

TEACHER: Mr Alaaeddine Skouri

SUBJECT: Language Acquisition French

GRADE: MYP 1 (French)

COURSE OUTLINE 2021-2022:

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	French Basic Conversation	*French alphabet * accent marks *phonetics *Greetings and Farewells French greetings (giving/asking names, asking/responding to how you are, asking/telling where you live) *French farewells Introduction to formal and informal language Subject pronouns *How do I sing the French alphabet song? How do I spell my name using the French alphabet? *What are the different accent marks? *How do I pronounce certain letter combinations in French? *Age, Dates, and Numbers Asking/giving age *Giving the current date and the date of your birthday Knowing *numbers 0-100 Asking/giving information on name, how you are, age, birthday Using a greeting and farewell
Unit 2	Leisure Activities and Sports	-Sports Content and Skills: Vocabulary for various sports Verbs to talk about likes and dislikes (like, love, don` t like, hate). Skill: Gather and organize relevant information to formulate an argument. -Leisure Activities Content and Skills: Vocabulary for various leisure activities Contractions with the prepositions a and de Question types in French Regular -re verbs and the irregular verb faire. Skill: Use appropriate forms of writing for different purposes and audiences Write for different purposes
Unit 3	The School	-School Supplies Content and Skills: Vocabulary for school supplies. Skill : Use a variety of speaking techniques to communicate with a variety of audiences Take effective notes in class -Telling time

		<p>Content and Skills: Vocabulary for telling time Numbers 1-100 Skill: Practise strategies to reduce stress and anxiety Use a variety of speaking techniques to communicate with a variety of audiences Take effective notes in class. -School Subjects</p> <p>Content and Skills: School subjects vocabulary Expressions to express need School supply vocabulary. Skill : Use a variety of speaking techniques to communicate with a variety of audiences Negotiate ideas and knowledge with peers and teachers. -Regular Verbs and Aller</p> <p>Content and Skills: Students will need the previous vocabulary from this unit. Skill : Practise strategies to reduce stress and anxiety Listen actively to other perspectives and ideas Use a variety of speaking techniques to communicate with a variety of audiences Negotiate ideas and knowledge with peers and teachers Take effective notes in class.</p>
Unit 4	La Francophonie	<p>-French Speaking Countries -Noun gender -Direct and indirect articles -Geography</p> <p>Content and Skills: Students will recognize that nouns in French have gender. Students will learn how to talk about the geography of a country .Students will learn about some of the countries around the world that speak French. Skill Organize and depict information logically</p>

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: Alaeddine.skouri@ist.ee

TEACHER: Ms. Larissa Karu

SUBJECT: Language Acquisition German

GRADE: MYP 1

COURSE OUTLINE 2021-2022:

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?	Students are able to introduce themselves and each other. Vocabulary: Hobbies, Numbers, Cities and Countries, languages Grammar: Question words, Personal pronouns, verb "sein"
Unit 2	My School	Say what I like and what I do not like. Students can talk about their school. Vocabulary: Days of the week, school supplies, school subjects Grammar: Nouns and plural, personal pronouns (nominative)
Unit 3	24 Hours a day	Students learn to talk about their daily routine Vocabulary: Times of the day, Times, activities Grammar: present, irregular verbs
Unit 4	Enjoy your meal!	Students can go shopping and have basic conversations in a shopping center. They can talk about food, what they do like and what they do not like. They can talk about prices. Vocabulary: Food, drinks, stores, numbers and prices Grammar: definite and indefinite article, verbs with akkusativ, verbs to "möchten" and "mögen"

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 German and German 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: larissa.karu@ist.ee

TEACHER: Ms. ANNA TULUPJEVA
(Phase 1)

SUBJECT: Language Acquisition Russian

GRADE: MYP 1

COURSE OUTLINE 2021-2022:

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	Eat, Drink and Enjoy!	Food supplies. Food traditions. Diet. Menu. Visiting catering. Accusative case of Nouns and Adjectives. Conjugation of verbs.
Unit 2	My everyday life	Verbs of motion; speaking about daily routines; basic adverbs of frequency; planning one's day.
Unit 3	How do you pass the time?	Musical genres. Movies and theatre. Leisure activities and hobbies. Accusative and Prepositional cases. Conjugations of verbs. Future tense.
Unit 4	Where do I belong?	Household items, furniture, home chores, rooms and buildings. Verbs of position. Genitive and Prepositional cases. Past tense.

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: Krista Arro**SUBJECT:** Estonian: Host country's language**GRADE:** MYP 1**COURSE OUTLINE 2021-2022:**

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	Introduction. Me and others	Pronunciation. Greetings. Vocabulary and expressions to introduce oneself, family and friends. Personal pronouns. Numbers 0-100. Estonian nature.
Unit 2	School	Subjects. Time table. School supplies. Present Simple. Activities at school.
Unit 3	My Family	Family members. Pronouns. Professions. Family traditions. Everyday activities.
Unit 4	Estonia and surroundings	Estonia and neighbours. Weather. Food. Past Simple

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 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: krista.arro@ist.ee

TEACHER: Dr. Helmi Kreinin**SUBJECT:** Sciences**GRADE:** MYP1**COURSE OUTLINE 2021-2022:**

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:

Unit Number	Unit Name	Content
Unit 1	Ecosystems	The students will learn the basics of ecosystems and food chains and concepts such as producers, consumers, decomposers. They will then investigate biotic factors influencing ecosystems. Students will familiarise themselves with the equations of respiration and photosynthesis for the first time in MYP. Students will explore the importance of climate and soil as the abiotic factors and investigate how minerals, drainage affect the types of plants that grow on the soils.
Unit 2	Communities	Pupils will expand their understanding of ecosystems learning the concepts of predators, prey, food chain, food web. Pupils will construct food chains and food webs and explore the ideas of competition, mutualism, community and dynamic equilibrium. Pupils should be able to explain how individual organisms are dependant and connected to each other and the relationships between the organisms. Pupils should then be able to use the same principals to describe the effects of disease on a population and understand how organisms can fight disease on an individual level.
Unit 3	Atmosphere	Students will learn new atmosphere related vocabulary and concepts such as altitude, troposphere, stratosphere, ozone layer. Pupils will also be introduced to concepts of extraterrestrial objects that might interact with the atmosphere, such as: meteor, meteorite, thermosphere. Pupils will then investigate the changes in the earth's atmosphere over time and also systems in the atmosphere such as: water cycle and transpiration. Pupils should be able to explain how these systems are connected and how changes in the atmosphere affect all living things on earth.
Unit 4	Migration	Students will investigate the migration strategies of different types of organisms. Pupils will investigate plants and how plants disperse seeds ensuring their germination in a new habitat. Pupils will also investigate the migration patterns of animals and why some animals choose to hibernate instead of migrating. Pupils will then investigate movement in animals and different types of movement apparatus such as exo- and endo-skeletons and muscles.

Unit 5	Evolution	Pupils will be introduced to the theory of evolution. They will explore how traits and mutations can occur to an organism due to mutagen present in the environment. They will explore natural selection and selection pressure towards certain traits. Pupils will look at variation in population and how these variations can be heritable. The historical perspective on evolution will be explored by looking at discoveries in anatomy, vertebrae, canids, fossils. Pupils will explore what is a species.
Unit 6	What makes change happen?	Pupils will explore the concept of energy. Pupils will learn to distinguish different energy stores and energy transfer methods. Pupils will investigate how energy can be converted from one store to another. Pupils will examine where the energy that they use every day comes from and if it is a sustainable store of energy or not.

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
- reflect on learning experiences and make informed choices.

APPROACHES TO LEARNING (ATL) SKILLS:

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

ASSESSMENT: Based on the IB MYP Science Assessment Criteria, students' growth in MYP1 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: helmi.kreinin@ist.ee

TEACHER: Ms. Meena Gaikwad**SUBJECT:** Mathematics**GRADE:** MYP 1**COURSE OUTLINE 2021-2022**

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 Number	Name of the Unit	Content
Unit 1	Numbers make the world go round	Definition of an integer, absolute value of a number, the cartesian plane (coordinate plane), plotting points on a coordinate plane, operations with integers Division, Multiplication, Addition and subtraction)
Unit 2	Not all things are whole (Percentages)	Percentages, equivalent forms of percentages and fractions, decimals, repeating decimals, Percentage change, application of percentages.
Unit 3	Pattern and modelling (Sequences)	Sequences, patterns, representing patterns with expressions,, equations
Unit 4	Artistry and Creativity (geometry)	Rays, line segments and lines, angles, intersecting lines, supplementary angles, complementary angles, parallelism, triangles, interior and exterior angles, types of triangles by angles
Unit 5	Human Connections (Fractions)	Representing fractions, comparing fractions, order of operations with fractions
Unit 6	Statistics and population (Statistics)	Data, types of data, using graphs to represent data, types of graphs, making comparisons and showing trends, misleading graphs,

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 1 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 for assessment are:

Criterion A: Knowing and understanding

Criterion B: Investigating patterns

Criterion C: Communicating

Criterion D: Applying mathematics in 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: meena.gaikwad@ist.ee

TEACHERS: Ms Ivi Rausi-Haavasalu, Ms.Ismini Pachi

SUBJECT: Performing Art , Visual Art

GRADE: MYP1

COURSE OUTLINE 2021-2022

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 has to 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:

Unit number	Visual Arts	Performing Arts
Unit 1	<p>Nature in art and architecture</p> <p>Knowledge and skills: Students will inquire into the art form of architecture.</p> <p>Students will think about integrating the aesthetics of nature and architecture creatively.</p> <p>Students will care for the planet while designing architecture with nature and sustainability in mind.</p> <p>Students will be open-minded when researching artworks and sharing with each other their own creations.</p> <p>Students will be risk-takers when learning new drawing and collage skills to realise their design ideas.</p> <p>Students will work on transforming an idea into 3dimensional design using various materials and techniques.</p>	<p>The Elements of Music (Building Bricks)</p> <p>Knowledge and skills: students will learn about Pitch, Melody, Rhythm, Tempo, Duration, Dynamics, Texture, Timbre/Sonority, Articulation and Silence and will be introduced to Graphic Notation and Graphic Scores through the inter-related musical strands of Performing, Creating, Listening and Appraising. Students will explore how Mussorgsky captures the mood of some paintings through sounds and how the elements of music are used to create different effects (Kandinsky).</p> <p>Mussorgsky’s work “Pictures at an Exhibition” is based on his close friend, the painter and architect, Victor Hartmann’s paintings at an exhibition mounted shortly after his death. Students will explore how Mussorgsky captures the mood of some paintings through sounds and how the elements of music are used to create different effects.</p> <p>Kandinsky and Picasso inspire the musicians to compose new abstract music.</p>

<p>Unit 2</p> <p>Forms and abstractions:</p> <p>Knowledge and skills:</p> <ol style="list-style-type: none"> 1. The students will be introduced to the art of subtraction 2. We will work on decomposing complicated forms and understanding the elements that can be used in a composition 3. Students then will be asked to create abstract artworks that will occur from their understanding of the term subtraction and abstraction <p>Emphasis will be placed on how the students can make sense through analyzing the forms of an artistic composition, decomposing it and recomposing it in an abstract but creative way</p>	<p>Shapes of Music (Form and Structure) <i>Contains an introduction to world music</i></p> <p>Knowledge and skills:</p> <p>This unit begins by establishing what is "Form and Structure" in music and why repetition and contrast are important in music.</p> <p>Emphasis is also placed on staff notation and melody and rhythm writing skills. Students will learn to use music software www.noteflight.com which they will use to create their final compositions.</p>
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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.

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in Science 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

TEACHERS: Michael Neuwahl

SUBJECT: MYP Design

GRADE: MYP 1

COURSE OUTLINE 2021-2022:

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 Number	Unit Name	Content
Unit 1	Uno Sguardo In Cucina	Students will explore Italian cuisine, cooking methodology and techniques, in addition to learning to prepare their own three course Italian meal.
Unit 2	Time is of the Essence	Students explore sustainable design principles, clocks and their inner mechanisms, learn about different classic, timeless and contemporary designs and will design and create their own clocks.

APPROACHES TO LEARNING (ATL) SKILLS:

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

III. Self-Management Skills

3. Organization Skills

Managing time and tasks effectively

- a) Plan short- and long-term assignments; meet deadlines.

V. Thinking Skills

10. Transfer Skills

Utilizing skills and knowledge in multiple contexts

- b) Apply skills and knowledge in unfamiliar situations.
- g) Transfer current knowledge to learning of new technologies.
- h) Change the context of an inquiry to gain different perspectives.

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: Andres Samabra

SUBJECT: English Language and Literature

GRADE: MYP 1

COURSE OUTLINE 2021-2022:

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	Is Seeing Always Believing?	In this unit, we will: FIND OUT how documentaries can expand our awareness of the world around us; EXPLORE current viewing trends and the effectiveness of media to lead to change; and TAKE ACTIONS by working on projects that make real and positive difference, by striving to tell community stories of importance, by not being scared of a challenge and by always asking why.
Unit 2	Myths and Legends: A Mirror or Reality?	In this unit, we will: FIND OUT what myths and legends are and why they are important; EXPLORE how myths and legends have influenced our culture and how stories can help us to better understand the world in which we live; and TAKE ACTION to preserve the traditions of storytelling.
Unit 3	Do Advertisements Run the World?	In this unit, we will: FIND OUT what myths and legends are and why they are important; EXPLORE how myths and legends have influenced our culture and how stories can help us to better understand the world in which we live; and TAKE ACTION to preserve the traditions of storytelling.
Unit 4	Do You Believe in Magic?	In this unit, we will: FIND OUT what fantasy is and how escaping to other worlds can sometimes help us to cope better with issues in our day-to-day lives; EXPLORE how authors can use language and imagery to enable us, as readers, to enter the world of fantasy; and TAKE ACTION to revive our love for some of the great fantasy classics in literature and to encourage ourselves and others to be open-minded about new stories of the genre that are published, some of which go on to become classics, too.
Unit 5	Is All the World a Stage?	In this unit, we will: FIND OUT who William Shakespeare was and what he wrote; EXPLORE the impact of Shakespeare's work on literature, art and film across the globe; and TAKE ACTION to find engaging ways in which you can bring Shakespeare to people of your age group and to overcome the obstacles we face when we are trying to understand concepts and language that we may find difficult.
Unit 6	Shakespeare Comes to the IST!	Students will explore William Shakespeare. Who exactly was this man? What did he write? Why is he so revered? I will bring Shakespeare into your lives through performance!

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
- explore language through a variety of media and modes
- 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: Analyzing
- Criterion B: Organizing
- 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

TEACHER: Ms. Maarja Jõgi**SUBJECT:** PHE**GRADE:** MYP1**COURSE OUTLINE 2021-2022**

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 Number	Unit Name	Content
Unit 1	Well-being and fitness	warm-up, cool down, physical abilities, running skills and endurance
Unit 2	Basketball	dribbling, passing, defence, offence, game rules, game play
Unit 3	Yoga for flexibility	yoga poses, mindfulness
Unit 4	Volleyball	toss, overhead and underarm serve

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 IB MYP 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

TEACHER: Tamar Sekhniashvili

SUBJECT: Individuals and Societies

GRADE: MYP1

COURSE OUTLINE 2021-2022:

Overview: The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with “the human story” as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that “other people, with their differences, can also be right” (IB mission statement).

CONTENT:

Unit Number	Unit Name	Content
Unit 1	What does it mean to be a global citizen?	Students will get to the basics of understanding different disciplines such as Civics, Social Education. Based on decision making and problem solving skills demonstrated in their summative works they will tackle global problems such as deforestation, recycling, human rights, sustainability, pollution.
Unit 2	How can maps provide us with a sense of time, place, and space?	Pupils will expand their understanding of development of maps through time, place, and space; Types of maps; Maps of Estonia in different time periods. Map skills: Direction, scale, symbols, height, and depth on a map Building maps; Geological mapping of Estonia (formation of rocks, earth layers, earthquakes, volcanos, geysers).
Unit 3	What can we learn from different civilizations?	How can we learn about past?; understanding of primary and secondary sources; OPVL chart for evaluating the source; understanding the idea of civilization; legacy of different civilizations; mapping the civilizations; mapping Estonian historical development from ice age to middle ages(Stone age, Bronze age, iron age settlements in Estonia; first human remains; agriculture in Estonia; what can oldest settlements tell us about cultural development in Estonia). Students will know how the historians learn about the past using the primary and secondary sources; learning how to use OPVL chart will enable the young to evaluate the reliability of any source which they use in their future studies; through individual presentations students will get known to the legacy of different civilizations and map them accordingly; connecting the cultural development of Estonia will equip the young with understanding of the legacy of the country they live in. The approach will enable them to take the global topic and analyze through local experience.
Unit 4	Where do we live?	Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully, affecting the identity of that location. Students will investigate the type of settlements; Essential element for good settlement; Function and shape of settlements Settlement Hierarchy ;Change of settlements over time(causes, consequences) ; Settlement transformation in Estonia through history; Urban growth; SWOT analysis Abandoned settlements(causes, consequences) sustainability of settlements.

Unit 5	What do people believe in?	Belief systems provide guidance to people in different ways and can shape personal identity and culture. students will learn about Major religions of the world; indigineous beliefs and examples; how belief can affect people's identity and actions; development of belief system and religion in Estonia
Unit 6	What factors contribute to the fairness and development of society?	Students will know more about poverty in the world - causes and consequences; factors that contribute to the development of a country; reflecting the conditions of the local communities; Connection between health and wealth; democracy; Estonian citizenship.

AIMS: The aims of MYP individuals and 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 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 and Societies will offer opportunities for students to develop and practice the following ATL skills: thinking, social, communication, self-management, and research skills

ASSESSMENT: Individuals and societies objectives for years 1 to 5 of the curriculum provide continuity and outline a progression of learning. These objectives guide teachers in making decisions about developmentally appropriate learning experiences, including formative and summative assessments.

Assessment criteria for Individuals and Societies:

Criterion A: Knowing And understanding

Criterion B: Investigating

Criterion C: Communicating

Criterion D: Critical thinking

COURSE EXPECTATIONS: Students should be willing to demonstrate their own ideas, be ready for discussions and develop critical thinking skills.

Email ID: Tamari.Sekhniashvili@ist.ee