

TEACHER: Mr Alaaeddine Skouri & Ms. Carolina suarez

SUBJECT: Language Acquisition French

GRADE: MYP 2 (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.

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TEACHER: Ms. Larissa Karu**SUBJECT:** Language Acquisition German**GRADE:** MYP 2**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 French and French cultures
- Be curious to go beyond classroom learning and teaching
- Use resources from the Internet to widen one's learning
- Develop International mindedness and strive to be a global citizen
- Participate actively in class activities
- Submit your homework on time.
- Students should follow the Academic Honesty Policy by submitting their own work or will have to face consequences.
- Be punctual to class.

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

GRADE: MYP 2

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? | <p>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:</p> <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 2**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</i> , <i>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</i> , <i>jugar</i> , <i>salir</i> , <i>ver</i> , <i>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: Anna Tulupjeva, Katrin Stalde, Keiu Kärt Tamemaid

SUBJECT: Estonian: Host country’s language (Phase 1)

GRADE: MYP 2

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 | Where are you going? Back to school | conjugation of verbs making dialogues learn to communicate in different situations, such as grocery, travelling or searching for a certain place in Tallinn Advanced group: Revision of the most important topics from last year. School supplies, subjects and timetable, school furniture. Verb conjugation and ordinal numbers. |
| 2 | Everyday life | Housekeeping, meals, hygiene habits. Vocabulary will be acquired through context, thereby the changing words always have two different stems. NUMERALS: Numbers 1–10 in all the cases (will be used in context). Advanced group: 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 | Learning and working Let’s discover Estonia | Traffic safety; asking and giving directions. Transportation vocabulary. Conditional. Advanced group: Most popular cultural events in Estonia. Important sights in Estonia and Tallinn. Famous Estonians. Creating a project about Estonia. |
| 4 | Spare time Looking forward to summer | "Hobbies, different ways of spending spare time. NOMINALS: Cases in singular and in plural. Different endings of nominals. Different cases while answering questions (will be acquired through context)." Advanced group: Conclusion of the current schoolyear. 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:** MYP 2**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 | Solar System | Solar system, stars, planets, Earth, Sun, Moon, lunar phases, tides, seasons, gravity, orbits |
| 2 | Cells | Cells, types of life, organelles, cell specialization, cellular respiration, photosynthesis, mitosis |
| 3 | Properties of Matter | Particle model, states of matter, state changes, physical properties, thermal energy, temperature, mass and volume |
| 4 | Waves | Waves types, wave properties, wave parts, quantifying waves, oscillation, interference, light, electromagnetic spectrum, reflection, refraction |
| 5 | Atoms | Subatomic particles, atomic structure, elements, Periodic Table, compounds, mixtures, synthetic materials |
| 6 | Geo Science | Earth's structure, tectonic plates, earthquakes, volcanism, seismology, erosion, carbon cycle, magnetic field |

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

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

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

IB MYP Criteria for assessment are:

Criterion A: Knowing & Understanding

Criterion B: Inquiring & Designing

Criterion C: Processing & Evaluating

Criterion D: Reflecting on the impacts of science

COURSE EXPECTATIONS: Students should-

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

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TEACHER: Ms. Meena Gaikwad

SUBJECT: Mathematics

GRADE: MYP 2

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 |
|-------------|---|--|
| Unit 1 | Numbers make the world go round | Number systems, Review of properties of numbers: Place value and expanded notation of very large numbers Rounding off and Estimation, divisibility tests, Prime numbers and prime factors, index notation, Square/ cube numbers, roots, factors; multiples, , Greatest/ highest common factor, lowest common multiple , Order of operations, Number line and simple inequalities, Integers: Operation with integers: Addition, Multiplication, Subtraction and division. |
| Unit 2 | Using Math in cooperation and competition (Ratio and proportions) | Ratios, simplifying ratios, equivalent ratios, different ways to represent ratios (tables, graphs, equations) Proportions, solving proportions, recognizing and using proportional reasoning. |
| Unit 3 | Puzzles and Tricks (Solving using Algebraic expressions) | Algebraic expressions, Types of expressions, equations, Addition and subtraction in algebra, Multiplication in algebra, Simplifying algebraic fractions , Grouping symbols, Checking algebraic simplifications by substitution, Simplifying expressions with grouping symbols, Factorizing using common factors, Representing inequalities |
| Unit 4 | Games and Fair Play (Probability and univariate statistics) | Review and extension of statistical analyses and representation, Simple discrete data and classification, biased and unbiased data, Data collection and generation (including surveys) Graphical representation of data, Tally Frequency charts, pictograms, bar graphs, column graphs, dot plots, Pie charts, Stem and leaf plots, Data visualizations and infographics, Data processing: Measure of central tendency Mean, Mode, Median for discrete data, Measure of dispersion: Range Review and extension of concepts of probability, Qualitative handling of probability, Probability of simple events, Sample spaces, Probability scale, including significance of number, Theoretical probability and experimental probability |
| Unit 5 | Shapes around us - 2D and 3D Shapes | Introduction to 2d and 3d shapes, Perimeter and Area of different shapes: Triangle, trapezoid, parallelogram, circle, square, rectangle, real world problems, volume and surface area of prisms and pyramid : Cube, Cuboid, Sphere etc. |
| Unit 6 | Maths around us (Everyday beauty) | Coefficient, transformations, scaling, tessellations, rotations, translation, enlargement and reflection |

Aims:

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

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

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

ASSESSMENT:

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

IB MYP Criteria for assessment are:

Criterion A: Knowing and understanding

Criterion B: Investigating patterns

Criterion C: Communicating

Criterion D: Applying mathematics in real-life contexts

COURSE EXPECTATIONS: Students should:

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

TEACHERS: Mr. Ms.Ismini Pachi , Mr. Oskar Lindvall

SUBJECT: Visual & Performing Art

GRADE: MYP 2

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.FANTASIES AND DREAMS | Students can explore the concept of identity through the framework of Surreal and fantastic art, expressing "who I am" with creative juxtapositions of images and objects. | The Building Blocks of Music 2 We will deeper explore central building blocks of music. Students will learn to identify similarities between genres. Students will make a comparison of 2 songs from different genres. |
| 2.SCULPTURES AND FUNCTIONAL CERAMIC WARE | Students will explore various ceramic art works and their meanings.They will be introduced to the history of ceramic art during the centuries and the shift from the functional art to the conceptual art. They will explore the process of ceramic making from functional objects to conceptual art works. What is the importance of the material in the expression and execution of an idea? | Choir 2 Through practice and research will further explore different choir styles and expressions. Students will develop their harmony singing, their vocal technique and ability to work in an ensemble. |

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:

SELF MANAGEMENT - Affective Skills

Affective skills that demonstrate an engaging, positive, empathetic attitude. Diplomatic responses and solutions are shared indicating integrity, presence, problem solving and agility which builds respect and understanding. 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.

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.

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.

IB MYP Criteria for assessment are:

Objective A: Investigating

Objective B: Developing

Objective C: Creating/Performing

Objective D: Evaluating

TEACHERS: Michael Neuwahl

SUBJECT: MYP Design

GRADE: MYP 2

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 | Mind the Gap! | <p>We encourage students to apply their creativity, logic & critical thinking skills to design, and produce a bridge-model of their own invention which combines function, health and safety with aesthetics, and sustainability.</p> <p>Design Skills Drafting, architectural planning, measuring, structural integrity, form, function, aesthetics, and safety.</p> <p>Documentation Skills Academic honesty - Understanding of copyright, and citations.</p> <p>Design Specific Skills Understanding the 'Design Cycle'. Understanding the purpose, and need to communicate concisely, and accurately.</p> |
| 2 | Colors of India | <p>Systems exist everywhere and can provide us with valuable information about the world around us and exploring cuisine by observing markets & trends allows us to identify related industries, and target them to reach (inter)globalization & sustainability objectives.</p> <p>Design Skills Chopping, slicing, dicing, shredding, filleting, boiling, glazing, braising, baking, frying, steaming, kneading, mixing, and seasoning.</p> <p>Documentation Skills Academic honesty - Understanding of copyright, and citations.</p> |

| | | |
|--|--|---|
| | | Design Specific Skills Understanding the 'Design Cycle'. Understanding the purpose, and need to communicate concisely, and accurately. |
|--|--|---|

APPROACHES TO LEARNING (ATL) SKILLS:

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

I. Self-Management Skills

1. Affective Skills

Managing state of mind

D.2) **Perseverance**

- a. Demonstrate persistence and perseverance

I. Thinking Skills

1. Critical Thinking Skills

Analyzing and evaluating issues and ideas

- a. Draw reasonable conclusions and generalizations

ASSESSMENT:

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

IB MYP Criteria

Criterion A: Inquiring and Analysing

Criterion B: Developing Ideas

Criterion C: Creating

Criterion D: Evaluating

COURSE EXPECTATIONS:

Students:

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

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TEACHER: Mr. Andres Sambrano
Literature**SUBJECT:** English Language and Literature**GRADE:** MYP 2**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 | How can we separate fact from fiction? | In this unit we will: FIND OUT what the conventions of historical fictions are; EXPLORE how historical fiction can give us a better understanding of the past and what lessons we can learn from history; and TAKE ACTION to raise awareness about current social issues. |
| 2 | What makes a life worth writing about? | In this unit, we will FIND OUT what biographies are and how to write them; EXPLORE why we should read and write biographies and what we can learn from them; and TAKE ACTION to share the stories of ordinary people. |
| 3 | Why do we need to belong? | In this unit, we will: FIND OUT about the culture and history of India; EXPLORE how film can be used to highlight issues of importance; and TAKE ACTION to raise awareness about the social issues in "A Suitable Boy", a BBC adaptation of the epic novel by Vikram Seth. |
| 4 | Should we forgive and forget? | Find out what the Holocaust is and learn about some of the contextual factors that surround this dark period in European history. Explore how we can use "The Hiding Place" and "Maus" to explore issues such as totalitarianism, injustice and forgiveness. Take action to raise awareness about anti-Semitism through history. |
| 5 | Do girls run the world? | In this unit, we will: FIND OUT who some of the most famous women writers are; EXPLORE what we can learn from women's writing and how it can give us a different point of view on history; and TAKE ACTIONS to help end gender inequality and celebrate women's contribution to society. |
| 6 | Life is a Stage: Drama enters the classroom | Students will explore William Shakespeare. Who exactly was this man? What did he write? Why is he so revered? I will bring Shakespeare into your lives through performance. |

AIMS

The aims of MYP Language and Literature are to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction;
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts;
- Develop critical, creative and personal approaches to studying and 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 6 formative and 3 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
- Complete all homework and assignments in a timely manner.
- Organize and maintain an English journal/folder/portfolio to be presented for assessment at the end of each unit.
- Put in extra effort to read and reference other works at home for every unit that

progresses.

- Developing typing pace and handwriting skills.
- Clarify all doubts (via email or in person) regarding an assignment prior to submission.
- Bring all class materials to school every day, including one notebook for Language and Literature, one file for handouts/ activity sheets and a fully-charged computer.
- Make an Essential Agreement to help assure the healthy functioning of the classroom.

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TEACHER: Ms. Maarja Jõgi**SUBJECT:** PHE**GRADE:** MYP 2**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: Volleyball | Volleyball rules and regulations, team spirit, positions, overhead pass, underarm pass, serve, game play |
| 3 | Acrobatics | Acrobatic elements, putting together acrobatic routine |
| 4 | Team games: Basketball | rules and regulations, basketball passes, dribbling, shooting, faults, 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: Mr. Tokay Ahmadov

SUBJECT: Individuals and Societies

GRADE: MYP 2

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 | How did Globalization shape the world? | What is globalization and glocalization? What are the effects of globalization? How should we understand the domination in the processes of globalization? What factors can end the globalized domination of one group? Which languages are globalized? What are TNCs? How do global corporations affect the local market and populations? |
| 2 | Why are empires formed? | Why do we need history? Which eras of history are there? What are city-states? What factors sustained empires? Why do we need military, innovations, trade, central authority and alliances? |
| 3 | What was life in the Middle Ages like? | Students should learn about the Roman Empire, Byzantine, Arab Caliphate, the Mongols, Crusades and Seljuks, Kievan Rus, and China in Middle Ages |
| 4 | How does exploration affect global interactions? Innovations and Renaissance | What is exploration? How did it affect early societies? Why is it important now? Trade and European conquests of the Americas. What were the negative consequences of European conquests? What was the Columbian Exchange about? Who were the famous travelers, and what are their major contributions? What were the inventions of the Renaissance period? How innovations changed the world? |
| 5 | Why are natural environments important to individuals and societies? | Which biomes are there? How do we understand climate? What is sustainable development, and how to measure it? How do natural hazards affect local populations? |
| 6 | How can energy be produced sustainably? | What are natural resources and their types? What is renewable and non-renewable energy? Hydroelectric, Solar, Wind, and Geothermal energy. What are their negative and positive effects? How useful is nuclear energy? What is a sustainable city? |

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 & 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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