

TEACHER: Mr Alaaeddine Skouri & Ms. Carolina suarez

SUBJECT: Language Acquisition French

GRADE: MYP 1 (French)

COURSE OUTLINE 2022-2023:

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
1	French Basic Conversation	<ul style="list-style-type: none"> -French alphabet -accent marks -Greetings and Farewells French greetings (giving/asking names, asking/responding to how you are, asking/telling where you live) -French farewells Introduction to formal and informal language Subject pronouns -How do I sing the French alphabet song? How do I spell my name using the French alphabet? -How do I pronounce certain letter combinations in French? -Age, Dates, and Numbers Asking/giving age -Giving the current date and the date of your birthday Knowing -numbers 0-100 -Asking/giving information on name, how you are, age, birthday Using a greeting and farewell.
2	Leisure Activities and Sports	<ul style="list-style-type: none"> -Sports -Vocabulary for various sports Verbs to talk about likes and dislikes (like, love, don` t like, hate). -Leisure Activities -Vocabulary for various leisure activities Contractions with the prepositions a and de Question types in French Regular -re verbs and the irregular verb faire.
3	The School	<ul style="list-style-type: none"> -School Supplies -Vocabulary for school supplies. -Telling time -Vocabulary for telling time Numbers 1-100 -School Subjects -School subjects vocabulary Expressions to express need School supply vocabulary. -Regular Verbs and Aller
4	La Francophonie	<ul style="list-style-type: none"> -French Speaking Countries -Noun gender -Direct and indirect articles -Geography

AIMS:

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

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

APPROACHES TO LEARNING (ATL) SKILLS:

The units of work in Language Acquisition will offer opportunities for students to develop and practise the following ATL skills -

thinking skills, social skills, communication skills, self-management skills and research skills.

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

IB MYP Criteria for assessment are:

Criterion A: Listening

Criterion B: Reading

Criterion C: Speaking

Criterion D: Writing

COURSE EXPECTATIONS:

Students should

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

TEACHER: Ms. Larissa Karu**SUBJECT:** Language Acquisition German**GRADE:** MYP 1**COURSE OUTLINE 2022-2023:**

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
1	Let us travel to Germany	German Speaking Countries , Basic conversation in Germany, noun genders, geography of Germany, cities and places in Germany, special food, music and sports in Germany. Learning basic sentences (Das ist... Was ist das?). Nouns and articles
2	Daily routine	Telling the time, verbs of activities, conjugation of verbs. Vocabulary: daily routine, days of the week, time, leisure activities, events Grammar: Zeitangaben: am, um
3	The school	Vocabulary: Days of the week, school supplies, school subjects Grammar: Nouns and plural, personal pronouns (nominative)
4	My family	Vocabulary: Family and relatives, pets and profession, Grammar: Possessivartikel im Nominativ und Akkusativ, Genitiv - s bei Namen, für + Akkusativ, Imperativ, Fragen mit Verneinung, oder- Fragen

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
(Phase 2-3)

SUBJECT: Language Acquisition Russian

GRADE: MYP 1

COURSE OUTLINE 2022-2023:

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
1	How can I connect with others?	In this unit students will revise everything they have learned in Russian and practise their knowledge. They will use this knowledge in new situations, such as going to a shop or a restaurant. They will revise: <ul style="list-style-type: none"> • greetings • polite words • conjugation of verbs • possessive pronouns • verbs about leisure • family members • Genitive case • Prepositional case • places • adverbs • complex sentences • plural forms of nouns • adjectives • days of the week • times of the days • past tense
2	Where do I belong?	Household items, furniture, home chores, rooms and buildings. Verbs of position. Genitive and Prepositional cases. Past tense.
3	From school to university	Topic. Education: classwork, homework, time management. Grammar. Perfective and imperfective.
4	Happy Birthday!	Topic. Birthday, presents, clothes, months, holidays, colours. Grammar. Dative case.

AIMS:

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

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages

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

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

IB MYP Criteria for assessment are:

- Criterion A: Listening
- Criterion B: Reading
- Criterion C: Speaking
- Criterion D: Writing

COURSE EXPECTATIONS:

Students should

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

TEACHER: Ms. Araceli Rojo**SUBJECT:** Language Acquisition Spanish**GRADE:** MYP 1**COURSE OUTLINE 2022-2023:**

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
1	My daily routine	Numbers 0-100, reflexive verbs, possessive adjectives, greeting and leave-taking, the common verbs <i>llamarse, ser</i> and <i>tener</i> , immediate family vocabulary, the present tense use of <i>haber</i> , simple expressions of agreement, definite articles, using the verb <i>gustar</i> , and simple time expressions.
2	My identity	Character and physical description adjectives, more advanced family vocabulary, expressions of frequency, present simple indicative irregular verb conjugation, and intensifying adverbs.
3	Freetime and fun	Ask about prices, speak about dates, use the verb <i>estar</i> , use the preposition <i>para</i> , definite vs indefinite articles review, colors, freetime vocabulary, emotions, vocabulary related to proposing activities and asking forgiveness, temporal adjectives, and common irregular verbs <i>hacer, jugar, salir, ver, ir</i> and <i>querer</i> .
4	Travel	Adjectives to describe places, common place geography terms, location adjectives, weather vocabulary, the present perfect in Spanish, the immediate future in Spanish. <i>Ser</i> vs. <i>estar</i> , making impersonal statements with <i>se</i> , superlatives, direct object pronouns

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 Spanish and Spanish 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: Keiu Kärt Tammeaid, Katrin Stalde
country's language

SUBJECT: Estonian: Host

GRADE: MYP 1

COURSE OUTLINE 2022-2023:

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
1	Back to school	Revision of the most important topics from last year. School supplies, subjects and timetable, school furniture. Verb conjugation and ordinal numbers.
2	My everyday life	Revision of days of the week, months, seasons etc. Daily routine. Expressing time in Estonian. Hobbies and interests. Questions "kuhu?", "kus?", "kust"?, grammar construction "Mulle meeldib"
3	Let's discover Estonia	Important sights in Estonia and Tallinn. Famous Estonians. Creating a project about Estonia.
4	Looking forward to summer.	Conclusion of the current school year. Past tense in Estonian. Talking about summer vacation plans.

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

IB MYP Criteria for assessment are:

- Criterion A: Listening
- Criterion B: Reading
- Criterion C: Speaking
- Criterion D: Writing

COURSE EXPECTATIONS:

Students should

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

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TEACHER: Abraham Eifert

SUBJECT: Sciences

GRADE: MYP1

COURSE OUTLINE 2022-2023:

Overview: With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

CONTENT:

Unit Number	Unit Name	Content
1	Ecosystems	Organisms, plants, animals, bacteria, fungi, biotic and abiotic factors, ecological roles, ecological relationships, food chains and webs
2	Biomes	Weather, climate, biomes, aquatic and terrestrial, landforms, biodiversity
3	Earth Systems	Water cycle, rock cycle, atmosphere, carbon cycle, disruptions to cycles, greenhouse effect
4	Human Impact	Soil composition, protected areas, air pollution, acid rain, ozone layer, water pollution, eutrophication, water conservation, recycling, climate change
5	Evolution	Geological time, plate tectonics, rock strata, adaptation, traits, evolution, fossils, natural selection
6	What makes change happen?	Energy, energy stores, energy transfers, energy use, energy sources, energy consumption

AIMS: The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

IB MYP Criteria for assessment are:

Criterion A: Knowing and Understanding

Criterion B: Inquiring and designing

Criterion C: Processing and evaluating

Criterion D: Reflecting on the impacts of science

COURSE EXPECTATIONS: Students should-

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

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TEACHER: Ms. Meena Gaikwad

SUBJECT: Mathematics

GRADE: MYP 1

COURSE OUTLINE 2022-2023

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
1	Numbers make the world go round (Numbers)	Number system, Understanding place value, Converting between word and numeral form and terminology for large numbers, Simplest form. Expanded form, Big numbers, Adding and subtracting whole numbers, Multiplying and dividing whole numbers, Two step problem solving, Rounding numbers, Prime numbers and Prime factors, HCF and GCD
2	How to be positive (Numbers)	Integers, Rule of integers, number line, real life usage of numbers, Bedmas problems, Problem solving.
3	Not all things are whole (Numbers)	Percentages, equivalent forms of percentages and fractions, decimals, application of percentages, percentage change. Recurring decimal, rounding decimal. Representing fractions, comparing fractions. , order of operations with fractions
4	Statistics and population (Statistics)	Simple discrete and classification, Data, types of data, using graphs to represent data, tally, frequency charts, pictographs, column and dot plots, making comparisons and showing trends, Measures of central tendency, Mean, median, mode and range.
5	Pattern and modeling (Algebra)	Simple algebraic expressions, Operations with algebraic expressions, Sequences, patterns, representing patterns with expressions, patterns as functions, Forming equations, Transposing and solving simple linear equations. Substitutions into expressions. Expanding brackets, Factorising algebraic expressions, Using formula
6	Artistry and creativity (Geometry and Algebra)	Rays, line segments and lines, angles, intersecting lines, supplementary angles, complementary angles, parallelism, triangles, interior and exterior angles, types of triangles by angles, Classifying shapes and angles, measuring angles, constructing and bisecting angle, calculations with angle properties, Length, perimeter, area, volume, draw circle
7	Spatial reasoning (Geometry)	Absolute value of a number, the cartesian plane (coordinate plane), plotting points on a coordinate plane) Transformation of objects symmetry, translation, rotation, reflection, enlargements, reductions.

Aims:

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

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

ASSESSMENT:

Based on the IB MYP Mathematics Assessment Criteria, students' growth in MYP 1 Mathematics will be continually assessed utilizing a variety of methods. These methods include investigations, group and individual projects, presentations, tests and self-assessments.

IB MYP Criteria for assessment are:

Criterion A: Knowing and understanding

Criterion B: Investigating patterns

Criterion C: Communicating

Criterion D: Applying mathematics in real-life contexts

COURSE EXPECTATIONS: Students should:

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

TEACHERS: Ms.Ismini Pachi Mr. Oskar

SUBJECT: Performing Art , Visual Art

GRADE: MYP1

COURSE OUTLINE 2022-2023

Overview:

MYP Arts provides a powerful mode of communication through which students explore and construct a sense of understanding around them. To be an artist one has to be curious, and by developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem solvers. In the MYP, students are guided to create, perform and present art in ways that engage and convey their own feelings, experiences and ideas.

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

CONTENT:

Unit number	Visual Arts	Performing Arts
1.	UNIT 1 -Nature in Art and Architecture We will explore artists from different cultural backgrounds and their aesthetics. Students will experiment through different mediums in order to create innovative artworks that will reflect their own aesthetics.	UNIT 1 – The building blocks of music 1. We will explore central building blocks of music, learn to recognize and describe them. Students will make a song analysis. We will sing songs and play the xylophone.

2.	<p>UNIT 2-Forms and abstractions</p> <p>Through abstraction and composition, we explore different forms and techniques. We learn how the change of a form affects an artistic composition. We create artworks with a range a forms and explore our various artistic identities.</p>	<p>UNIT 2- Choir 1.</p> <p>Through practice and research will explore different choir styles and expressions. Students will learn to sing harmonies, control dynamics and analyse what makes a choir work well.</p>
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AIMS:

VISUAL ART

The aims of MYP Visual arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and self-discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

PERFORMING ART

The aims of MYP Performing arts are to encourage and enable students to:

- create and present music
- develop skills specific to the discipline
- develop their understanding of the Elements of Music and provide students with a foundation of musical vocabulary
- develop individual control of a range of sounds placing them into a musical context.
- how art can provide the inspiration and stimulus for composition and how we can communicate through art
- Through performing, composing, improvising and listening and appraising, students then explore four different musical structures: Question and Answer, Binary Form, Ternary Form and Song Form.

APPROACHES TO LEARNING (ATL) SKILLS:

THINKING - Creative Thinking

Creative thinking that encourages and promotes the generation of new ideas and solutions which take into account multiple contexts and perspectives. It leads to innovation and new ways of doing.

SELF MANAGEMENT - Organization

Organization that inspires confidence by demonstrating preparedness, management, prioritization, and clarity. It is used to model processes and structures.

RESEARCH Information and Media Literacy
Information and media literacy is used with ease in a variety of modes to consult, coach and collaborate with stakeholders.

SELF MANAGEMENT - Reflection

Reflection that demonstrates both personal and situational consideration exhibited in informed decisions, refinement of practices and initiative to improve and gain a deeper understanding of self. It is used to build confidence and encourage thoughtful risk-taking. THINKING - Critical Thinking
Critical thinking that demonstrates a synthesis of ideas and goes beyond personal experience. It also inspires critical thinking in others that leads to action including new practice and deeper understanding.

IB MYP Criteria for assessment are:

Objective A: Investigating

Objective B: Developing

Objective C: Creating/Performing

Objective D: Evaluating

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Email: ismini.pachi@ist.ee (Art)

TEACHERS: Michael Neuwahl

SUBJECT: MYP Design

GRADE: MYP 1

COURSE OUTLINE 2022-2023:

Overview:

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. Inquiry and problem-solving are at the heart of the subject group. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution.

CONTENT:

Unit Number	Unit Name	Content
1	Uno Sguardo In Cucina	<p>By exploring culinary aspects which characterize the studied cuisine, based on the histories of ideas, personal and cultural expression, students will gain insight into what makes each cuisine unique, and develop the skills necessary to successfully prepare signature dishes from the Italian kitchen.</p> <p>Design Skills Chopping, slicing, dicing, shredding, fileting, boiling, glazing, braising, baking, frying, steaming, kneading, mixing, and seasoning.</p> <p>Documentation Skills Academic honesty - Understanding of copyright, and citations.</p> <p>Discipline Specific Skills Understanding the 'Design Cycle'. Understanding the purpose, and need to communicate concisely, and accurately.</p>
2	Time is of the Essence	<p>Through the development of environmentally conscious systems, natural resources can be (re)used and replenished to promote sustainability.</p> <p>Design Skills Drafting, stylising, ideation, development, relationships, systems, communication, using a scalpel safely, measuring, gluing (hot glue gun), and work safety.</p> <p>Documentation Skills Comprehensive logical documentation, Academic honesty - Understanding of copyright, and citations.</p> <p>Discipline Specific Skills Understanding the 'Design Cycle'. Understanding the purpose, and need to communicate concisely, and accurately."</p>

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. Thinking Skills

1. Transfer Skills

Utilizing skills and knowledge in multiple contexts

- I. Change the context of an inquiry to gain different perspectives.

II. Self-Management Skills

1. **Organization Skills**

Managing time and tasks effectively

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

ASSESSMENT:

In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand from MYP design has a corresponding strand in the assessment criteria for this subject group. They might be in the form of a task-specific version of the required assessment criteria, a face-to-face or virtual classroom discussion, a detailed task sheet or assignment, a product or creation based on the assessment criteria.

IB MYP Criteria

Criterion A: Inquiring and Analysing

Criterion B: Developing Ideas

Criterion C: Creating

Criterion D: Evaluating

COURSE EXPECTATIONS:

Students:

- Bring their laptops, books and stationery needed to class.
- Submit their homework and research.
- Submit their assignments on time.
- Be punctual to class and participate actively in class activities.
- Come to class with an open mind and positive thinking.

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TEACHER: Andres Sambrano

SUBJECT: English Language and Literature

GRADE: MYP 1

COURSE OUTLINE 2022-2023

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
1	Is Seeing Always Believing?	In this unit, we will: FIND OUT how documentaries can expand our awareness of the world around us; EXPLORE current viewing trends and the effectiveness of media to lead to change; and TAKE ACTIONS by working on projects that make real and positive difference, by striving to tell community stories of importance, by not being scared of a challenge and by always asking why.
2	Myths and Legends: Mirror or Reality?	In this unit, we will: FIND OUT what myths and legends are and why they are important; EXPLORE how myths and legends have influenced our culture and how stories can help us to better understand the world in which we live; and TAKE ACTION to preserve the traditions of storytelling.
3	Do You Believe in Magic?	In this unit, we will: FIND OUT what fantasy is and how escaping to other worlds can sometimes help us to cope better with issues in our day-to-day lives; EXPLORE how authors can use language and imagery to enable us, as readers, to enter the world of fantasy; and TAKE ACTION to revive our love for some of the great fantasy classics in literature and to encourage ourselves and others to be open-minded about new stories of the genre that are published, some of which go on to become classics, too.
4	Do Advertisements Run the World?	In this unit, we will: FIND OUT what advertisements are; EXPLORE the impact that advertising has on our behavior and way of thinking; and TAKE ACTION to raise awareness about the dangerous consequences of irresponsible advertising.
5	Mysteries and Sleuths	In this unit, we will join the ultimate sleuth Hercule Poirot and follow him through his precise methodology in solving the unsolvable with the cool power of his "little grey cells" - analysis and critical thinking skills. We will discover what mystery fiction is and how to define this literary genre.
6	Is All the World a Stage?	In this unit, we will: FIND OUT who William Shakespeare was and what he wrote; EXPLORE the impact of Shakespeare's work on literature, art and film across the globe; and TAKE ACTION to find engaging ways in which you can bring Shakespeare to people of your age group and to overcome the obstacles we face when we are trying to understand concepts and language that we may find difficult.

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 analyzing literary and non-literary texts;
- Engage with texts from different historical periods and a variety of cultures;
- Explore and analyze aspects of personal, host and other cultures through literary and non-literary texts;
- Explore language through a variety of media and modes;
- Develop a lifelong interest in reading;
- Apply linguistic and literary concepts and skills in a variety of authentic contexts; and
- Read one literary classic per year, and track reflections and insights in a journal.

APPROACHES TO LEARNING (ATL) SKILLS

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

ASSESSMENT

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

Criterion A: Analyzing

Criterion B: Organizing

Criterion C: Producing text

Criterion D: Using language

COURSE EXPECTATIONS

The following are the expectations for all students undertaking English Language and Literature:

- Complete of a minimum of 6 formative and 3 summative assessments per semester - each assessment covering all four criteria - A, B, C, and D;
- Check emails and course assignments on a daily basis;
- Complete all assignments in a timely manner;
- Organize and maintain an English journal/folder/portfolio to be presented for assessment at the end of each unit;
- Dedicate extra effort to read and reference other works at home for every unit as the class progresses through the year;
- Work on developing typing pace and handwriting skills;
- Clarify all doubts (via email or in person) prior to the date of assignment submission/assessment;
- Bring all study material to class: notebook for Language and Literature, study materials and a fully charged computer; and
- Sign an Essential Agreement that lists rules to help assure the healthy functioning of the classroom.

TEACHER: Ms. Maarja Jõgi **SUBJECT:** PHE**GRADE:** MYP1**COURSE OUTLINE 2022-2023**

Overview: MYP physical and health education courses, in combination with MYP sciences, help specifically to prepare students for the study of sports, exercise and health science in the IB Diploma Programme (DP). This rigorous course enables students to inquire into systems of the human body and explore how and why these systems work together. In their study of sports, exercise and health science, students learn how to apply their knowledge and understanding by critically analysing human performance and through planning and conducting laboratory investigations.

CONTENT:

Unit Number	Unit Name	Content
1	Athletics	Sprint, long jump, long distance running, ball throw, relay race
2	Team games: Handball	Handball rules and regulations, team spirit, defense and offense, passing, game play
3	Acrobatics	Acrobatic elements, putting together acrobatics routine, partner acrobatics
4	Team games: Basketball	rules and regulations, basketball passes, dribbling, shooting, fouls, game play

AIMS:

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

- To encourage participation in physical activity.
- To encourage students to exhibit consideration for others, a positive attitude, self-control and appropriate social behaviour.
- To increase the skill level of students through specific skill practice and application of skills in enjoyable game situations.
- To increase student's knowledge of physical education, with a focus on health and lifestyle issues, basic fitness principles and game rules.

APPROACHES TO LEARNING (ATL) SKILLS:

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

ASSESSMENT: Based on the IB MYP PHE Assessment Criteria, students' growth in class will be continually assessed utilizing a variety of methods. These methods include practical investigations, oral activities, performance, movement sequences, individual projects, presentations, tests and self-assessments.

IB MYP Criteria for assessment are:

Criterion A: Knowing and understanding

Criterion B: Planning for Performance

Criterion C: Applying and Performing

Criterion D: Reflecting and Improving Performance

COURSE EXPECTATIONS

Students should

- Bring all needed materials to class such as a positive mindset and good listening skills.
- Come to class with a willingness to learn, a good attitude that rubs off on your classmates and focus on striving for excellence.

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TEACHER: Tokay Ahmadov**SUBJECT:** Individuals and Societies**GRADE:** MYP1**COURSE OUTLINE 2022-2023:**

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
1	Why do individuals form social groups	Students will learn about social capital, perspectives on equality and equity, assessments of different norms and values around the world, globalization, cultures, and media
2	Environments around us	Students will learn about different biomes existing in the world, problems of deforestation and other environment issues, shortcomings in human rights in countries, and sustainable development
3	How maps and sources provide time, place and space	Students will study maps, directions and scale, height, and cardinal points
4	Ancient Civilizations	Students will start learning history in sequence. We will elaborate on such eras as antiquity, and study empires as political units in the past
5	Settlements	Students will have broad discussions about types of settlements, push and pull factors, and urbanization
6	What do people believe in?	Students will learn what are the main global and some indigineous religions out there. We will discuss why people go on pilgrimage and will study other existing beliefs and systems in the world

AIMS: The aims of MYP individuals and societies are to encourage and enable students to:

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

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

Assessment criteria for Individuals
and Societies:

Criterion A: Knowing And understanding

Criterion B: Investigating

Criterion C: Communicating

Criterion D: Critical thinking

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

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