

TEACHER: Mr Alaaeddine Skouri

SUBJECT: Language Acquisition (French)

GRADE: MYP 5

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

	<ul style="list-style-type: none"> -Thème, contexte et personnages du Film -Comprendre le message du film -Passionnés de dessins animés -La créativité et l'ingéniosité -Comprendre la critique des spectateurs -Rédaction d'un résumé -Entretien structuré
--	--

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.

E-mail ID: Alaaeddine.skouri@ist.ee

TEACHER: Ms. Larissa Karu

SUBJECT: Language Acquisition (German)

GRADE: MYP 5

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	Mein Zuhause	Vocabulary: Eine Wohnung beschreiben, Wohnungseinrichtung planen, eine Wohnungsanzeige verstehen, Ortsangaben machen, Wohnformen beschreiben, einen Text über eine Wohnung schreiben, Gefallen und Missfallen ausdrücken Grammar: Ortsangaben (Wo + DATIV)
2	Ab in den Urlaub	Vocabulary: Ein Reisefoto beschreiben, eine Wegbeschreibung verstehen, einen Weg beschreiben, Reiseberichte verstehen, eine Postkarte schreiben, Fragen zu einer Reise stellen, das Wetter beschreiben Grammar: Simple past, man + Verb, Präpositionen mit Dativ, Fragewörter
3	Fashion	Vocabulary: Kleidung benennen und über Kleidung sprechen, Gespräche beim Kleiderkauf führen, sich im Kaufhaus orientieren, nach Auskunft fragen Grammar: Verben mit Dativ (gefällt mir, steht mir...), trennbare Verben
4	Fit und gesund	Vocabulary: Gesundes Essen, persönliche Angaben machen, Körperteile benennen, Gesundheitstipps verstehen, Gespräche beim Arzt führen Grammar: Imperativ mit Du, Ihr, Sie; Modalverben (dürfen /sollen)

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.

E-mail ID: larissa.karu@ist.ee

TEACHER: Araceli Rojo

SUBJECT: Language Acquisition Spanish

GRADE: MYP 5

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.

E-mail ID: araceli.rojo@ist.ee

TEACHER: Anna Tulupjeva Keiu Kärt Tammeaid, Katrin Stalde

SUBJECT: Estonian (Host country's Language)

GRADE: MYP 5

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?	Students will learn personal and possessive pronouns, the 3 most important cases of Estonian, conjugation of verbs, increase their vocabulary.
	My everyday life	Intermediate group: Revision of days of the week, months, seasons etc. Daily routine. Expressing time in Estonian. Hobbies and interests. Questions "kuuh?", "kus?", "kust"?
2	What time is it?	Learn numbers 0-1000, say what time it is, arrange meetings with friends, speak about how you feel, days of the week, ordinal numbers.
	My future	Intermediate group: Talking about future plans. Different ways of expressing the future in Estonian. Conditional form. Career opportunities and professions.
3	Everyday life	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).
	Let's discover Estonia	Intermediate group: 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.

E-mail ID: anna.tulupjeva@ist.ee

TEACHER: Dr Helmi Kreinin and Abraham Eifert

SUBJECT: Physics, Chemistry and Biology

GRADE: MYP 5

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:

	Biology	Chemistry	Physics
Unit 1	Unit 1: Molecular Biology Biomolecules, enzymes, metabolism, ions, ATP, respiration and photosynthesis	Unit 1 - Properties of matter Chemical properties of elements and intramolecular bonding. Carbon nanotubes and plastic as new materials.	Unit 1 - Energy and Thermal Physics Energy stores and transfers. Thermal energy and work done. Engines.
Unit 2	Unit 2: Genetics traits, DNA, RNA, proteins, mutation, variation, heritability, Mendel, genotype, phenotype	Unit 2 - Kinetics Collision theory and rates of reactions. Measuring rates of reactions. Factors affecting rates of reactions. Catalysis.	Unit 2 - Forces effects of multiple forces on an object and adding forces. Force fields. Momentum and inertia.
Unit 3	Unit 3: Immune Response Immune system, viruses, disease, epidemiology, infection, differentiation, cancer	Unit 3 - Equilibrium The concept of equilibrium in science. Factors affecting the position of equilibrium.	Unit 3 - Motion linear motion and types of acceleration. investigating motion and free-fall. Pendulums and circular motion.
Unit 4	Unit 4: Biotechnology Gene editing, CRISPR Cas9, gene therapy, GMOs, applied biology	Unit 4 - Hydrocarbons Chemistry of the element Carbon. Alkanes, alkene and alkynes. Reactions of hydrocarbons and their importance to life.	Unit 4 - How did we get here Structure of the solar system. Telescopes and electromagnetic radiation. doppler effect. Big Bang.

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.

E-mail ID: helmi.kreinin@ist.ee abraham.eifert@ist.ee

TEACHER: Ms. Serah Klemm

SUBJECT: Mathematics

GRADE: MYP 5

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	Probability	Random sampling, modeling, simulation, and randomized experiments Conditional probability, permutation, and types of events Random variables, expected values, and probability concepts in problem solving
Unit 2	Geometry	Logic in math, Geometric figures Similar polygons, Circular arcs and circles Analytical geometry, Volume of regular polyhedra
Unit 3	Trigonometry	Pythagoras' Theorem Trigonometric ratios in right angled triangles Elevation and depression problems
Unit 4	Algebra	Inequalities Linear Programming Solving and graphing linear inequalities Number sequences: Arithmetic, Geometric, Predictions and general term
Unit 5	Functions	Coordinate geometry and extension to complex application Relation and function - basic concepts and notation Review of quadratic functions and equations extension to complex application Exponential and trigonometric functions Transformation of graphs: reflection, translation and dilation
Unit 6	Number	Law of exponents with an emphasis on negative exponents Number system and notation - real numbers

AIMS:

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

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

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

ASSESSMENT:

Based on the IB MYP Mathematics Assessment Criteria, students' growth in MYP 5 Mathematics will be continually assessed utilizing a variety of methods. These methods include problem sets, investigations, group and individual projects, presentations, tests and self-assessments.

IB MYP Criterions 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

E-mail ID: serah.klemm@ist.ee

TEACHER: Mr. Oskar, Ms. Ismini Pachi

SUBJECT: Performing Art , Visual Art

GRADE: MYP 5

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:

Unit number	Visual Art	Performing Art
Unit 1	1. STILL LIFE DRAWING AND PAINTING Still life history , composition, drawing and painting guidelines, negative space, formal elements of art and visual analysis of an artwork Still life history , composition, drawing and painting guidelines, negative space, formal elements of art and visual analysis of an artwork	CLAVES AND POLYRHYTHMS Students will get practical exposure to music that contain claves and polyrhythms, through singing and playing. They will learn how to play and notate claves and polyrhythms with the end goal of making an instruction video.
Unit 2	PORTRAITS AND FIGURE DRAWINGS 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	ARRANGING Students will explore the power of arranging and how it can dress a composition in different clothes. Students will learn methodical skills that help structure the arranging process and vision. They will learn how melody and harmony carry each other.

AIMS:

VISUAL ART

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

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and self-discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts

- respond to and reflect on art
- deepen their understanding of the world.

PERFORMING ART

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

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

APPROACHES TO LEARNING (ATL) SKILLS:

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

THINKING - 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 things.

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.

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 a new context without referring only to personal experience.

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.

E-mail ID: oskar.lindvall@ist.ee(Music)

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

TEACHER: Michael Neuwahl

SUBJECT: MYP Design

GRADE: MYP 5

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	Souper aux Chandelles	<p>Besides developing an understanding of the correct ingredients and a good sense of timing, students will identify, explore, observe and develop a more meaningful grasp of ergonomics through the application of fairness & development principles to perfect their cooking form.</p> <p>Design Skills Chopping, slicing, dicing, shredding, fileting, boiling, glazing, braising, baking, frying, steaming, kneading, mixing, and seasoning.</p> <p>Documentation Skills Academic honesty - Understanding of copyright, and citations.</p> <p>Discipline Specific Skills Understanding the 'Design Cycle'. Understanding the purpose, and need to communicate concisely, and accurately.</p>
Unit 2	Identity Confirmed	<p>Students explore how their identity is influenced by time, place and space they make and use their individual unique perspective to adapt existing methods and techniques used in existing "Draw My Life" videos to give form to their own creation.</p> <p>Design Skills Photography, stage setting, storyboarding, visual balance, frame pacing, audio pairing, color value, musical values, editing, and cinematography.</p> <p>Documentation Skills</p>

	<p>Academic honesty - Understanding of copyright, and citations.</p> <p>Discipline Specific Skills Understanding the 'Design Cycle'. Understanding the purpose, and need to communicate concisely, and accurately.</p>
--	---

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. Creative Thinking Skills

Generating novel ideas and considering new perspectives

- a. Create original works and ideas; use existing works and ideas in new ways.
- b. Practice visible thinking strategies and techniques.

II. Self-Management

1. Reflection Skills

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

- a. Develop new skills, techniques and strategies for effective learning.
- b. Consider ATL skills development. - What can I already do?

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: michael.neuwahl@ist.ee

TEACHER: Maarja Jõgi

SUBJECT: PHE

GRADE: MYP 5

COURSE OUTLINE 2022-2023

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

CONTENT:

Unit number	Name of the Unit	Content
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, offense, game play
Unit 4	Football	Football rules and regulations, dribbling, moving with the ball, kicking, 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.

Email ID: maarja.jogi@ist.ee

TEACHER: Mr. Tokay Ahmadov

SUBJECT: Individuals and Societies

GRADE: MYP 5

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	Individuals and Government	What is the government? What constitutes its power? Which economic systems are there? What is the Production Possibility Curve? What is the difference between liberal market and a planned-controlled economy? How is efficiency understood and related to justice? What are three principles of justice? What is market failure? How does the government intervene to fix negative and positive externalities? Is the government necessary in society?
2	Political Theory and Understanding Politics	What is politics? How can we define state? What are the main political theory views towards the state? Realism, Liberalism, Marxism, Communism. What is Gender Politics? What types of societies are there? Multiculturalism and Human Rights. What revolutions lead to? Why do we need laws and constitutions? How do we understand Liberty, Democracy and Representation? What are social contract theories about?
3	Ethics	What are the branches of Ethics, and how is it understood? What are some oldest ethical implications: Writing of Epicurus and Plato's 'Euthyphro', 'Crito', and 'Apology'? What is cultural relativism? What is Utilitarianism; Bentham and Principles of Morals; J. S. Mill's Utilitarianism. I. Kant's Metaphysics of Morals. What is administrative ethics? How do we understand the duty? How to reinforce, enlarge and codify Duty and other Ethical Perspectives? Ethics and Whistleblowing in Politics.
4	Research Methods	How to do research? What type of research are there? (Qualitative vs. Quantitative). What are IVs and DVs in research? What is the basic structure of a research paper? What is Conceptualization, Operationalization, Hypothesis, Methodology and Literature Review? Which types of citations are there? How to cite in APA and MLA? - A research draft on the topics related to economies, government interventions, politics or cultural phenomena, supra-national alliances and organizations, topics in the studies of World War I and World War II

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.

Email ID: tokay.ahmadov@ist.ee

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

GRADE: MYP 5

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

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

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with texts from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

APPROACHES TO LEARNING (ATL) SKILLS:

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

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

IB MYP Language and Literature Criteria for assessment are:

Criterion A: Analysing

Criterion B: Organising

Criterion C: Producing text

Criterion D: Using language

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

- Completion of 2 formative and summative assessments per semester - each assessment covering all four criteria - A, B, C, and D.
- Checking emails/ the homework document will be a regular commitment
- Completion of homework is mandatory.
- Each student must organize and maintain an English journal/folder/portfolio to be presented for assessment at the end of each unit.
- Students will have to put in extra effort to read and reference other works at home for every unit that progresses. They must also work on developing their typing pace and handwriting.
- Students must clarify all doubts (via email or in person) prior to the date of assignment submission/assessment.
- All class materials must be carried daily: One notebook for Language and Literature as well as one file for handouts/ activity sheets.
- Each class makes an Essential Agreement list that helps the healthy functioning of the classroom. Everyone must honor the essential agreement.

E-mail ID: darwin.baird@ist.ee