge in multiple contexts

- A. Apply skills and knowledge in unfamiliar situations.
- B. Transfer current knowledge to learning of new technologies.
- C. Change the context of an inquiry to gain different perspectives.

IV. Affective Skills

Managing state of mind

- A. Self-motivation.
 - i. Practice analyzing and attributing causes for failure.
- B. Resilience.
 - i. Practice “bouncing back” after adversity, mistakes and failures.
 - ii. Practice dealing with change.

ASSESSMENT:

In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand from MYP design has a corresponding strand in the assessment criteria for this subject group. They might be in the form of a task-specific version of the required assessment criteria, a face-to-face or virtual classroom discussion, a detailed task sheet or assignment, a product or creation based on the assessment criteria.

IB MYP Criteria

Criterion A: Inquiring and Analysing

Criterion B: Developing Ideas

Criterion C: Creating

Criterion D: Evaluating

COURSE EXPECTATIONS:

Students:

- Bring their laptops, books and stationery needed to class.
- Submit their homework and research.
- Submit their assignments on time.
- Be punctual to class and participate actively in class activities.
- Come to class with an open mind and positive thinking.

E-mail ID:

michael.neuwahl@ist.ee

TEACHER: Sheldon Perris (Designed by previous teacher, William Parker) **SUBJECT:** Individuals & Societies

GRADE: MYP 4

COURSE OUTLINE 2020-2021

Overview: MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

CONTENT:

Unit 1- Migration and Aid (Refugee, Push/Pull Factors, Case Studies)

Unit 2- Discrimination: The US and Civil Rights Movement (Society, Democracy, Equality)

Unit 3- Revolutions (Enlightenment, Industrial, Technology)

Unit 4- Economics and Globalization (Standard of Living, Supply and Demand, Global Poverty)

Unit 5- Sustainable Cities? (Settlements, Urbanization, Development)

Unit 6- The Psychology of Empathy (Identity, Relationships, Perspective)

AIMS:

The aims of MYP Individuals & Societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop a concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in Individuals & Societies will offer opportunities for students to develop and practise the following ATL skills: thinking skills, social skills, communication skills, self-management skills and research skills

ASSESSMENT:

Based on the IBMYP Individuals & Societies Assessment Criteria, students' growth in MYP1 Individuals & Societies will be continually assessed utilizing a variety of methods. These methods include practical investigations, group and individual projects, presentations, concept maps, tests and self-assessments.

IB MYP Criteria for assessment are:

Criterion A: Knowing and understanding

Criterion B: Investigating

Criterion C: Communicating

Criterion D: Thinking critically

COURSE EXPECTATIONS:

The following are the expectations of all students undertaking Individuals & Societies:

- They must always carry the required materials and stationery to class.
- They are required to be open - minded and participate actively.
- Assignments and Projects must be submitted on time. Students may seek peer or teacher help prior to the submission and not a day before submission.
- Homework non submission will result in detention during lunchtime; repeated non-submissions will result in communication with parents.
- The entire class has made Essential Agreements that helps the healthy functioning of the classroom. Everyone must honor these essential agreements.

E-mail ID: sheldon.perris@ist.ee

COURSE OUTLINE 2020-2021:

Overview: MYP language and literature builds on experiences in language learning that students have gained during their time in the IB Primary Years Programme or other primary education. Knowledge, conceptual understanding and skills will have been developed through transdisciplinary units of inquiry or independent language inquiry. The six skill areas in PYP language—listening, speaking, reading, writing, viewing and presenting—are further developed through the MYP years

CONTENT:

Unit number	Unit Name	Content
Unit 1	Flowers for algermon	We will be delving into questions of bioethics and the role of science in society by looking at works of literature, beginning with the myth of Prometheus, the Garden of Eden, Plato’s Cave, and working up to the Science Fiction masterpiece, Flowers of Algernon, by Daniel Keyes. Over the course of this unit we will be introducing key ideas that will be further developed in the DP Frankenstein unit.
Unit 2	Rebels and Exiles - the Outsider in Culture and Literature	The textual analysis that students will engage in over the course of the unit will not only focus on critical literacy but looking at ways cultural norms can and have been challenged, both aesthetically and philosophically.
Unit 3	Room with a View - Perspectives in Literature	Exploring the importance of autonomy and the limits of freedom in society. Looking in particular at how art can embody that freedom leading to new perspectives and change.
Unit 4	Song of the Self - Personal and Cultural Experiences	We will base this unit on studying the life of the Buddha as portrayed by Herman Heße in his novel "Siddhartha". We will study the circumstances of the Buddha's life and the impact they had on developing his philosophy and his perception of self as well as the role of self in the world. In comparison, we will look at selections from the Bhagavad Gita and explore the core concept of "Dharma" as a reflection of self and duty. We will further consider a contemporary interpretation and universal application of the concept of "Dharma" from the Bhagavad Gita as exposed by American author Stephen Cope.
Unit 5	Tragedy, Fate and Ambition	What is a tragedy? Life is unfortunately full of tragic circumstances, but what really rises to the level of a tragedy? We shall trace the concept of tragedy through history and literature and explore how they are portrayed by different writers and in different cultures. We will look at the traditional portrayal of tragedy in classical Greek literature and explore whether their characterization of tragedy has evolved over the years. Are there any universal characteristics to tragedy?

AIMS: The aims of MYP Language and Literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with texts from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in English Language and Literature course will offer opportunities for students to develop and practise the following ATL skills: thinking skills, social skills, communication skills, self-management skills and research skills.

ASSESSMENT: Based on the IB MYP English Language and Literature Assessment Criteria, students' growth in MYP 1 will be continually assessed utilizing a variety of formative and summative assessments.

IB MYP Language and Literature Criteria for assessment are:

Criterion A: Analysing

Criterion B: Organising

Criterion C: Producing text

Criterion D: Using language

COURSE EXPECTATIONS: The following are the expectations of all students undertaking English Language and Literature

- Completion of 2 formative and summative assessments per semester - each assessment covering all four criteria - A, B, C, and D.
- Checking emails/ the homework document will be a regular commitment
- Completion of homework is mandatory.
- Each student must organize and maintain an English journal/folder/portfolio to be presented for assessment at the end of each unit.
- Students will have to put in extra effort to read and reference other works at home for every unit that progresses. They must also work on developing their typing pace and handwriting.
- Students must clarify all doubts (via email or in person) prior to the date of assignment submission/assessment.
- All class materials must be carried daily: One notebook for Language and Literature as well as one file for handouts/ activity sheets.
- Each class makes an Essential Agreement list that helps the healthy functioning of the classroom. Everyone must honor the essential agreement.

E-mail ID: andrea.sambrano-soracco@ist.ee

TEACHER:

SUBJECT: PHE

GRADE: MYP 4

COURSE OUTLINE 2020-2021

Overview: MYP physical and health education courses, in combination with MYP sciences, help specifically to prepare students for the study of sports, exercise and health science in the IB Diploma Programme (DP). This rigorous course enables students to inquire into systems of the human body and explore how and why these systems work together. In their study of sports, exercise and health science, students learn how to apply their knowledge and understanding by critically analysing human performance and through planning and conducting laboratory investigations.

CONTENT:

Unit 1- Athletics and fitness

Physical abilities and testing - Strength, flexibility, coordination, balance, speed, stamina;

warm-up;

Track and fields

KC - Development; GC - personal and cultural expression; SOI - Developing athletic ability through perseverance and persistence has more than physical benefits.

Unit 2- Net games

Team games, team building exercises, communication.

Volleyball(badminton)

KC - culture; GC - Personal and cultural expression; SOI - Involvement in different sports games encourages interpersonal communication and personal engagement.

Unit 3- Body, mind and spirit

Holistical well-being - yoga, meditation, mindfulness

KC - Relationships; GC - Identities and relationships; SOI - Relationships created through balanced movement influence physical, psychological and social development

AIMS:

The aims of MYP PHE are to encourage and enable students to:

- To encourage participation in physical activity.
- To encourage students to exhibit consideration for others, a positive attitude, self-control and appropriate social behaviour.
- To increase the skill level of students through specific skill practice and application of skills in enjoyable game situations.
- To increase student's knowledge of physical education, with a focus on health and lifestyle issues, basic fitness principles and game rules.

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in PHE will offer opportunities for students to develop and practise the following ATL skills: thinking skills, social skills, communication skills, self-management skills and research skills

ASSESSMENT: Based on the IBMYP PHE Assessment Criteria, students' growth in class will be continually assessed utilizing a variety of methods. These methods include practical investigations, oral activities, performance, movement sequences, individual projects, presentations, tests and self-assessments.

IB MYP Criteria for assessment are:

Criterion A: Knowing and understanding

Criterion B: Planning for Performance

Criterion C: Applying and Performing

Criterion D: Reflecting and Improving Performance

COURSE EXPECTATIONS

Students should:

- Bring all needed materials to class such as a positive mindset and good listening skills.
- Come to class with a willingness to learn, a good attitude that rubs off on your classmates and focus on striving for excellence.

Email ID: maarja.jogi@ist.ee

