

TEACHER: Mr Alaaeddine Skouri

SUBJECT: Language Acquisition French

GRADE: MYP 2 (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.

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TEACHER: Ms. Larissa Karu**SUBJECT:** Language Acquisition German**GRADE:** MYP 2**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 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.

TEACHER: Ms. Anna Tulupjeva **SUBJECT:** Language Acquisition Russian (Phase)**GRADE:** MYP 2**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.

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TEACHER: Ms. Krista Arro, Ms. Kerli Liksor

SUBJECT: Estonian: Host country's language

GRADE: MYP 2

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 and revision	Pronunciation. Greetings. Personal pronouns. Present tense. Numbers 0-1000. Expats' life in Estonia.
Unit 2	Everyday life	Everyday expressions. Verbs are in the present tense. Family. Telling the time. First three cases. Estonian culture.
Unit 3	School	Activities at school. Work. Plural. Making questions. Estonian history.
Unit 4	Estonia and surroundings	Home. Neighbours. Months of the year. Days of the week. Life in Estonia

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.

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TEACHER: Mr. Abraham Eifert**SUBJECT:** Sciences**GRADE:** MYP 2**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	Cells	Cell Structure and Function History of Cell Theory Organelles Microscopy
Unit 2	Earth and Space Systems	Geology Plate Tectonics Earthquakes Solar System Orbits Galactic Features
Unit 3	Properties of Matter	Phases of Matter Phase Changes Chemical and Physical Properties
Unit 4	Organisms	Tissues Organs Organ Systems
Unit 5	Waves and Sounds	Mechanical Waves Interference Electromagnetic Spectrum Frequency/Period
Unit 6	Heat and Light	Thermal Energy Conductor/Insulator Light Reflection Visible Spectrum

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 & Understanding

Criterion B: Inquiring & Designing

Criterion C: Processing & 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.

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TEACHER: Dr. Helmi Kreinin**SUBJECT:** Mathematics**GRADE:** MYP 2**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	How to be positive (negative numbers and percentages)	In this Unit we will work with negative numbers and also revise percentages and estimation. We will add, subtract, multiply and divide negative fractions and decimals.
Unit 2	Using maths in competition and cooperation (ratios and proportions)	Ratios, simplifying ratios, equivalent ratios, different ways to represent ratios (tables, graphs, equations) Proportions, solving proportions, recognizing and using proportional reasoning.
Unit 3	Games and Fair Play (probability and univariate statistics)	Bias, context, credible, inbuilt, source, trend, quantitative, qualitative, univariate statistics, probability, histograms, pie charts, line graphs, scatter plots.
Unit 4	Puzzles and Tricks (solving using algebraic expressions)	Algebraic expressions, algebraic equations, expand, factor, inverse, inequalities
Unit 5	Shapes around us (2D and 3D shapes)	Area, volume, diagonal, spatial, surface, parallelograms, polygons, trapezium, prisms.
Unit 6	Maths around us (everyday beauty)	Coefficient, transformations, scaling, tessellations, rotations, and reflection

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

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

SUBJECT: Visual & Performing Art

GRADE: MYP 2

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>Surrealist Art Knowledge and skills: students will learn about Surrealist art and the representative artists. They will be taught how to critically analyze an artwork based on the elements of art. Moreover they will learn to explore and express their own identity through the Surrealist aesthetics. In the end they will be asked to create an artwork based on the surrealism aesthetics and concept</p>	<p>The Elements of Music (Building Bricks) Knowledge and skills: students will learn about <i>Pitch, Melody, Rhythm, Tempo, Duration, Dynamics, Texture, Timbre/Sonority, Articulation</i> and <i>Silence</i> 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>Ceramic sculptures and functional ware</p> <p>Knowledge and skills:</p> <p>This unit will expose students to different artists that have been working with ceramic sculptures and functional ware. Through research and understanding of the artist's works students will search for answers on the way our lives are influenced by everyday objects. Moreover students will explore how everyday objects reflect our personal needs and characteristics.</p> <p>Craft skills: hand building techniques, colours on ceramics, ceramic objects</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 2**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	Mind the Gap!	Students will explore bridge architecture, apply prior knowledge from physics, design and other disciplines to develop and shape their own bridge designs.
Unit 2	Colors of India	Students will explore Indian cuisine, cooking methodology and techniques, in addition to learning to prepare their own three course Indian meal.

APPROACHES TO LEARNING (ATL) SKILLS:

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

VIII. Thinking Skills**8. Critical Thinking Skills**

Analyzing and evaluating issues and ideas

- g) Draw reasonable conclusions and generalizations

III. Self-Management Skills**4. Affective Skills**

Managing state of mind

4.2 Perseverance

- a) Demonstrate persistence and perseverance
- b) Practise delaying gratification

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.

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TEACHER: Mr. Andres Sambran**SUBJECT:** English Language and Literature**GRADE:** MYP 2**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	How Can We Separate Fact from Fiction?	In this unit we will: FIND OUT what the conventions of historical fictions are; EXPLORE how historical fiction can give us a better understanding of the past and what lessons we can learn from history; and TAKE ACTION to raise awareness about such issues as drug addiction and child abuse.
Unit 2	What Makes Life Worth Writing About?	In this unit, we will FIND OUT what biographies are and how to write them; EXPLORE why we should read and write biographies and what we can learn from them; and TAKE ACTION to share the stories of ordinary people.
Unit 3	Why do We Need to Belong?	In this unit, we will: FIND OUT about the culture and history of New Zealand; EXPLORE how film can be used to highlight issues of importance; and TAKE ACTION to raise awareness about the social issues in Hunt for the Wilderpeople.
Unit 4	Should We Forgive and Forget?	Find out what a tempest is and learn about some of the contextual factors that surround The Tempest. Explore how we can use The Tempest to explore issues such as colonialism, injustice and forgiveness. Take action to raise awareness about modern slavery.

Unit 5	Do Girls Run the World?	In this unit, we will: FIND OUT who some of the most famous women writers are; EXPLORE what we can learn from women's writing and how it can give us a different point of view on history; and TAKE ACTIONS to help end gender inequality and celebrate women's contribution to society.
Unit 6	Life is a Stage: Drama enters the Classroom	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

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TEACHER: Ms. Maarja Jõgi**SUBJECT:** PHE**GRADE:** MYP 2**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, endurance
Unit 2	Volleyball	toss, overhead and underarm serve, game rules, game play
Unit 3	Yoga for flexibility	yoga poses, mindfulness
Unit 4	Basketball	Basketball rules and regulations, dribbling, passing, game play

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.

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TEACHER: Tamar Sekhniashvili

SUBJECT: Individuals and Societies

GRADE: MYP 2

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	How has globalization shaped the world?	Students will get to the basics of understanding how elements of globalization changed our daily life. How do companies, corporations, human rights, industry, fair trade, carbon footprint, ecological footprint are aligned with phenomena such as globalization. They will demonstrate critical thinking skills to analyze whether the process is new. How did the pace of globalization change after the world pandemic?
Unit 2	Why are natural environments important to individuals and societies?	The relationships between living things in different environments can be viewed as a system, and sustainability can help these environments last into the future. What happens when mankind can not share the natural biodiversity and resources? Students will demonstrate critical thinking skills to analyze the connection between conflicts and natural resources and their effect on biodiversity of earth.
Unit 3	What was life like in the Middle Ages?	Northern Europe and Estonia. Scandinavian way of life and society and raids by Vikings. Estonia during the Middle Ages and mode of living during late remote antiquity. Ancient counties, the ancient fight for freedom, Christianisation and structure of society. Governance and the Livonian Order. Major global developments which occurred during The Middle Ages; different aspects of peoples' lives during The Middle Ages; Empires developing and expanding during The Middle Ages; Source analysis; SWOT analysis.
Unit 4	How does exploration affect global interactions?	The formation of industrial society, industrial revolution, manufacturing, urbanization, social face of industrial society and political ideas of the nineteenth century. In the Past , humans explored the world, and continue to do so, for a variety of reasons. This exploration often affects global interactions in both positive and negative ways. Students will analyse the legacy of the past exploration and exploitation of world resources.

Unit 5	How have innovations and Ideas changed the world?	Innovations in Estonian reality; The role of the press in society: sharing information, drawing attention to problems, building public opinion, entertainment. Examples and ideas of different innovations; How did the innovations change the reality for ordinary society; Innovations in different fields (Art, Science, Music); Time periods of mass innovations: Renaissance and Enlightenment - what did the humanity inherited from those periods; Modern ideas and innovations which might take us to a different reality.
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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.

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