

**TEACHER:** Mr Alaaeddine Skouri & Ms. Carolina suarez

**SUBJECT:** Language Acquisition French

**GRADE:** MYP 3 (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	Notre Planète	<ul style="list-style-type: none"> <li>-L'écosystème</li> <li>-Les sources d'énergie renouvelables et non renouvelables</li> <li>-Le réchauffement climatique</li> <li>-L'impact du réchauffement climatique sur la biodiversité</li> <li>-Les gestes pour sauver la planète</li> <li>-L'impact humain sur l'environnement</li> <li>La chronique dans un journal</li> <li>-la cause</li> <li>-la consequence</li> <li>-Apprendre à débattre</li> <li>-Exprimer des opinions</li> </ul>
2	La nouvelle communication à l'ère de la transformation digitale	<ul style="list-style-type: none"> <li>-Vocabulaire de l'internet et à la technologie</li> <li>-Utilisation productive d'Internet</li> <li>-Les différents sites de réseautage social</li> <li>-Les sites de réseaux sociaux et l'adolescence</li> <li>-Comprendre la citoyenneté numérique</li> <li>-Les règles de sécurité en utilisant l'internet</li> <li>-L'ère numérique</li> <li>-Les avantages et les inconvénients de l'environnement virtuel</li> <li>-Comprendre les conventions du message pour communiquer efficacement avec le public cible</li> </ul>
3	Le Petit Prince	<ul style="list-style-type: none"> <li>- Recherche sur des auteurs français célèbres</li> <li>- Échafauder les éléments d'une bonne histoire</li> <li>- Déballer la structure et la signification de l'histoire</li> <li>- Comprendre le contexte, le thème, l'intrigue, le diagramme de l'histoire</li> <li>- Les personnages et leur rôle</li> <li>- Création de Vlog</li> <li>- Rédaction de synopsis</li> <li>- Examen du point de vue et des déductions</li> </ul>
4	l'Innovation et la créativité culinaire	<ul style="list-style-type: none"> <li>-Vocabulaire thématique</li> <li>-Histoire et origine de Ratatouille</li> <li>-Thème, contexte et personnages du Film</li> <li>-Comprendre le message du film</li> <li>-Passionnés de dessins animés</li> </ul>

		-La créativité et l'ingéniosité -Comprendre la critique des spectateurs -Rédaction d'un résumé -Entretien structuré
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**AIMS:**

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

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

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

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

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

IB MYP Criteria for assessment are:

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

**COURSE EXPECTATIONS:**

Students should

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

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**TEACHER:** Ms. Larissa Karu**SUBJECT:** Language Acquisition German**GRADE:** MYP 3 (German)**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	New in town	The students can name places and sights and transports. They will be capable of helping others to find their way and what they need in the unknown city and as tourists, they will know how to politely ask for help and understand the directions given by others. They can name the seasons and the months. They can talk about their hobbies
2	daily routine and time with friends	Vocabulary: daily routine, days of the week, time, leisure activities, events Grammar: Zeitangaben am, um, possessiv articles (nominativ and akkusativ)), Verbs: „müssen, wollen können“.
3	fashion	Vocabulary: clothes, conversation in a shopping center, personal pronouns
4	Personal relationships beyond the families	Vocabulary: Family and relatives, pets and profession, leisure activities 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. Araceli Rojo

**SUBJECT:** Language Acquisition Spanish

**GRADE:** MYP 3

**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 llamarse, ser and tener, immediate family vocabulary, the present tense use of haber, simple expressions of agreement, definite articles, using the verb gustar, 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 estar, use the preposition para, definite vs indefinite articles review, colors, freetime vocabulary, emotions, vocabulary related to proposing activities and asking forgiveness, temporal adjectives, and common irregular verbs hacer, jugar, salir, ver, ir and querer.
4	Travel	Adjectives to describe places, common place geography terms, location adjectives, weather vocabulary, the present perfect in Spanish, the immediate future in Spanish. Ser vs. estar, making impersonal statements with se, 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

**SUBJECT:** Estonian: Host country’s language

**GRADE:** MYP 3

**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’s begin	Basic expression. Introducing oneself in Estonian. Days of the week, months, seasons. Verb conjugation and personal pronouns.
2	School	Subjects in Estonian. School supplies and furniture items. Expressions related to school.
3	Let's discover Estonia	Most popular cultural events in Estonia. Important sights in Estonia and Tallinn. Famous Estonians. Creating a project about Estonia.
4	Spare time	Vocabulary related to hobbies and interests. Learning the construction “Mulle meeldib”. Talking about daily routine.

**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:** Dr Helmi Kreinin

**SUBJECT:** Sciences

**GRADE:** MYP 3

**COURSE OUTLINE 2021-2022:**

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

**CONTENT:**

Unit Number and Name	Content
Unit 1 -Elements and bonding	1) describe the structure of atoms. 2) understand isotopes 3) Be able to use symbols and 2/3 D models to represent elements, compounds and molecules. 4) determine electron configuration of elements using the position of the element in the periodic table 5) Understand ion formation and link this to electron configuration of the elements involved 6) understand the difference between metallic, ionic and covalent bonding. 7) compare and contrast the different types of bonding 8) be able to link properties of materials to the type of bonding present in the material 9) looking up information from information sources about the chemicals around us (rocks, natural water, air, human being, space), comparing and evaluating this information; 10) use symbols to write formulas for chemical compounds 11) use understanding of ionic bonding to balance ionic compound formulas.
Unit 2 - Health	1) hierarchy of life and linking cells, tissues, organs and organ systems 2) describe organ systems in animals 3) link organs to differentiated cells 4) describe organ systems in plants 5) link organs to differentiated cells 6) outline the immune system and the difference between adaptive and passive immunity 7) differentiate between communicable and non-communicable diseases 8) outline disease carriers and the types of diseases caused by them 9) outline adaptive immune response to disease and why this fails in the case of HIV/AIDS 10) associate human organ systems with their main tasks; 11) analyse drawings and schemes of the human organ systems 12) associate structure of these systems with the function of these systems 13) be able to name and explain the most common diseases associated with these systems 14) explain lifestyle changes that maintain healthy functioning of these systems. 15) explain how cells in these organ (systems) are specialized to carry out their function.

	16) healthy lifestyle behaviors
Unit 3 - Reproduction	<ol style="list-style-type: none"> <li>1) compare the structure and function of the male and female sex organs;</li> <li>2) compare the structure and development of human egg cells and sperm;</li> <li>3) explain the means of spreading of the most common venereal diseases and ways of avoiding getting sick;</li> <li>4) menstrual cycle and hormonal control of the menstrual cycle, male hormones</li> <li>5) analyse the factors that effect the fertilisation of egg cells;</li> <li>6) explain the changes in the development of a human foetus;</li> <li>7) associate age-specific anatomical changes in the body with functional changes; and</li> <li>8) solve dilemma problems connected to family planning and introduce contraceptives</li> <li>9) analyse the advantages of internal and external fertilization and foetal development in vertebrates and give examples of this;</li> <li>10) give examples of vertebrates in which internal and external fertilization occurs;</li> <li>11) assess the importance of direct development and metamorphosis and give examples of this; and</li> <li>12) compare the importance of feeding, protecting and teaching young in different groups of vertebrates (type R and K)</li> <li>13) compare the external characteristics (include flower anatomy), means of reproduction, location of growth and distribution characteristic of different groups of plants;</li> <li>14) analyse the dependence of the structure of organs of flowering plants on their tasks, location of growth and means of reproduction and distribution and associate the function of plant organs with the movement of substances in the plant (insect vs wind vs bat etc)</li> <li>15) analyse the advantages of sexual and asexual reproduction on the example of different plants, compare different means of reproduction, pollination and distribution and give examples of these;</li> <li>16) compare the external characteristics, means of reproduction, location of growth and distribution characteristic of different groups of plants;</li> <li>17) analyse the role of plants in ensuring the sustainability of nature as a complete system and in human activities and give examples of this (people pollinating by hand)</li> <li>18) explain how knowledge of plants is necessary for representatives of different professions;</li> </ol>
Unit 4 - Genetics	<ol style="list-style-type: none"> <li>1) historical perspective on genetics (Mendel and peas)</li> <li>2) understanding the difference between inherited vs acquired traits.</li> <li>3) take an understanding attitude towards the hereditary and non-hereditary diversity of humans (link back to diseases in Unit 2 Health)</li> <li>4) assess the role of hereditary and non-hereditary changeability in the example of human features and analyse information about the extent of changeability presented in diagrams and tables, analyse the role of heredity and changeability in the example of human features</li> <li>5) understanding the difference between continuous vs discreet variation</li> <li>6) explain the differences between genotypes and phenotypes and be able to identify them.</li> <li>7) explain the connection between DNA, genes and chromosomes and their role in heredity and the inheritance and expression of genes. Introduce structure of DNA</li> <li>8) introduce meiosis and how it differs from mitosis learned last year.</li> <li>9) solve simple genetics tasks related to the expression of dominant and recessive gene alleles (monogenic traits) and sex linked traits.</li> <li>10) draw and evaluate punnet squares</li> </ol>

	<p>11) draw and interperate simple pedigrees with regard to autosomal dominant and autosomal recessive and sex-linked characteristics  12) assess the possibilities of genetic change of organisms, relying on scientific and other important viewpoints (evolution and mutation)  13) analyse the possibilities of prevention of hereditary diseases and diseases with hereditary predispositions  14) describe the areas of activity of gene technology and the professions related to this</p>
<p>Unit 5 - Chemical Reactions</p>	<p>1) compare and categorize substances according to their physical properties (melting and boiling temperature, density, hardness, conductivity, colour etc.)  2) Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. (physical vs chemical change)  3) distinguish between mixtures and chemical reactions  4) differentiate between solutions and colloids and give examples of solutions and suspensions in nature and everyday life  5) solve calculus tasks based on the percentage constitution of a solution (applying the ratio between the mass of the solution, solvent, dissolved substance and the mass percentage of the solution).  6) follow main safety regulations when using chemicals in laboratory work and everyday life and understand the need to follow safety regulations  7) know the most important laboratory instruments (e.g. test tube, beaker, flask, graduated cylinder, funnel, mortar, porcelain bowl, spirit lamp, test tube holder and stand) and use them correctly in practical work;  8) know the options for incurring chemical reactions, recognises a reaction by its characteristics (combustion, acid-base, oxidation, decomposition, substitution reactions)  9) understand the law of conservation of mass and be able to apply it to find missing masses in equations.  10) write symbol as well as word equation for chemical reactions and be able to identify balanced and unbalanced equations.  11) explain the role of oxygen in combustion and wildlife (associating it with the things previously studied in Science and Biology),  12) describe the main properties of oxygen, hydrogen, carbon dioxide and be able to carry out gas tests.  13) associate the appropriate measure for collecting gas (oxygen, hydrogen, carbon dioxide etc.) with the corresponding properties of gas (density of gas in relation to air and solubility in water);  14) on the basis of the formula of the substance, determine the ionic charges of its composites and prepare the formulas of oxides on the basis of balancing ions in a compound (revision from unit 1 Elements and compounds)  15) write the formulas on the oxides on the basis of their names and vice versa;  16) write symbol as well as word equation for chemical reactions and be able to identify balanced and unbalanced equations.</p>
<p>Unit 6 - Motion and Forces</p>	<p>"1) describe the important features of movement and its relation to other phenomena;  2) explain the meaning of distance, displacement, speed, average speed as well as means of measurement and know the units of measurement used;  3) differentiate between scalar and vector quantities  4) know the meaning of the formula distance=velocity*time and use this formula in solving problems;  5) use movement graphs to describe movement (time distance graphs and time velocity graphs)  6) know that, due to the interaction of relation, the speeds of bodies</p>

	<p>change less the bigger the mass of the body (inertia)</p> <p>7) know the meaning of the formula <math>P=m/v</math> and use it in solving problems;</p> <p>8) explain the function of measuring instruments</p> <p>9) Introduction of forces (contact and non-contact) and naming forces</p> <p>10) explain the meaning of force as well as means of measurement and know the units of measurement used</p> <p>11) differentiate between force and force field. (gravitational and magnetic) Draw magnetic fields around magnets. as example.</p> <p>12) know the effects of forces on a body (change in speed, direction or shape)</p> <p>13 be able to construct free body diagrams (balanced and unbalanced forces)</p> <p>14) know that when the forces influencing body balance each other out</p> <p>15) know the balance of forces when the body moves evenly in a linear way.</p> <p>16) describe the important features of the concepts of interaction, gravitation, friction and deformation</p> <p>17) name the important features of the concepts of gravity, frictional force and elasticity force;</p> <p>18) know the meaning of the relation <math>F = m g</math> and use this relation in solving problems;</p> <p>19) explain the function and rules of the use of a Newtonmeter and use it to measure forces;</p> <p>20) conduct an experiment measuring forces</p> <p>21) give examples of forces in nature and technology and list their application.</p>
<p>Unit 7 - Energy, Work and Power</p>	<p>1) define energy and units of energy energy (revision from grade 6)</p> <p>3) Name the 8 energy stores and where they are found. (revision from grade 6)</p> <p>4) Name the 4 energy transfers and there they are used. (revision from grade 6)</p> <p>5) Describe transfer of energy in everyday situations using scientific vocabulary (revision from grade 6)</p> <p>6) Carry out an investigation about energy transfers and their efficiency (formative)</p> <p>7) Introduce Sankey diagrams and the concept of wasted energy (total work done is always greater from useful work)</p> <p>8) explain the meaning of work done, energy and Newtonmeters and know the units of measurement used;</p> <p>9) Use the equations of <math>N.m=J</math> to calculate the energy required to push an object.</p> <p>10) explain that a body can only do work when it has energy and completed work is equal to energy change;</p> <p>11) explain that the energy of a body or system of bodies cannot be created or destroyed: it can only transform from one form to another (energy conservation law);</p> <p>12) simple machines do not lower the energy needed (workdone) only increase the distance so less force is required.</p> <p>13) explain the function, means of use and safety regulations of wedge, inclined plane, lever, pully, screw and wheel. Simple machines in nature (teeth) and their application in technology.</p> <p>14) explain the meanings of the formula <math>power= energy/time</math> and use them in solving problems.</p>

**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.Serah Klemm

**SUBJECT:** Mathematics

**GRADE:** MYP 3

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

## **Aims:**

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

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

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

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

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

## **ASSESSMENT:**

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

IB MYP Criteria for assessment are:

Criterion A: Knowing and understanding

Criterion B: Investigating patterns

Criterion C: Communicating

Criterion D: Applying mathematics in real-life contexts

## **COURSE EXPECTATIONS:** Students should:

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

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

**SUBJECT:** Performing Art , Visual Art

**GRADE:** MYP 3

**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:**

	<b>Visual Arts</b>	<b>Performing Arts</b>
1. PATTERNS	<ul style="list-style-type: none"> <li>*learning to work in radial design</li> <li>*exploring color theory</li> <li>*exploring art making as a meditative process</li> <li>*creating personal symbolism</li> </ul> Exploring a variety of medium	<b>CHORDS</b>  Students will learn about chords, how to make them and how they function together. Students will create a 3 voice chord background to a melody. They will play their arrangements in trios on the xylophone.
2.FASHION AND WEARABLE ART	Fashion and aesthetics as a form of cultural and personal expression. How can fashion be a way of making a statement to the world. How do meanings translate into forms, shapes and colours? To what level artwork is able to express identity? Is identity given to us or we can create our own identity?	<b>COMPOSING</b>  Students will learn how to write a memorable melody and how to put chords to it. Students will explore instruments’ ranges. Students will learn to identify specific melodic tools applied to different genres.

## **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:**

Communication- Give and receive valuable feedback. Collaboration-Listen actively to others perspectives and ideas Organization skills :Plan short- and long-term assignments; meet deadlines 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.

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.

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.

IB MYP Criteria for assessment are:

Objective A: Investigating

Objective B: Developing

Objective C: Creating/Performing

Objective D: Evaluating

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**TEACHERS:** Mr.Michael Neuwahl

**SUBJECT: MYP Design**

**GRADE:** MYP 3

**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	The People’s Food	<p>Our <b>culture</b> and sociocultural context form the initial foundation that helps to shape our tendencies and preferences, so how can we leverage it to spark culinary <b>innovation</b> through <b>personal &amp; cultural expression</b>?</p> <p><b>Design Skills</b> Chopping, slicing, dicing, shredding, filleting, boiling, glazing, braising, baking, frying, steaming, kneading, mixing, and seasoning.</p> <p><b>Documentation Skills</b> Academic honesty - Understanding of copyright, and citations.</p> <p><b>Discipline Specific Skills</b> Understanding the 'Design Cycle'. Understanding the purpose, and need to communicate concisely, and accurately.</p>
2	Homespace	<p>Through <b>global interaction</b> and <b>logic</b>, students employ the principles of <b>adaptation</b> to produce an <b>invention</b> based on the current status of <b>Markets and Trends</b>.</p> <p><b>Design Skills</b> Drafting, stylising, ideation, development, relationships, systems, communication, using a scalpel safely, measuring, gluing (hot glue gun), and work safety.</p> <p><b>Documentation Skills</b> Comprehensive logical documentation, Academic honesty - Understanding of copyright, and citations.</p> <p><b>Discipline Specific Skills</b></p>

		Understanding the 'Design Cycle'. Understanding the purpose, and need to communicate concisely, and accurately.
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### **APPROACHES TO LEARNING (ATL) SKILLS:**

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

#### **Research Skills**

##### Media Literacy Skills

*Interacting with media to use and create ideas and information*

- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks).

#### **Communication Skills**

##### Communication

*Exchanging thoughts, messages and information effectively through interaction*

#### **Interactive skills**

Exchanging thoughts, messages and information effectively through interaction

- *Negotiate ideas and knowledge with peers and teachers.*

### **ASSESSMENT:**

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

#### **IB MYP Criteria**

Criterion A: Inquiring and Analysing

Criterion B: Developing Ideas

Criterion C: Creating

Criterion D: Evaluating

### **COURSE EXPECTATIONS:**

Students:

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

#### **E-mail ID:**

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**TEACHER:** Mr. Andres Sambrano **SUBJECT:** English Language and Literature

**GRADE:** MYP 3

**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	Does love make the world go round?	In this unit, we will: FIND OUT what the conventions of love poetry are; EXPLORE how literature, art and culture shape our ideas about love and relationships; and TAKE ACTION to read more love poetry.
2	Can we ever escape the past?	In this unit, we will: FIND OUT what the Gothic novel is and learn about the conventions of the genre; EXPLORE how Gothic literature can be used to consider our relationship to the past; and TAKE action to live in the present.
3	Is it true that you are what you read?	In this unit, we will: FIND OUT what the conventions of newspaper articles are; EXPLORE how our newspaper choices reflect our personal and cultural values; and TAKE ACTION to become critical and independent readers and to take a stand against bias.
4	Can we guess what the future holds?	In this unit, we will: FIND OUT what the conventions of science fiction are; EXPLORE how science fiction can be used to critique aspects of our own societies; and TAKE ACTION to raise awareness about the plight of those who are trapped in dystopian worlds.
5	Laughter is the best medicine	In this unit, we will: FIND OUT what comedy is; EXPLORE the purpose of comedy through reading Shakespeare's Twelfth Night; and TAKE ACTION to promote the benefits of comedy on our emotional and mental well-being.
6	Life is a stage; Drama enters the classroom	Students will explore Thornton Wilder as a revolutionary early 20th century playwright. Who exactly was this man? What did he write? Why is he so revered? Why is his play OUR TOWN one of the most performed plays in the world? I will bring Thornton Wilder into your lives through performance!

## **AIMS**

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

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction;
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts;
- Develop critical, creative and personal approaches to studying and 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; and
- Apply linguistic and literary concepts and skills in a variety of authentic contexts.

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

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

## **ASSESSMENT**

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

Criterion A: Analyzing

Criterion B: Organizing

Criterion C: Producing text

Criterion D: Using language

## **COURSE EXPECTATIONS**

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

- Complete 6 formative and 3 summative assessments per semester - each assessment covering all four criteria - A, B, C, and D;
- Check emails and assignment tasks on a daily basis;
- Complete assignments on time;
- 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) prior to the date an assignment is due;
- Bring all class material to school every day, including one notebook for Language and Literature, one file for handouts/ activity sheets, and a fully charged computer;
- Sign an Essential Agreement to ensure the healthy functioning of the classroom; and
- Read at least one piece of classic literature and keep a journal to log thoughts, and reflections.

**TEACHER:** Ms. Maarja Jõgi**SUBJECT:** PHE**GRADE:** MYP 3**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:**

<b>Unit Number</b>	<b>Unit Name</b>	<b>Content</b>
1	Athletics	Sprint, relay race, long jump, ball throw
2	Team games: Handball	handball rules and regulations, moving and passing, offence and defense, fauls, game play
3	Yoga	Mindfulness, meditation, pranayama, yoga poses, yoga sequencing, Sun Salutation
4	Football	Football rules and regulations, dribbling, kicking the ball, fauls, game play, team spirit.

**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:** MYP3

**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 are societies Governed?	Which sectors of society are there? What is the government and its branches? What is separation of powers? How can democracy be explained? What other ideologies are there? Authoritarianism and monarchy. What is negative about having a constitutional monarchy? Current monarchies of Japan and GB
2	How do empires work?	Why do we need history? Which eras of history are there? Why leadership, trade, infrastructure, law, and allies are important for sustaining an empire? What communication systems were useful back then? What law systems were used back then?
3	Modern Era of History	What was the Enlightenment period about? What famous persons of the period were there? What is Industrialization? What is negative and positive about it? What are the empires of the early and high Modern Era? French and British colonial systems. Tsarist Russia and China
4	Revolutions	Students will study French, American, Russian, and Chinese revolutions and their consequences for those societies
5	How can new technologies affect our identities and relationships?	How do we define technology? What is the history of technology? What are major technological inventions so far? What is television, social media, and computers? What is negative or positive about them? How do they affect our identities?
6	Where are all the people?	What is demography? How do we understand population growth? What are push and pull factors that change demography? What are major theories about population growth and resource allocation and production? What is sustainable development, and how is it related to population dynamics? What are the problems of aging and young populations?

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

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

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

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

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

Criteria for Individuals and Societies:

Criterion A: Knowing & 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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