

TEACHER: Mr Alaeddine Skouri , Ms. Carolina Suarez Agudelo

SUBJECT: Language Acquisition (French)

GRADE: MYP 4

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 Passe compose 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.

		<p>Skill: Use intercultural understanding to interpret communication Interpret and use effectively modes of non-verbal communication Develop new skills, techniques and strategies for effective learning Consider ATL skills development: What can I already do? -Le futur simple Content and Skills: Conjugation of regular and irregular verbs in the futur simple to discuss homes. 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 Skill: Practise observing carefully in order to recognize problems -Clothing Vocabulary and descriptions Content and Skills: Clothing vocabulary descriptive vocabulary Likes and dislikes Skill: Practise observing carefully in order to recognize problems. Apply skills and knowledge in unfamiliar situations. -Clothing Unit Grammar Content and Skills: Demonstrative Adjectives Irregular verbs –ayer. 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. Skill: Use intercultural understanding to interpret communication Organize and depict information logically. -Food -- Les Magasins Content and Skills: Shop vocabulary Food Vocabulary Skill: Use intercultural understanding to interpret communication Organize and depict information logically Use appropriate strategies for organizing complex information. -Measurements and Quantities Content and Skills: Partitive Metric measurements requesting and ordering Skill: Use intercultural understanding to interpret communication Organize and depict information logically. -Service Learning Opportunity 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>
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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 / carolina.suarezagudelo@ist.ee

TEACHER: Ms. Larissa Karu

SUBJECT: Language Acquisition (German)

GRADE: MYP 4

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	Students can introduce themselves and each other and can talk about their family members. Vocabulary: Greetings, Asking how are you, Family members, adjectives. Grammar: Haben und sein, Question words, Verben und Personalpronomen
Unit 2	City Life	The students can name places and sights and transports. They can ask the way and describe it. They can name the seasons and the months. They can talk about their hobbies Vocabulary: Sites and buildings, transports, ask for the way, directions, months, seasons, activities Grammar: unbestimmter Artikel: Ein, eine ein, kein, keine kein, Adjectives with „sein“
Unit 3	Enjoy your Meal	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. Vocabulary: Food, drinks, stores Grammar: Verbs (akkusativ), verb „mögen“ and „möchten.
Unit 4	Everyday routine	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. Vocabulary: daily routine, days of the week, time, leisure activities, events Grammar: Zeitangaben am, um, possessiv articles (nominativ and akkusativ)), verbs: „müssen, wollen können“.

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: Alaaeddine.skouri@ist.ee / carolina.suarezagudelo@ist.ee

TEACHER: Ms. Anna Tulupjeva

SUBJECT: Language Acquisition Russian (Phase 1)

GRADE: MYP 4

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.

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

TEACHER: Ms. Krista Arro , Ms. Kerli Liksor

SUBJECT: Estonian (Host country's Language)

GRADE: MYP 4

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 0-1000000. Expats` life in Estonia.
Unit 2	Countries and languages	Nationalities. Countries. Languages. Verb be. Increasing knowledge and understanding of the local community and culture.
Unit 3	Everyday life	Everyday life activities. Transport. Possessive pronouns. Plural.
Unit 4	Estonia and surroundings	Home. Places in Estonia. Colours. Telling the time. Calendar.

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

COURSE EXPECTATIONS:

Students should

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

E-mail ID: krista.arro@ist.ee , kerli.liksoor@ist.ee

TEACHER: Mr. Abraham Eifert , Dr. Helmi Kreinin

SUBJECT: Physics, Chemistry and Biology

GRADE: MYP 4

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:

	Biology	Chemistry	Physics
Unit 1	Cells and Organisms Cell Structure Organ Systems Classification	Atomic and molecular models Structure in bonding, electron configuration, properties of elements and compounds, chemical formula, alloys,	Matter States of matter, kinetic theory, condensation, evaporation, density,
Unit 2	Animal Metabolism Nutrition Digestion Metabolic Reactions	Periodic table Periodic trends, groups and periods, atomic structure, electron configuration, acids and bases,	Motion Speed, motion Graphs, Magnetism, magnetic fields
Unit 3	Plant Metabolism Diffusion and Osmosis Tropism Transpiration Gas Exchange	Nomenclature Metals and nonmetals, transition metals, noble gases, alkanes, alkenes, alcohol, Atmospheric composition	Forces Forces in effects, motion, newtons law, circuits, current, voltage, power
Unit 4	Evolution Inheritance Natural Selection Speciation and Extinction	Bonding Chemical formula, chemical reactions, balancing equations, reversible Reactions	Electricity Gravitational field, electric fuel's, static electricity
UNIT 5	Genetics DNA Genomes Cell Division (Mitosis and Meiosis)	Transfer Mole, stoichiometry, acid/base reactions, pH titrations, structural formulas, carboxylic acid, esters	Electromagnetism Electric magnetic fields, electromagnetic force is, induction, AC DC, generators, sound waves,

UNIT 6	Health Human Health Immunology Vaccination	Chemical systems Redox reaction, corrosion, combustion of fuel, environmental emissions and implications, formation of salt, reactivity series.	Work and power Work power efficiency, transfer and transformation of energy, energy sources, fuels and environmental impact.
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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 practise the following ATL skills - collaboration skills, creative thinking skills, transfer skills, organization skills, critical thinking skills, reflection skills, social skills, communication skills, self-management skills, and research skills

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

IB MYP Criteria for assessment are:

Criterion A: Knowing and understanding

Criterion B: Inquiring and designing

Criterion C: Processing and evaluating

Criterion D: Reflecting on the impacts of science

COURSE EXPECTATIONS: Students should-

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

E-mail ID: abraham.eifert@ist.ee

TEACHER: Tracy Anne Wenzinger

SUBJECT: Mathematics

GRADE: MYP 4

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	In how many ways can we express the same thing?	sets, index notations, radical, review of basic algebraic notations
Unit 2	Is there more than one way to solve a problem?	quadratic expression, quadratic equations , quadratic functions
Unit 3	How can expressions, equations, and graphs depict real life events?	simultaneous equations, algebraic functions, exponential functions, other functions
Unit 4	How does the frame of geometrical dimensions describe an entity?	coordinate geometry, transformations, mensuration, deductive geometry
Unit 5	Which triangle is just right for you?	trigonometric ratios, right angle triangles, non-right angle triangles, vectors
Unit 6	Can I change this please?	formulae, business maths, matrices

AIMS:

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

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics

- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

ASSESSMENT:

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

IB MYP Criteria are:

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

COURSE EXPECTATIONS:

Students should:

- Get their books and stationery needed to class
- Do their weekly formative problem sets and summative assignments.
- Submit their work on time
- Be punctual to class
- Come to class with an open mind and positive thinking

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

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

SUBJECT: Performing Art , Visual Art

GRADE: MYP 4

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 must be curious, and by developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem solvers. In the MYP, students are guided to create, perform and present art in ways that engage and convey their own feelings, experiences and ideas.

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

CONTENT:

Unit number	Visual Art	Performing Art
Unit 1	<p>Site-Specific art This unit is focusing on the exploration of Site-specific art. We will explore artists that have created site-specific art and we will find out what is the meaning of the concept behind an artwork. Through experimentation and search the students will be capable of making their own site-specific artwork developing skills of observation and composition.</p>	<p>Is Rock Plagiarised? The unit opens the world of rock music. We find out what features make up the musical genre called <i>rock</i>, and where they came from. We explore the basic components of rock music to build it into a new original form created by the students. We check out actual court cases of copyright law to understand the borderline between copying and original ideas.</p>
Unit 2	<p>Photography This unit is focusing on photography as storytelling. Students will learn to make research and analyze an artwork using art terminology. We are focusing on different photography types, the important elements of a photographic composition, how they can create narratives through a picture. They will experiment through the different styles and create photography artworks that will narrate their personal story. Students will learn to compose, analyze the visual elements(line, color, form etc).</p>	<p>Do machines make music? The unit focuses on electronic music.</p> <ul style="list-style-type: none"> - We will find out how music has evolved and how artists have innovated the landscape of sounds and musical thinking. - We will explore different genres, tools and techniques of electronic music, analyzing their components so we can break them down and experiment with them ourselves. - We will perform, record, discuss and create our own electronic and acoustic works that demonstrate every student's creativity and skills in that field.

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 and units of study
- develop their understanding of rock music and electronic music
- provide students with a foundation of musical vocabulary of the topic
- develop individual control of a range of sounds placing them into a musical context.
- through performing, composing, improvising and listening and appraising, students then explore different rock music genres and electronic music
- exploring the borderline between copying and original ideas.

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

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

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

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

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

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

ATL skills:

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

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

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

IB MYP Criteria for assessment are:

Criterion A: Knowing and understanding

Criterion B: Developing skills

Criterion C: Thinking creatively

Criterion D: Responding

COURSE EXPECTATIONS: Students should

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

E-mail ID: jvi.rausi-haavasalu@ist.ee (Music)

E-mail ID: jsmiini.pachi@ist.ee (Arts)

TEACHER: Michael Neuwahl

SUBJECT: MYP Design

GRADE: MYP 4

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	Name of the Unit	Content
Unit 1	Packing a Japanese Lunchbox (日本のお弁当を詰める)	Students will explore Japanese cuisine, cooking methodology and techniques, in addition to learning to prepare their own three course Japanese meal.
Unit 2	Jitter Reel	Students will explore stop-motion videography, photography and videography techniques and methodology culminating in their own unique stop-motion production.

AIMS:

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

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively to access, process and communicate information,
- model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop a respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty and take responsibility for their own actions developing effective working practices.

APPROACHES TO LEARNING (ATL) SKILLS:

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

I. Self-Management Skills

4. Affective Skills

Managing state of mind

4.4. Self-motivation.

- a. Practice analysis and accurate attribution of causes for failure

4.5. Resilience

- a. Practice "bouncing back" after adversity, mistakes and failures.
- d. Practice dealing with change.

II. Social Skills

2. Collaboration Skills

Working effectively with others

d) Help others to succeed.

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: Mr. Andres Sambrano

SUBJECT: English Language and Literature

GRADE: MYP 4

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	Everyone Deserves a Room with a View	Through the eyes of Lucy Honeychurch, we will discover the world as it transitions from the 19th to the 20th century. Central to our discussion will be the English class system and the role and expectations of women at the time of EM Forster. I will invite students to explore Forster's world as well as his and his contemporaries' fascination with Italy and foreign lands. Students will reflect and ask themselves what a Room with a View means to them today and whether Forster's inquiries are equally valid in the 21st century.
Unit 2	Tragedy, Fate and Ambition: The Macbeths of the World	In this unit we will dive into Macbeth from a literary, sociological and historical perspective. Besides analysing the themes that run through this masterpiece of world literature, we will look at how the themes of Macbeth have been reinterpreted in other genres, such as film. Students will embark on an inquiry into the controversial question of authorship and identity of the playwright and consider the importance that assignment of identity has to the works of Shakespeare.
Unit 3	What perspective?	In this unit, we will FIND OUT about responses that may arise and attitudes that can exist toward others, along with ways in which texts present such topics; EXPLORE how perspectives that may be held toward others are formed along with how these may influence people's attitudes and actions; and TAKE ACTION by actively considering different perspectives in order to develop greater awareness of our feelings and attitudes and those of others.
Unit 4	What do our ethical and moral choices reveal about us?	In this unit, we will explore the personal journeys of two individuals and consider how their ethical choices formed the paths of their personal dharma. We will start the unit by following the personal dharma of Siddhartha, the legendary character of Herman Hesse inspired by the path of the Buddha over 2500 years ago in India. We will conclude the unit by following the personal dharma of Balram Halwai in The White Tiger situated in the India of today.
Unit 5	How can growing and learning be portrayed in short stories?	In this unit, we will explore the personal journeys of two individuals and consider how their ethical choices formed the paths of their personal dharma. We will start the unit by following the personal dharma of Siddhartha, the legendary character of Herman Hesse inspired by the path of the Buddha over 2500 years ago in

Unit 6	Life is a Stage: Drama Enters the Classroom	<p>India. We will conclude the unit by following the personal dharma of Balram Halwai in The White Tiger situated in the India of today.</p> <p>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!</p>
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AIMS: The aims of MYP Language and Literature are to encourage and enable students to:

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

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

IB MYP Language and Literature Criteria for assessment are:

Criterion A: Analysing

Criterion B: Organising

Criterion C: Producing text

Criterion D: Using language

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

- Completion of 2 formative and summative assessments per semester - each assessment covering all four criteria - A, B, C, and D.
- Checking emails/ the homework document will be a regular commitment
- Completion of homework is mandatory.
- Each student must organize and maintain an English journal/folder/portfolio to be presented for assessment at the end of each unit.
- Students will have to put in extra effort to read and reference other works at home for every unit that progresses. They must also work on developing their typing pace and handwriting.
- Students must clarify all doubts (via email or in person) prior to the date of assignment submission/assessment.

- All class materials must be carried daily: One notebook for Language and Literature as well as one file for handouts/ activity sheets.
- Each class makes an Essential Agreement list that helps the healthy functioning of the classroom. Everyone must honor the essential agreement.

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

TEACHER: Maarja Jõgi**SUBJECT:** PHE**GRADE:** MYP 4**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	Name of the Unit	Content
Unit 1	Athletics	Running skills - short, middle and long distance; relay races; Long jump, on sport jump.
Unit 2	Volleyball	Volleyball techniques, game rules and regulations, equipment
Unit 3	Yoga for flexibility	Yoga poses, sequencing a yoga routine, yoga philosophy
Unit 4	Basketball	Basketball dribbles and drills, rules and regulations, passing, shooting

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: Geography

GRADE: MYP4

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 do geographers do?	To be a geographer means to investigate diverse physical and human systems that result in changes over time and variations over space. Geographical investigation; ways and tools of geographical investigation; creating maps;
Unit 2	How many are we? How many should we be?	Population and migration trends change in time and in place, and it is important that interventions to manage them respect the societies and individuals involved. Human geography studies the physical, mental and social development of mankind. The amount of change of the population in the world depends on external and internal factors.
Unit 3	Where are the city limits?	Urban areas work as systems that emerge in particular places and at particular times, due to a variety of reasons, but their sustainable development requires managed intervention. Settlements work as systems, especially when they grow and transform into a different organism. In this unit students will find out how the urban growth occurred in the last 40 years and what is the future of the small settlement. They will investigate the mechanisms which move the cities towards sustainability and will think about the ideas and projects to increase sustainability in their environment.
Unit 4	How can we manage the interaction of water and land?	Technology enables us to manage the systems and processes in which water and land interact; scientific understanding enables us to do it sustainably. Students will find out how rivers and coasts can change the landscape through natural processes. Explore how humans have tried to manage the processes of change in rivers and coasts. They will step forward to raise awareness of the impacts that flooding can have on many communities around the world. Nature has created its own rules and way of development. Rivers have been creating their own basin for centuries. But humanity of the last centuries is intervening the nature's rules, resulting in the change of natural basins, draining rivers and building

		dams. Students will investigate the consequences of the uncontrolled intervention and try to find the solution to cause less harm to natural elements.
Unit 5	How sustainable is global economic growth?	Individual decisions about consumption can have global impacts; we need to act to change production for a more sustainable world. In this unit students will find out what the global pattern of resource production and consumption is and how the supply chain of manufactured product is organized by multinationals. They will explore different environmental impacts of global production and consumptions of resources on major world ecosystems; the ecological footprint of consumer goods are the differences between linear and circular economics. Students will take actions to find the best solutions for reducing resource consumption at global and local scale.
Unit 6	Do we have the right to see the world?	Tourism can bring positive change for people and their cultures, but also disparities and inequality. In this unit students will find out why tourism has changed. They will explore the impacts of tourism in different areas of the world. Analyse the changes in touristic habits and destinations in the global pandemic of 21st century. In relevance, examine what impact the tourist restrictions have brought to the economy of poor countries when burst of COVID-19. Students will critically appreciate their own cultures and personal histories, as well as values and traditions of others. They will seek and evaluate a range of points of view and be willing to grow from the experience

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.

Email ID: Tamari.Sekhniashvili@ist.ee

TEACHER: Tamar Sekhniashvili

SUBJECT: History

GRADE: MYP4

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 revolutionary was the Industrial Revolution?	Innovations in science and technologies can lead to revolutionary changes in the way we live and work. Students will find out how environmental, political, social and economic factors led to revolutionary changes in industry and working conditions in Britain and Japan. Explore the key events and changes that led to the Industrial Revolution; the relationship and links between causal factors and the impact of revolutionary change on societies; the relationship between innovation and revolution. They will take action by exploring where child labour still exists today.
Unit 2	What impact have pioneers, innovators and developers had on societies?	The significance of pioneers, innovators and developers depends on time, place and space. Students will find out what it means to be a pioneer, innovator or developer and why nineteenth-century America was a time of innovation. They will explore the achievements of different pioneers in nineteenth-century America; the factors that encourage and hold back innovation and the ways in which pioneers and innovators have been products of their time. They will take action by reviewing the work of the pioneers and innovators of today.
Unit 3	Does trade and exchange promote cooperation or lead to exploitation?	Cooperation in trade can foster positive global interactions; however exploration transformed into exploitation is not sustainable and leads to conflict. Students will find out about some of the international trade routes and commodities. In addition they will explore the factors that led trade to encourage aid and exchange as well as bring exploitation and tension; the ways in which trade can foster both international cooperation and international tension. They will take action by investigating human trafficking today.
Unit 4	Do social, cultural and artistic movements reflect	Cosial, cultural and artistic movements reflect the time, place and space of their civilizations. The young will find out about different art and cultural movements. They will be able to

	the era in which they take place?	explore the reasons why these movements developed the impact of these movements. Students will try to take action by considering current cultural movements and looking at how far they reflect today's society.
Unit 5	Why do nations build empires and form supra-national alliances and organizations?	Unequal inter-state relationships, empires, are created for economic and ideological reasons. Nations develop interconnections to protect their interests. Students will investigate and learn why there was an expansion of empires in the nineteenth century; why the superpowers emerged after the Second World War; why nations formed supra-national alliances and organizations. They will be able to explore the impact of empire building, superpower confrontation, alliance systems and the supra-national organizations of the League of Nations and the United Nations (UN); the impact of empires, superpowers, supra-national alliances and organizations on international relations. Role of EU in the peacekeeping and resource sharing in Europe <ul style="list-style-type: none"> • Take action by finding out more about the work of the UN today.
Unit 6	How have civil rights and social protest groups brought about change?	Civil right and social protest movements have led to significant changes in fairness and equality in the development of societies. Find out why there was a need for protest movements in America and South Africa. Students will explore the methods used by these protest movements; the impact of these protest movements. They will take action by finding out where people are still campaigning for civil rights today.

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.

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