

**TEACHER:** Mr Alaeddine Skouri

**SUBJECT:** Language Acquisition (French)

**GRADE:** MYP 5

**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 effective 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.

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**TEACHER:** Ms. Larissa Karu

**SUBJECT:** Language Acquisition (German)

**GRADE:** MYP 5

**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 can talk about their family Vocabulary: Greetings, introduce yourself and others, ask how you are and react to it, talk about family members, describe family portrait Grammar: personal pronouns, possessive pronouns
Unit 2	Everyday routine	Students are able to talk about their daily routine and to make appointments, planning a day.  Vocabulary: Days of the week, times, hobbies, job descriptions  Grammar: Perfect („haben“ und „sein“), regular- and irregular verbs with the ending -ieren, modal verbs (müssen, wollen, können)  Times (am/um/in), possessive articles
Unit 3	My home	Students are able to talk about their home and can read apartment advertisements, colors, can rent or buy an apartment / house.  Vocabulary: Furniture and appliances, rooms, different type of housing,  Grammar: Preposition, Akkusativ, prepositions in dative,
Unit 4	Off on vacation	Students are able to understand way descriptions, write postcards, understand travel documentaries, can ask questions about vacation and write a simple travel report. Students are able to talk about the weather.  Vocabulary: types of vacation and destinations, attractions, weather, seasons, directions,  Grammar: pronouns, connecting sentences with “den”, question words

**AIMS:**

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

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills using a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

**APPROACHES TO LEARNING (ATL) SKILLS:**

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

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

IB MYP Criteria for assessment are:

Criterion A: Listening

Criterion B: Reading

Criterion C: Speaking

Criterion D: Writing

**COURSE EXPECTATIONS:**

Students should

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

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**TEACHER:** Ms. Anna Tulupjeva**SUBJECT:** Language Acquisition Russian (Phase )**GRADE:** MYP 5**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	My everyday life	Verbs of motion; speaking about daily routines; basic adverbs of frequency; planning one's day.
Unit 2	How do you pass the time?	Musical genres. Movies and theatre. Leisure activities and hobbies. Accusative and Prepositional cases. Conjugations of verbs. Future tense.
Unit 3	Where do I belong?	Household items, furniture, home chores, rooms and buildings. Verbs of position. Genitive and Prepositional cases. Past tense.

**AIMS:**

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

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



communities

- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

### **APPROACHES TO LEARNING (ATL) SKILLS:**

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

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

IB MYP Criteria for assessment are:

Criterion A: Listening

Criterion B: Reading

Criterion C: Speaking

Criterion D: Writing

### **COURSE EXPECTATIONS:**

Students should

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

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**TEACHER:** Kerli Liksor**SUBJECT:** Estonian (Host country's Language)**GRADE:** MYP 5**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:**

<b>Unit number</b>	<b>Name of the Unit</b>	<b>Content</b>
Unit 1	Me and others	Abilities, strengths and weaknesses; relationships between people. Topic related vocabulary. Pronunciation of foreign and loan words. NOMINALS: Using stems for making cases, the use of different cases.
Unit 2	Home and surroundings	Family celebrations and anniversaries; local sights and introducing them. Topic related vocabulary. ADJECTIVES: Different uses of adjectives, changes in words.
Unit 3	Estonia - my home	Estonia as a travel destination. Nature attractions, landmarks and Estonian cuisine. Topic related vocabulary. Verbs: Past, Imperative, conditional mood; impersonal tense, infinitive, verbs with nominals, idioms.

**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.

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**TEACHER:** Mr. Abraham Eifert , Dr. Helmi Kreinin

**SUBJECT:** Physics, Chemistry and Biology

**GRADE:** MYP 5

**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:**

	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<b>Unit 1</b>	<b>Biochemistry</b> Organic/Inorganic Structure of Water Biomolecules	<b>Determining how much is made (chemical recipes)</b> Formation of salts, filtration, distillation, chromatography, mole, stoichiometry.	<b>Atomic Physics</b> Atoms, particles, waves
<b>Unit 2</b>	<b>Body Systems</b> Nervous System Neural Signals Nervous Disorders Immunology	<b>Types of chemical reactions</b> Acids and bases, neutral solutions, pH indicators, formation of salt, reactivity series, emissions environmental implications.	<b>Waves</b> Measurements, wave phenomena, reflection, refraction, diffraction.
<b>Unit 3</b>	<b>Ecology</b> Biotic and Abiotic Factors Food Chains/Webs Ecological Pyramid	<b>Matter matters</b> States of matter, properties, characteristics of gas, ideal gas law, solutions colloids suspensions, titration, fractional distillation	<b>Thermal Physics</b> Pressure, thermal Physics, heat transfer.
<b>Unit 4</b>	<b>Environment</b> Human Impact Biological Diversity Protected Species Trends in Environmental Protection	<b>Reaction conditions</b> Collision theory, kinetics rate, what affects reaction rates, reversible reaction , equilibrium constant	<b>Astrophysics</b> Solar system, planets, satellites.
<b>UNIT 5</b>	n/a	<b>Movement</b> Redox reactions, reactivity series, electrical cell, uses so, corrosion, diffusion	<b>How did we get here?</b> Measurements, big bang

UNIT 6	n/a	<b>Changes in reactions</b> Endothermic and exothermic, energy changes, state of matter changes, Hess's law, combustion of fuel	<b>Nuclear physics</b> Electromagnetism, spectral applications, radio activity, decay forms, half life
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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.

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**TEACHER:** Tracy Anne Wenzinger**SUBJECT:** Mathematics**GRADE:** MYP 5**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:**

<b>Unit number</b>	<b>Name of the Unit</b>	<b>Content</b>
Unit 1	What is the Language of Mathematics?	indices, radicals, measurements, financial formulas, inequalities
Unit 2	How can we use variation to solve community problems?	algebraic expansion and factorisation, linear equations, algebraic fractions, quadratic equations, simultaneous equations
Unit 3	How do you justify the shapes around us?	Pythagorean theorem, coordinate geometry, congruence and similarity, deductive geometry
Unit 4	Depending on our perspective, how can we change shapes?	trigonometric ratios, unit circle, complementary and supplementary angles, trigonometric functions, non right angle triangles trigonometry
Unit 5	How can vectors influence whether a game is fair?	vectors, bearings, probability, statistics, bivariate statistics

**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 5 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

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**TEACHER:** Ms Ivi Rausi-Haavasalu, Ms.Ismini Pachi  
**SUBJECT:** Performing Art , Visual Art

**GRADE:** MYP 5

**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><b>Photography as storytelling</b>            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><b>Is Rock Plagiarised?</b>            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><b>Short film</b>            This unit focuses on film as an artistic form that integrates the moving images and sounds in order to create a specific narrative, concepts or states of emotion. Students will learn about film as an art form, video installations and their importance, the composition image, sound, narration to express an idea</p>	<p><b>Do machines make music?</b>            The unit focuses on electronic music. 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</p>



	<p>Students will be asked to make short films based on a concept that interests them. Moreover, they will use their former knowledge to explore the importance of sound, silence as well as the elements of photography in creating emotions through their works</p>	<p>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.</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 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.

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E-mail ID: [ismini.pachi@ist.ee](mailto:ismini.pachi@ist.ee) (Arts)

**TEACHER:** Michael Neuwahl**SUBJECT:** MYP Design**GRADE:** MYP 5**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:**

<b>Unit number</b>	<b>Name of the Unit</b>	<b>Content</b>
Unit 1	Identity Confirmed	Students will explore "draw-my-life" videos, social media and privacy principles, videography/photography techniques and methods and use their knowledge and skills to produce their own unique draw-my-life video to share their life story.
Unit 2	Candlelight Dinner for Any Day (Dîner aux Chandelles Pour Tous les Jours)	Students will explore French cuisine, cooking methodology and techniques, in addition to learning to prepare their own three course French meal.

**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.

### **III. Self-Management**

#### 5. Reflection Skills

\_\_\_\_\_ *(Re-)considering the process of learning; choosing and using ATL skills*

- a) Develop new skills, techniques and strategies for effective learning.
- e) Consider content. - What questions do I have now?
- f) Consider ATL skills development. - What can I already do?

### **V. Thinking Skills**

#### 9. Creative Thinking Skills

\_\_\_\_\_ *Generating novel ideas and considering new perspectives*

- d) Make unexpected or unusual connections between objects and/or ideas.
- i) Create original works and ideas; use existing works and ideas in new ways.
- k) Practice visible thinking strategies and techniques.

## **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:**

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**TEACHER:**  
(History /Geography)

**SUBJECT:** Individuals & Societies

**GRADE:** MYP 5

**COURSE OUTLINE 2021-2022**

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

**CONTENT: History/ Geography**

Unit number	Name of the Unit	Content
Unit 1	Ancient Civilizations	Greek city-states: governance, Greek Culture, citizens and way of life. Sparta and Athens. Peloponnesian Wars The rise of Macedonia and Hellenism: Alexander the Great. The formation of the Roman state. The Roman Republic and its organization. The rise of Rome as a powerful state. Army. Caesar. Establishment of the power of the emperor: Augustus. Western Roman Empire and Eastern Roman Empire. Religion: formation and spread of Christianity and its rise to a state religion. Achievements of civilizations of ancient history and their importance in world history.
Unit 2	Middle Ages	Migration and the fall of the Western Roman state. The Frankish empire: Charlemagne and the formation of Western European states. Society and way of life: fiefdom. The way of life of lords and peasants. Knight culture. Urban society: trade, crafts and governance. Secular power and clerical authority: imperial power and popedom. Domination of religion. Clerical Orders. Heretics. Crusades.
Unit 3	Early Modern Era	Renaissance and humanism, the effects and consequences of explorations of new areas. Reformation and Counter-Reformation. Absolutism in France and the formation and securing of parliamentarianism in England. American rev. The effects of the French Revolution and the Napoleonic Wars on Europe. The Congress of Vienna. Industrial revolution, characteristic features of industrial society.
Unit 4	Ancient Estonian History	Ice Age and its re-examine. The beginning of human settlement in the north of Eurasia. Stone Age cultures in Estonia:

		<p>Bronze Age. Asva Culture. Iron Age. Ancient agriculture, mounds and fortresses. Estonia at the end of the prehistoric era</p> <p>Relations with neighbours: Eastern Slavic people, Baltic tribes and Vikings. Development of international trade routes and Estonia. Estonian society at the end of the prehistoric era.</p> <p>Prehistoric beliefs and the spread of Christianity in Estonia. The connections of prehistoric beliefs to nature.</p> <p>Oldest records of the spread of Christianity in Estonia.</p>
Unit 5	Early Modern estonian History	<p>Ancient war of independence: causes of Baltic crusades. The course of the ancient war of independence.</p> <p>Causes and effects of the defeat of Estonia. The Chronicle of Henry of Livonia as a historical source.</p> <p>Old Livonian states: state organization and political map. Social order. Land Council. The relations between Old Livonian states and relations with neighbours. The St George's Night uprising, its causes and effects.</p> <p>Medieval society in Estonia: fiefdom. Building of estates. Formation of villeinage and restriction of movement.</p> <p>Medieval cities in Estonia: governance of cities. Handicraft, trade, the Hanseatic League, guilds and craft guilds. Way of life in cities.</p> <p>Church and culture: clerical orders and monasteries.</p>

#### Content: Business/Economics

Unit Number	Name of the Unit	Content
Unit 1	Understanding Economics	Students will identify production factors and create supply and demand graphs to display the equilibrium price of a good or service. Emphasis will be placed on defining terminology such as, elasticity, opportunity costs, deficit, income, expenditure, purchasing.
Unit 2	Entrepreneurs of tomorrow	The study will include a review of start-up capital, fixed and variable costs, advertising, goal-setting, wages, licenses, patents, and roles of management.

#### Content : Human Studies

Unit Number	Name of the Unit	Content
Unit 1	Family studies	<p>The family studies course of personal, social and health education focuses on the psychology, sociology, ethics and economic management of family life on family law and the role of the family in society in order to support the acquisition of knowledge, skills and attitudes that form the basis for the future family life of students.</p> <p>The course supports development of students' individuality, helps to interpret and analyse their role in the family and to develop a sense of responsibility both in personal and social life. The family studies course shapes, in particular, students' self-determination, social and value competence. The course is also closely</p>

		<p>linked with natural science subjects, literature and other subjects of the social field.</p> <p>Students get to know the demographic, social, economic and historical processes taking place in society and the phenomena that influence the structures and processes of family life. Family studies integrate the knowledge and skills acquired through social studies. Study activities are selected with emphasis on a realistic treatment of the subject, supporting students' understanding of relevance of the content</p>
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**AIMS:**

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

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

**APPROACHES TO LEARNING (ATL) SKILLS:**

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

**ASSESSMENT:**

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

**IB MYP Criteria for assessment are:**

- Criterion A: Knowing and understanding
- Criterion B: Investigating
- Criterion C: Communication
- Criterion D: Thinking Critically

**COURSE EXPECTATIONS:**

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

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

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**TEACHER:** Mr. Darwin Ray Baird **SUBJECT:** English Language and Literature

**GRADE:** MYP 5

**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	Literature from Antiquity to the 19th Century.	The heroic, courage, tragedy, comedy, cultural 'othering', modern film 'interpretations' of ancient literature, mythologies, relations of science to art. Ancient Greece, Beowulf, Dante, Donne, Shakespeare, Johnson, Swift, Poe.
Unit 2	Analysis and Interpretation of Literary Works.	Modernism, postmodernism, symbolism, realism, expressionism, author-centred criticism, reader-response theory, text-centred theory, plot, poetics, style and content, Huysmans, Wilde, Stoker, Bulgakov, Graves.
Unit 3	Language and Society.	Semiotics, post-colonialism, discourse theory, language and identity, multilingualism in world and classroom. Okakura, Conrad, Faulkner, Vargas-Llosa, Carter, Berger.
Unit 4	Media and Influence.	Semiotics of advertising, linguistic landscapes, concept of semiosphere, propaganda, logic and rhetoric. Barthes, Read, Davies, Brodsky, Ballard, Mooren, Kaur.
Unit 5	Speech and Debate.	Composition, facts and ethics in persuasion, rhetorical devices, style, identities and de-centering. Plato, Aristotle, Demosthenes, Nietzsche, Johnson and Blair.

**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.

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**TEACHER:** Ms. Maarja Jõgi

**SUBJECT:** PHE

**GRADE:** MYP 5

### **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:**

<b>Unit number</b>	<b>Name of the Unit</b>	<b>Content</b>
Unit 1	Athletics	Running skills - short, middle and long distance; relay races; Long jump, on sport jump.
Unit 2	Fitness	Fitness terms, physical abilities, gym, strength training, cardio, gym machines and equipment
Unit 3	Net games	Volleyball rules, regulations, toss, serve types, game play
Unit 4	Yoga for flexibility	Yoga poses, sequencing a yoga routine, yoga philosophy

### **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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