

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

**SUBJECT:** Language Acquisition (French)

**GRADE:** MYP 4

**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> </ul>

		-Passionnés de dessins animés -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 4

**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. Ask about prices.
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 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. Araceli Rojo**SUBJECT:** Language Acquisition Spanish**GRADE:** MYP 4**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:** Anna Tulupjeva Keiu Kärt Tammeaid, Katrin Stalde

**SUBJECT:** Estonian (Host country's Language Phase 1)

**GRADE:** MYP 4

**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?  My everyday life	Students will learn personal and possessive pronouns, the 3 most important cases of Estonian, conjugation of verbs, increase their vocabulary.  Intermediate group: Revision of days of the week, months, seasons etc. Daily routine. Expressing time in Estonian. Hobbies and interests. Questions "kuhu?", "kus?", "kust"?
2	What time is it?  My future	Learn numbers 0-1000, say what time it is, arrange meetings with friends, speak about how you feel, days of the week, ordinal numbers.  Intermediate group: Talking about future plans. Different ways of expressing future in Estonian. Conditional form. Career opportunities and professions.
3	Everyday life  Let's discover Estonia	Visits to the doctor's office. Shopping. Verbs and their inflectional endings, present and past tenses. Indicative and quotative moods. Second form of imperative mood. Infinitive (will be acquired through context).  Most popular cultural events in Estonia. Important sights in Estonia and Tallinn. Famous Estonians. Creating a project about Estonia.
4	Spare time	Traveling. Location cases. Spelling: Writing words and sentences.

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

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

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

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

**COURSE EXPECTATIONS:**

Students should

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

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**TEACHER:** Dr Helmi Kreinin and Abraham Eifert

**SUBJECT:** Physics, Chemistry and Biology

**GRADE:** MYP 4

**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:**

	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<b>Unit 1</b>	Unit 1: Homeostasis Nervous system, endocrine system, digestive system, circulatory system, feedback mechanisms	Unit 1 Atomic and molecular models History of the atomic model. Atomic structure and electron configurations. Types of bonding. Metals and their uses and reactions.	Unit 1 Matter States of matter and state changes. Ideal gasses and gas laws. Pressure. Applying physics to weather phenomena. Surface tension.
<b>Unit 2</b>	Unit 2: Ecology Biotic and abiotic factors, food chains/webs, feeding relationships, ecosystem regulation, ecological pyramid, biological diversity	Unit 2 Stoichiometry and reactions Acids and bases and indicators. Writing and balancing equations.	Unit 2 Waves Wave structure and types of waves. Describing the electromagnetic spectrum. Reflection, refraction and polarization.
<b>Unit 3</b>	Unit 3: Plants and the Biosphere Respiration and photosynthesis, plant phyla, plant anatomy, plants as producers	Unit 3 Redox reactions Oxidation states and calculating oxidation states. Concepts of reduction and oxidation and writing redox equations.	Unit 3 Electricity and magnetism Charge, current, voltage and resistance. Building circuits and circuit components. Magnetic fields. Induction and motor effect.
<b>Unit 4</b>	Unit 4: Evolution Darwin, evolutionary evidence, natural and artificial selection, speciation, evolutionary pressure, evolutionary history	Unit 4 Thermodynamics Exothermic and endothermic reactions and measuring enthalpy changes in reactions. Combustion reactions.	Unit 4 Nuclear Atomic structure and nuclear stability. Types of radiation and effect of radiation on humans. Nuclear fusion and stars.

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

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions

- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

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

The units of work in Science will offer opportunities for students to develop and practise the following ATL skills - collaboration skills, creative thinking skills, transfer skills, organization skills, critical thinking skills, reflection skills, social skills, communication skills, self-management skills, and research skills

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

**IB MYP Criteria** for assessment are:

Criterion A: Knowing and understanding

Criterion B: Inquiring and designing

Criterion C: Processing and evaluating

Criterion D: Reflecting on the impacts of science

**COURSE EXPECTATIONS:** Students should-

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

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**TEACHER:** Ms.Serah Klemm**SUBJECT:** Mathematics**GRADE:** MYP 4**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:**

<b>Unit number</b>	<b>Name of the Unit</b>	<b>Content</b>
Unit 1	In how many ways can we express the same thing?	set, index notation, radical and review of basic algebraic notations
Unit 2	Is there more than one way to solve a problem?	quadratic expressions, quadratic equations and quadratic functions
Unit 3	How can expressions, equations and graphs depict real-life events?	system of linear equations, algebraic, exponential and square root functions
Unit 4	How does the frame of geometrical dimensions describe an entity?	coordinate geometry, transformations, mensuration and deductive geometry
Unit 5	Which triangle is just right for you?	trigonometric ratios, right angle triangles, non-right angle triangles and vectors
Unit 6	Can I change this, please?	business math and matrices

**AIMS:**

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

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

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

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

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

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

### **ASSESSMENT:**

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

IB MYP Criteria are:

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

### **COURSE EXPECTATIONS:**

Students should:

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

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

**SUBJECT:** Performing Art , Visual Art

**GRADE:** MYP 4

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

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

#### **CONTENT:**

<b>Unit number</b>	<b>Visual Art</b>	<b>Performing Art</b>
Unit 1	<p>1. STILL LIFE DRAWING AND PAINTING</p> <p>Still life history , composition, drawing and painting guidelines, negative space, formal elements of art and visual analysis of an artwork</p> <p>Still life history , composition, drawing and painting guidelines, negative space, formal elements of art and visual analysis of an artwork</p>	<p>ROCK MUSIC</p> <p>We will sing and play rock songs and identify genre specific elements. Students will explore the history of rock music and analyse how composition, arrangement, instrumentation and sound can build a rock song. Students will write an essay on the theme "Introduction to rock music".</p>
Unit 2	<p>PORTRAITS AND FIGURE DRAWINGS</p> <p>Study of the human figure, poses , body, how the personality can be communicated through different poses and mediums. The study of color, proportions and artists famous portraits and figure paintings</p>	<p>MUSIC PRODUCTION</p> <p>We will learn about EQ, compression, reverb and delay. They will explore how our use of these tools affect the character of a mix. Students will learn to use Digital audio workstations as Garageband or Soundtrap.</p>

## **AIMS:**

### **VISUAL ART**

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

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

### **PERFORMING ART**

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

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

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

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

#### 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 - Transfer

Transfer that demonstrates the application of skills, knowledge and attitudes in new context without referring only to personal experience.

#### 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.

#### THINKING - Transfer

Transfer that demonstrates the application of skills, knowledge and attitudes in new context without referring only to personal experience. 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.

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

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

IB MYP Criteria for assessment are:

Objective A: Investigating

Objective B: Developing

Objective C: Creating/Performing

Objective D: Evaluating

**COURSE EXPECTATIONS:** Students should

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

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**TEACHER:** Michael Neuwahl

**SUBJECT:** MYP Design

**GRADE:** MYP 4

**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	Name of the Unit	Content
Unit 1	Jitter Reel	<p>Communicating change through animation utilizing (digital) <b>resources</b> to manifest <b>creativity</b> and visually represent <b>identities and relationships</b>.</p> <p><b>Design Skills</b> Photography, stage setting, storyboarding, visual balance, frame pacing, audio pairing, color value, musical values, editing, and cinematography.</p> <p><b>Documentation Skills</b> Academic honesty - Understanding of copyright, and citations. Discipline Specific Skills Understanding the 'Design Cycle'. Understanding the purpose, and need to communicate concisely, and accurately.</p>
Unit 2	My Bento Box	<p>Global Sustainable Development Goals Reduce, Reuse, Recycle Environmental Awareness.</p> <p><b>Design Skills</b> Chopping, slicing, dicing, shredding, fileting, 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>

## **AIMS:**

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

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

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

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

### **I. Thinking Skills**

#### 1. Transfer Skills

*Utilizing skills and knowledge in multiple contexts*

- a. Transfer current knowledge to learning of new technologies.

### **II. Social Skills**

#### 2. Collaboration Skills

*Working effectively with others*

- d) Help others to succeed.

## **ASSESSMENT:**

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

### **IB MYP Criteria**

Criterion A: Inquiring and Analysing

Criterion B: Developing Ideas

Criterion C: Creating

Criterion D: Evaluating

**COURSE EXPECTATIONS:**

Students:

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

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**TEACHER:** Mr. Andres Sambrano

**SUBJECT:** English Language and Literature

**GRADE:** MYP 4

**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
Unit 1	Everyone Deserves a Room with a View	Through the eyes of Lucy Honeychurch, we will discover the world as it transitions from the 19th to the 20th century. Central to our discussion will be the English class system and the role and expectations of women at the time of EM Forster. I will invite students to explore Forster's world as well as his and his contemporaries' fascination with Italy and foreign lands. Students will reflect and ask themselves what a Room with a View means to them today and whether Forster's inquiries are equally valid in the 21st century.
Unit 2	Tragedy, Fate and Ambition: The Macbeths of the World	In this unit we will dive into Macbeth from a literary, sociological and historical perspective. Besides analyzing the themes that run through this masterpiece of world literature, we will look at how the themes of Macbeth have been reinterpreted in other genres, such as film. Students will embark on an inquiry into the controversial question of authorship and identity of the playwright and consider the importance that assignment of identity has to the works of Shakespeare.
Unit 3	What perspective?	In this unit, we will FIND OUT about responses that may arise and attitudes that can exist toward others, along with ways in which texts present such topics; EXPLORE how perspectives that may be held toward others are formed along with how these may influence people's attitudes and actions; and TAKE ACTION by actively considering different perspectives in order to develop greater awareness of our feelings and attitudes and those of others.
Unit 4	What do our ethical and moral choices reveal about us?	In this unit, we will explore the personal journeys of two individuals and consider how their ethical choices formed the paths of their personal dharma. We will start the unit by following the personal dharma of Siddhartha, the legendary character of Herman Hesse inspired by the path of the Buddha over 2500 years ago in India. We will conclude the unit by following the personal dharma of Balram Halwai in The White Tiger situated in the India of today.
Uni 5	Polar Explorations: What do ethical and moral choices reveal	In this unit, we will explore the personal journeys of polar explorers and consider how their ethical choices formed the paths of their personal dharma against the backdrop of a spiritual quest for meaning. We will start the unit by following the personal dharma of Shackleton and his voyage to Antarctica aboard the

	about individuals and their spiritual quests?	Endurance. We will further explore the expeditions of other polar explorers, including Berens, Nansen and other lesser known 19th and 20th century explorers.
6	Drama enters the classroom!	Students will explore the contemporary play "Death and the Maiden" set in the aftermath of the military dictatorship of Pinochet in Chile. As part of our exploration of the human emotion that forms the fabric of this work, students will learn about this period of Chilean history through documentaries and through the reading of Isabel Allende's book, "House of the Spirits".

## 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;
- 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 at least 6 formative and 3 summative assessments per semester - each assessment covering all four criteria - A, B, C, and D;
- Check emails and assignments regularly;
- Complete all assignments in a timely manner;
- Organize and maintain an English journal/folder/portfolio to be presented for assessment at the end of each unit.;
- 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 materials to school daily, including one notebook for Language and Literature, one file for handouts/ activity sheets and a fully charged computer;
- Sign an Essential Agreement to help ensure the healthy functioning of the classroom; and
- Read at least one piece of classic literature and log your reflections and impressions in a journal.

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**TEACHER: Maarja Jõgi****SUBJECT: PHE****GRADE: MYP 4****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>Name of the Unit</b>	<b>Content</b>
Unit 1	Athletics	Running skills - short, middle and long distance; relay races; Long jump, on sport jump, shot put
Unit 2	Fitness and strength training	Human body and main muscles and their function, physical abilities, strength training base exercises, circuit training
Unit 3	Handball	Handball rules and regulations, passing and shooting, defense, offence, game play
Unit 4	Yoga	Midnfulness, meditation, pranayama, yoga poses, yoga sequencing, Sun Salutation

**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:** MYP4

**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	Civil Society and Development	<p>Which sectors are there in society? What is the third sector about? What is an NGO, and how is it different from GONGOs? What is the role of civil society in democratic processes? Why are associations important? What are the teachings of Putnam, Walzer and Chambers? What is institutionalization? What is social capital, and how does bridging differ from bonding social capital?</p> <p>What is development? What are the approaches to development? How is this concept measured? What are human or social factors in development? Why are they important? What are the main teaching points of A. Sen? What is poverty? How to alleviate poverty? What is resource curse?</p>
2	Where are the city limits?	<p>Urban areas work as systems that emerge in particular places and at particular times, due to a variety of reasons, but their sustainable development requires managed intervention. Settlements work as systems, especially when they grow and transform into a different organism. In this unit students will find out how the urban growth occurred in the last 40 years and what is the future of the small settlement. They will investigate the mechanisms which move the cities towards sustainability and will think about the ideas and projects to increase sustainability in their environment.</p>
3	Sustainable Development	<p>What is SD? What were SD’s main tracks of conceptual development? What are the main components of SD? What is economic growth? Why can’t we achieve SD? What is Population Growth, and what are the main theories about it? What is social development? What are the ways to achieve SD? What are other global environmental issues?</p>
4	Do social, cultural and artistic movements reflect the era in which they take place?	<p>Social, cultural and artistic movements reflect the time, place and space of their civilizations. The young will find out about different art and cultural movements. They will be able to explore the reasons why these movements developed the impact of these movements. Students will try to take action by considering current cultural movements and looking at how far they reflect today's society.</p>
5	Why do nations build empires and form supra-national alliances and organizations?	<p>Unequal inter-state relationships, empires, are created for economic and ideological reasons. Nations develop interconnections to protect their interests. Students will investigate and learn why there was an expansion of empires in the nineteenth century; why there were WWI and WWII; why nations formed supra-national alliances and</p>

	World War I and World War II	<p>organizations. They will be able to explore the impact of empire building, superpower confrontation, alliance systems and the supra-national organizations of the League of Nations and the United Nations (UN); the impact of empires, superpowers, supra-national alliances and organizations on international relations. Role of EU in the peacekeeping and resource sharing in Europe</p> <ul style="list-style-type: none"> <li>• Take action by finding out more about the work of the UN today.</li> </ul>
6	Does trade and exchange promote cooperation or lead to exploitation?	<p>Cooperation in trade can foster positive global interactions; however exploration transformed into exploitation is not sustainable and leads to conflict. Students will find out about some of the international trade routes and commodities. In addition they will explore the factors that led trade to encourage aid and exchange as well as bring exploitation and tension; the ways in which trade can foster both international cooperation and international tension.</p> <p>They will take action by investigating human trafficking today</p>

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

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

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

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

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

Criteria for Individuals and Societies:

Criterion A: Knowing and Understanding

Criterion B: Investigating

Criterion C: Communicating

Criterion D: Critical thinking

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