

TEACHER: Mr Alaaeddine Skouri , Ms. Carolina Suarez Agudelo

SUBJECT: Language Acquisition French

GRADE: MYP 3 (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	Past events/leisure/sports	Self-reflection Journaling Skill Use a variety of speaking techniques to communicate with a variety of audiences Negotiate ideas and knowledge with peers and teachers -Passe Compose with Avoir Content and Skills: avoir in the present tense passe compose with avoir negation of the passe compose forming a past participle Skill: Negotiate ideas and knowledge with peers and teachers Read critically and for comprehension Make inferences and draw conclusions. -Passe Compose with Etre Content and Skills: Etre in the present tense passé composé with etre. Skill: Use intercultural understanding to interpret communication Negotiate ideas and knowledge with peers and teachers Read critically and for comprehension Make inferences and draw conclusions
Unit 2	Home & city life	Opening journal Discussion of themes and experiences. -House vocabulary development. Content and Skills: Adjective Agreement House Vocabulary Possessive articles Furniture vocabulary. Skill: Develop new skills, techniques and strategies for effective learning Consider ATL skills development: What can I already do? -Buying and Selling a House Content and Skills: House listing abbreviations Likes and Dislikes Wants and needs. Skill: Use intercultural understanding to interpret communication Interpret and use effective modes of non-verbal

		<p>communication Develop new skills, techniques and strategies for effective learning Consider ATL skills development: What can I already do?</p> <p>-Le futur simple</p> <p>Content and Skills: Conjugation of regular and irregular verbs in the futur simple to discuss homes.</p> <p>Skill: Practise strategies to reduce stress and anxiety Develop new skills, techniques and strategies for effective learning Consider ATL skills development: What can I already do?</p>
Unit 3	Clothing & shopping (shops)	<p>Reflection on style and clothing in English</p> <p>Skill: Practise observing carefully in order to recognize problems</p> <p>-Clothing Vocabulary and descriptions</p> <p>Content and Skills: Clothing vocabulary descriptive vocabulary Likes and dislikes</p> <p>Skill: Practise observing carefully in order to recognize problems. Apply skills and knowledge in unfamiliar situations.</p> <p>-Clothing Unit Grammar</p> <p>Content and Skills: Demonstrative Adjectives Irregular verbs –ayer.</p> <p>Skill: Practise observing carefully in order to recognize problems Apply skills and knowledge in unfamiliar situations</p>
Unit 4	Food & cafe	<p>Reflection on the unit`s practicality and the relation to current knowledge and practice.</p> <p>Skill: Use intercultural understanding to interpret communication Organize and depict information logically.</p> <p>-Food -- Les Magasins</p> <p>Content and Skills: Shop vocabulary Food Vocabulary</p> <p>Skill: Use intercultural understanding to interpret communication Organize and depict information logically Use appropriate strategies for organizing complex information.</p> <p>-Measurements and Quantities</p> <p>Content and Skills: Partitive Metric measurements requesting and ordering</p> <p>Skill: Use intercultural understanding to interpret communication Organize and depict information logically.</p> <p>-Service Learning Opportunity</p> <p>Content and Skills: Menu development List making Letter writing/Invitations Recipe development.</p> <p>Skill: Practise strategies to reduce stress and anxiety Use intercultural understanding to interpret communication Organize and depict information logically Use appropriate strategies for organizing complex information.</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 3 (German)

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	Getting to know each other	<p>Students can introduce themselves and each other and can talk about their family members.</p> <p>Vocabulary: Greetings, Asking how are you, Family members, adjectives.</p> <p>Grammar: Haben und sein, Question words, Verben und Personalpronomen</p>
Unit 2	City Life	<p>The students can name places and sights and transports.</p> <p>They can ask the way and describe it. They can name the seasons and the months. They can talk about their hobbies</p> <p>Vocabulary: Sites and buildings, transports, ask for the way, directions, months, seasons, activities</p> <p>Grammar: unbestimmter Artikel: Ein, eine ein, kein, keine kein, Adjectives with „sein“</p>
Unit 3	Enjoy your Meal	<p>Students can make a shopping list, can do basic conversation in a shopping center, and can talk about what they like or what they don’t like about food.</p> <p>Vocabulary: Food, drinks, stores</p> <p>Grammar: Verbs (akkusativ), verb „mögen“ and „möchten“,</p>
Unit 4	Everyday routine	<p>Students are able to understand the time and can make appointments with their friends. They can speak about their daily routine and talk about their leisure activities.</p> <p>Vocabulary: daily routine, days of the week, time, leisure activities, events</p> <p>Grammar: Zeitangaben am, um, possessiv articles (nominativ and akkusativ)), verbs: „müssen, wollen können“</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. Anna Tulupjeva

SUBJECT: Language Acquisition Russian (Phase 1)

GRADE: MYP 3

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	How can I connect with others?	"Introducing oneself and other people. Pronunciation. Greetings. Vocabulary and expressions to introduce oneself, family and friends. Personal pronouns in Nominative and Accusative cases. Gender of Nouns. Numbers 0-20. Adverbs for emotional statements (хорошо, плохо, нормально)."
Unit 2	Where do we come from?	"Countries, nationalities, age. Increasing knowledge and understanding of local community and culture. Conjugation of verbs. Numbers 21-100. Personal pronouns in Dative case. Demonstrative pronouns (этот, эта, это, эти)."
Unit 3	Where would we be without family?	"Family members. Possessive and interrogative pronouns. Conjugation of verbs. Genitive case of personal pronouns and nouns. Sibilant consonants."
Unit 4	How can we find our way through time and space?	"Time. Address, cities, countries: living, studying and working places Location: Prepositional case including prepositions (на, в). Conjugation of verbs. Complex sentences. Adverbs."

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.

TEACHER: Ms. Krista Arro , Ms. Kerli Liksor

SUBJECT: Estonian: Host country's language

GRADE: MYP 3

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. Affirmative and negative simple sentences. Family. Telling the time. First three cases. Estonian culture.
Unit 3	School	Activities at school. Work. Plural. Making questions. Ma- and da-infinitive. 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 3**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	Body Systems	Nutrients Organic Molecules Respiration and Photosynthesis Organs Muscular System
Unit 2	Chemicals and Reactions	Atomic Structure Mixtures Compounds Reaction Types Reaction Formulas
Unit 3	Forces	Newtonian Forces Balanced Forces Unbalanced Forces Laws of Motion
Unit 4	Reproduction and Genetics	Speciation Gametes Sexual and Asexual Reproduction DNA Genes Inheritance
Unit 5	Energy and Motion	Position Speed and Acceleration Potential Energy Kinetic Energy Gravity

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.

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TEACHER: Ms. Meena Gaikwad

SUBJECT: Mathematics

GRADE: MYP 3

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	Rational and irrational numbers, converting rational decimals into fractions, index notation, laws of indices, standard form, negative and positive numbers, Use the order of operations to work out simple calculations (BODMAS)
Unit 2	Shapes around us	Theorems, proofs, Pythagoras’ theorem and its application, similar and congruent triangles, proving triangle similarities, applications of triangle similarity in real-life contexts, trigonometric ratios: sine, cosine, tangent and its applications
Unit 3	Linear relationships: Impact of decision making	Representation of linear relationships, rate of change, parallel and perpendicular lines, intercepts, algebraic representations of linear relationships, gradient-intercept form, determining the equation of a line, vertical and horizontal lines,
Unit 4	3 D Shapes	Calculating the surface area and volume of 3D shapes involving cylinders, cones, pyramids and spheres. Applying mathematical strategies to solve problems involving 3D shapes
Unit 5	Bivariate data, what it means to be a human.	Representing bivariate data using a scatter plot. Representing data using a line of best fit Calculating Pearson’s correlation coefficient Analyzing data and drawing conclusions
Unit 6	World of unknown	Addition and subtraction in algebra, Multiplication in algebra, Simplifying algebraic fractions , Grouping symbols, Checking algebraic simplifications by substitution, Simplifying expressions with grouping symbols, Factorising using common factors

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

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

SUBJECT: Performing Art , Visual Art

GRADE: MYP 3

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:

	Visual Arts	Performing Arts
Unit 1	<p>Fashion and wearable art</p> <p>Knowledge and skills: In this unit the students will explore how can patterns and symbols express personal and cultural aesthetics. Moreover, they will research how can fashion be a way of making a statement or communication to others and the world. Also they will have the chance to design and suggest their own proposal for the school uniform competition and they will acquire skills of drawing for fashion design, sample-making, material explorations, making a fashion show/presentation.</p>	<p>The Elements of Music (Building Bricks)</p> <p>Knowledge and skills: students will learn about <i>Pitch, Melody, Rhythm, Tempo, Duration, Dynamics, Texture, Timbre/Sonority, Articulation and 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>The art of posters and printmaking</p> <p>Knowledge and skills:</p> <p>In this unit the students will explore how the words are used in different contexts to serve different purposes. They will research artists that have created text-based artworks to communicate a message to the world, throughout different techniques and mediums.</p> <p>They will familiarize themselves with the context of creating meaning through text-based works.</p> <p>They will practice the different art forms to create meaning through their own artworks.</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 stave 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 3**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	Conceptualizing the Future	Students will explore product concepts, their purpose, they will develop their own product concept and create a theoretical model for it. (3d-model, or in-depth schematics accompanied by a detailed worklog.)
Unit 2	The People's Food (人民食品)	Students will explore Chinese cuisine, cooking methodology and techniques, in addition to learning to prepare their own three course Chinese 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.

I. Communication Skills

1. Communication

Exchanging thoughts, messages and information effectively through interaction

1.1 Interactive skills - exchanging thoughts, messages and information effectively through interaction

g) Negotiate ideas and knowledge with peers and teachers.

VII. Research Skills

7. 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).
- c) Make informed choices about personal viewing experiences.
- f) Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

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 Sambrano **SUBJECT:** English Language and Literature

GRADE: MYP 3

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	Does Love Make the World Go Round?	In this unit, we will: FIND OUT what the conventions of love poetry are; EXPLORE how literature, art and culture shape our ideas about love and relationships; and TAKE ACTION to read more love poetry.
Unit 2	Can We Ever Escape the Past?	In this unit, we will: FIND OUT what the conventions of love poetry are; EXPLORE how literature, art and culture shape our ideas about love and relationships; and TAKE ACTION to read more love poetry.
Unit 3	Is It True that You Are What You Read?	In this unit, we will: FIND OUT what the conventions of newspaper articles are; EXPLORE how our newspaper choices reflect our personal and cultural values; and TAKE ACTION to become critical and independent readers and to take a stand against bias.
Unit 4	Can We Guess What the Future Holds?	In this unit, we will: FIND OUT what the conventions of science fiction are; EXPLORE how science fiction can be used to critique aspects of our own societies; and TAKE ACTION to raise awareness about the plight of child soldiers.
Unit 5	Laughter Is the Best Medicine	In this unit, we will: FIND OUT what comedy is; EXPLORE the purpose of comedy through reading Shakespeare's Twelfth Night; and TAKE ACTION to promote the benefits of comedy on our emotional and mental well-being.
Unit 6	Life is a Stage: Drama Enters the Classroom	Students will explore Thornton Wilder as a revolutionary early 20th century playwright. Who exactly was this man? What did he write? Why is he so revered? Why is his play OUR TOWN one of the most performed plays in the world? I will bring Thornton Wilder 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:** MYP 3**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 Number	Unit Name	Content
Unit 1	Athletics	long distance running, relay races, sprints, long jump
Unit 2	Volleyball	volleyball techniques, game rules and regulations, tournament
Unit 3	Yoga for flexibility	Yoga poses and names, yoga philosophy, flexibility, sequencing a yoga routine
Unit 4	Basketball	Basketball rules, dribbling, passing, shooting, 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: MYP3

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 are people governed?	Significant changes in the world result in great conflicts as nations struggle to maintain identity and power. Political figures, political regimes. Difference between the political regimes and the characteristics which define them. How does the political system define the lives of individuals and societies?
Unit 2	What are natural hazards and how do societies respond to them?	Human beings are part of the living system on the Earth, sharing resources and living places in an unequal way. Understanding the ways how to cope with natural problems and eliminating the impetus of these problems.
Unit 3	How can new technologies effect our identities and relationships?	Development of technologies throughout the historical period has affected the development of the state of mind of the human being. Identity formation and tech developments are reciprocal events, breeding the achievements of the 21st century. Understanding the role of human beings in this process is crucial.
Unit 4	Where are all the people?	The population of human societies changes due to a variety of processes, and sustainable development can help to promote more equity in these societies. What has been the pattern of global population change? What processes contribute to population change? Should governments try to control the size of their population? Demography; population growth; birth and death rate; external effects on birth and death rate; migration; Urban growth; SWOT analysis Abandoned settlements(causes, consequences) sustainability of settlements.
Unit 5	What is culture?	Culture forms a part of our shared identity with others, is often dependent on time, place and space, and can be expressed in many ways. How can culture be expressed? How can conflict threaten culture? Do other living creatures on earth have culture? The choices we make affect the relationships between people. Relationships are the connections and associations between properties, objects, people and ideas-including the human community's connections with the world in which we live. Any change in

		relationship brings consequences-some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem.
Unit 6	Why do societies experience revolution?	At different times and locations, societies can experience revolutionary change, due to a variety of causes and often with long-lasting consequences. students will find out about the reasons why societies experience revolution and the different types that can occur. Explore examples of revolutions in Russia and China with a focus on their causes and consequences.

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 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.

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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