

**TEACHER:** SUBJECT: Language Acquisition French and German

**GRADE:** MYP 2

**COURSE OUTLINE 2020-2021:**

**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
Unit 1	Who am I? Identify my environment	Introducing myself (greetings, verbs to be and to have, etc.) Numbers (0-60) Colors ,Alphabet
Unit 2	Culture and hobbies	Verbs, vocabulary, what I like, what I do not like, what I do, what I do not do, sports, games, music instruments, food
Unit 3	At Home	The numbers, polite expressions, telling the time, the weather, the seasons, the birthday
Unit 4	Time and space	The house, the rooms and furniture. The city, shops and landmarks. Directions (space). Verbs aller (to go) and venir (to come), and prepositions à et de.

**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:** ANNA TULUPJEVA

**SUBJECT:** Language Acquisition Russian

**GRADE:** MYP 2

**COURSE OUTLINE 2020-2021:**

**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
Unit 1	Me and others	Introducing oneself and other people. Pronunciation. Greetings. Vocabulary and expressions to introduce oneself, family and friends. Personal pronouns in Nominative and Accusative cases. Gender of Nouns. Numbers 0-20. Adverbs for emotional statements (хорошо, плохо, нормально).
Unit 2	Professions, nationalities, ages	Countries, nationalities, age Increasing knowledge and understanding of local community and culture. Conjugation of verbs. Numbers 21-100. Personal pronouns in Dative case. Demonstrative pronouns (этот, эта, это, эти).
Unit 3	My Family	Family members. Possessive and interrogative pronouns. Conjugation of verbs. Genitive case of personal pronouns and nouns. Sibilant consonants.
Unit 4	Places of living, studying and working	Time. Address, cities, countries: living, studying and working places Location: Prepositional case including prepositions (на, в). Conjugation of verbs. Complex sentences. Adverbs.

**AIMS:**

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

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills using a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning.

- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy.
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

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

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

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

IB MYP Criteria for assessment are:

Criterion A: Listening

Criterion B: Reading

Criterion C: Speaking

Criterion D: Writing

### **COURSE EXPECTATIONS:**

Students should

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

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**TEACHER:** Kerli Liksor, Heddy Kivine      **SUBJECT:** Estonian (Host country)

**TEACHER:** Kerli /Heddy

**SUBJECT:** Estonian

**GRADE:** MYP 2

**COURSE OUTLINE 2020-2021:**

**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 1 – Everyday life**

Housekeeping, meals, hygiene habits. Vocabulary will be acquired through context, thereby the changing words have always two different stems. Numbers 1–10 in all the cases (will be used in context).

**Unit 2 – Learning and working**

Traffic safety; asking and giving directions. Transportation vocabulary. Conditional.

**Unit 3 – Spare time**

Hobbies, different ways of spending spare time. **NOMINALS:** Cases in singular and in plural. Different endings of nominals. Different cases while answering questions (will be acquired through context).

**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.

**TEACHER:** Helmi Kreinin**SUBJECT:** Sciences**GRADE:** MYP 2**COURSE OUTLINE 2020-2021:**

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

**CONTENT:**

Unit Number	Unit Name	Content
Unit 1	Nature of the world	Scientific vocabulary used in scientific writing, key principals underlying experimentation in science
Unit 2	Pure matter	Solutions, solvents, mixtures, separating mixtures,
Unit 3	Health and nutrition	Nutrients, carbohydrates, proteins, vitamins, minerals, anaerobic and aerobic respirations, photosynthesis, genes, nucleic acid, DNA
Unit 4	Ecosystems and migration	Ecosystems, pollution, producers, consumers, decomposers, food chain, food web,

**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 -

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

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

IBMYP 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:** Tracy Anne Wenzinger

**SUBJECT:** Mathematics

**GRADE:** MYP 2

**COURSE OUTLINE 2020-2021**

**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	Unit Name	Content
Unit 1	Integers	Definition of an integer, absolute value of a number, the cartesian plane (coordinate plane), plotting points on a coordinate plane, operations with integers division, addition and subtraction)
Unit 2	Using math’s in cooperation and competition (Ratio and proportions)	Ratios, simplifying ratios, equivalent ratios, different ways to represent ratios (tables, graphs, equations) Proportions, solving proportions, recognizing and using proportional reasoning.
Unit 3	Games and Fair Play (Probability and univariate statistics)	bias, context, credible, inbuilt, source, trend, quantitative, qualitative, univariate statistics, probability, histograms, pie charts, line graphs, scatter plots
Unit 4	Puzzles and Tricks (Solving using Algebraic expressions)	algebraic expressions, algebraic equations, expand, factor, inverse, inequalities
Unit 5	Shapes around us - 2D and 3D Shapes	area, volume, diagonal, spatial, surface, parallelograms, polygons, trapezium, prisms
Unit 6	Math around us- Everyday beauty	coefficient, transformations, scaling, tessellations, rotations, and reflection

**AIMS:**

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

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving



- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other.
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others

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

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

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

#### **ASSESSMENT:**

Based on the IB MYP Mathematics Assessment Criteria, students' growth in MYP 2 Mathematics will be continually assessed utilizing a variety of methods. These methods include investigations, group and individual projects, presentations, tests and self-assessments.

IB MYP Criteria for assessment are:

Criterion A: Knowing and understanding

Criterion B: Investigating patterns

Criterion C: Communicating

Criterion D: Applying mathematics in real-life contexts

#### **COURSE EXPECTATIONS:**

Students should:

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

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**TEACHER:**  
**Hsuan-Hsiu Hung**  
**Merily Heinmaa**

**SUBJECT:** Visual Arts  
 Performing Arts

**GRADE:** MYP 2

**COURSE OUTLINE 2020-2021**

**Overview:**

**MYP Arts** provides 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:**

	Visual Arts	Performing Arts
Unit 1	<p><b>Patterns that we live with - fiber and material art</b>            Key concept: communication            Global contexts: personal and cultural expression</p> <p>Inquiry: what are patterns? What are the symbolic meanings of patterns in different cultures? How to create patterns with fiber and materials?</p> <p>Knowledge and skills: Gee’s band quilts, Sheila Hicks, Anni Albers. Create one's own pattern with meaning.</p>	<p><b>African drumming (Composition and presentation)</b></p> <p><b>Key concept:</b> Culture  <b>Global contexts:</b> Globalisation and Sustainability            Reclaimed materials</p> <p><b>Inquiry:</b>  <b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is cultural identity?</li> <li>2. What features represent African music and culture?</li> <li>3. What are some types of composition and performance techniques used in African music?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How can music be used to support cultural identity?</li> </ol>

		<p>2. How can music performances foster community connections?</p> <p><b>Debatable:</b> To what extent can culture and its music bring together a community?</p> <p><b>Knowledge and skills:</b> Students will learn three of the techniques in African drumming for producing different sounds and they will explore how these techniques can be combined.</p> <p>Students will learn how “cyclic rhythms” and “polyrhythms” are used in African drumming and perform a group polyrhythmic texture. They will learn about syncopation as an offbeat rhythmic feature and its effect on a regular beat. They will explore “call and response” as a feature of African music and they will “improvise” and compose different call and response rhythms.</p>
<p>Unit 2</p>	<p><b>Surrealist Art</b> Key concept: identity Global contexts: identity and relationships</p> <p>Inquiry: what is Surrealist art? Who are the artists? Why did they create Surrealist artworks? How do we explore and express our own identity through the Surrealist aesthetics?</p> <p>Knowledge and skills: Create a narrative and composition with found images and objects.</p>	<p><b>Reclaimed Rhythms</b></p> <p><b>Key concept:</b> Creativity <b>Global contexts:</b> Globalisation and Sustainability Reclaimed materials</p> <p><b>Inquiry:</b> <b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is a “junk” musical instrument?</li> <li>2. What is percussion music?</li> <li>3. What are the types of percussion instruments?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How can reclaimed materials be used in creating musical sounds?</li> <li>2. How can we use music to support sustainability?</li> </ol> <p><b>Debatable:</b> Can the conventional musical instruments be completely replaced with “junk” ones?</p> <p><b>Knowledge and skills:</b></p>

		<p>Students will watch and listen to a number of performances by percussion groups such as STOMP and Weapons of Sound, to see how they have used “junk” objects to create percussive pieces using elements of music such as rhythm, ostinato, beat/pulse. They will explore how those pieces are structured, focusing on melodic and rhythmic ostinato patterns, and how different “junk” percussion timbres have been selected and combined to create an intended effect.</p> <p>They will create their own instruments using “reclaimed” and “junk” materials and use those to compose and perform their own STOMP-inspired percussion piece.</p>
<p>Unit 3</p>	<p><b>Ceramic sculptures and functional ware</b>  Key concept: aesthetics  Global contexts: personal and cultural expression</p> <p>Inquiry: How do our ways of living influence forms of everyday objects? How do everyday objects reflect our personal needs and characteristics?</p> <p>Knowledge and skills: hand building techniques, colours on ceramics, ceramic objects.</p>	<p><b>Feeling the Blues</b></p> <p><b>Key concept:</b> Identity  <b>Global contexts:</b> Personal and Cultural Expression  Ways of life</p> <p><b><u>Inquiry:</u></b>  <b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is Blues?</li> <li>2. What identifies a genre of music?</li> <li>3. What is the difference between genre and style?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How is the Blues genre identified through people’s lives?</li> <li>2. How do the Blues musicians express themselves and their lives in their music?</li> </ol> <p><b>Debatable:</b>  Does freedom lead to free expression or free expression leads to freedom?</p> <p><b>Knowledge and skills:</b>  They will practice performing the simple bass line, chords and walking bass line parts of the 12-bar blues chord sequence. Students will also explore the effect of adding a melodic improvisation using the Blues scale and the effect which “swung” rhythms have as used in jazz and blues music.</p> <p>They will learn to combine the above features of blues to create a performance with improvisation sections, using the notes of the blues scale and with a jazz feel to the music. They will be introduced to seventh chords and how these are formed and their</p>

		<p>characteristic sound used in jazz and blues music.</p> <p>Students will examine the lyrics of blues songs before composing their own set of lyrics for a performance of their blues song using different textural layers.</p>
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**AIMS:**

**VISUAL ART**

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

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

**PERFORMING ART**

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

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

**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 skills: Map the creative thought process in the arts process journal to generate new ideas and questions.

Social skills: Work collaboratively in a production team with assigned roles and responsibilities.

Communication skills: Listen actively and endorse the views or opinions of others.

Self-management skills: Plan the rehearsal schedule for a performance or plan the time needed to create an exhibition.

Research skills: Create sketches and/or storyboards, which translate an idea to practice.

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

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

**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:

Criterion A: Knowing and understanding

Criterion B: Developing skills

Criterion C: Thinking creatively

Criterion D: Responding

**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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**SUBJECT: MYP Design**

**TEACHER:** Michael Neuwahl

**GRADE:** MYP 2

COURSE OUTLINE 2020-2021:

**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 1 - Bridge Design 101**

**KC:** Creativity, Logic  
Development

**RC:** Function, Invention

**GC:** Fairness &

Students will invent a functioning and sustainable design for a bridge, which facilitates the expression of their creativity through the application of logic and critical thinking skills.

**Unit 2 - Domus Arborum**

**KC:** Aesthetics, Form  
Expression

**RC:** Adaptation, Evaluation

**GC:** Personal & Cultural

Students will unleash their Creativity to give Form to an Adaptation of an existing concept and through Evaluation and Innovation they will generate viable alternative housing, and/or business ideas.

**Unit 3 - Thuis in de Hollandse Keuken**

**(At Home in the Dutch Kitchen)**

**KC:** System

**RC:** Markets and trends

**GC:** Globalization and sustainability

Utilizing existing **Systems** to explore **Markets and Trends** and establish which popular foods lend themselves to further **Globalization & Sustainability** objectives.

**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. Communication Skills**

*Exchanging thoughts, messages and information effectively through interaction*

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

#### **II. Collaboration Skills**

*Working effectively with others*

- B. *Help others too succeed.*

#### **VIII. Critical Thinking Skills**

*Analyzing and evaluating issues and ideas*

- A. Draw reasonable conclusions and generalizations

### **ASSESSMENT:**

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

### **IB MYP Criteria**

Criterion A: Inquiring and Analysing

Criterion B: Developing Ideas

Criterion C: Creating

Criterion D: Evaluating

### **COURSE EXPECTATIONS:**

Students:

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



**COURSE OUTLINE 2020-2021**

**Overview:** MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

**CONTENT:****Unit 1- How has globalization shaped the world?**

- globalization, human rights, sustainability
- Civics, Social Education, decision making, problem solving, consequences, responsibilities

**Unit 2- Why are natural environments important to individuals and societies?**

- Climate, biomes, deforestation, food chain, global warming, human and nature
- Geography and Geology

**Unit 3- What was life like in the Middle Ages?**

- Major global developments which occurred during The Middle Ages;
- Estonia during the Middle Ages and mode of living

**Unit 4- How does exploration affect global interactions?**

- Causes and Consequences of Age of Exploration; Silk Road;
- The formation of industrial society, industrial revolution, manufacturing

**Unit 5 - Resources and sustainability**

- exploration, exploitation
- Economy linked to Energy politics and projects in Estonia

**Unit 6 - How have innovations and Ideas changed the world?**

- democracy, European Parliament vs Estonian Parliament
- fairness and development in societies

**AIMS:**

The aims of MYP Individuals & 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 a concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

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

The units of work in Individuals & Societies will offer opportunities for students to develop and practise the following ATL skills: creative thinking skills, critical thinking skills, communication skills, information literacy skills, and reflection skills, organizational skills, transfer skills.

### **ASSESSMENT:**

Based on the IB MYP Individuals & Societies Assessment Criteria, students' growth in MYP2 Individuals & Societies will be continually assessed utilizing a variety of methods. These methods include practical investigations, group and individual projects, presentations, concept maps, tests and self-assessments.

### **IB MYP Criteria for assessment are:**

Criterion A: Knowing and understanding

Criterion B: Investigating

Criterion C: Communicating

Criterion D: Thinking critically

### **COURSE EXPECTATIONS:**

The following are the expectations of all students undertaking Individuals & Societies:

- Students must always carry the required materials and stationery to class.
- Students are expected to participate actively in class discussions and projects.
- Students are required to meet the deadlines of any kind of assignment, set by the teacher. Students may seek peer or teacher help prior to the submission and not a day before submission.
- Homework non submission will be discussed to students; repeated non-submissions will result in communication with parents.
- The entire class has made Essential Agreements that helps the healthy functioning of the classroom. The agreement is honored by the whole classroom community.

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**COURSE OUTLINE 2020-2021:**

**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	Island of the blue dolphins	Students should be able to appreciate how one’s character is forged creatively as one adapts to the world — how we each have a story that we can create and modify as we see fit, in order to survive. Students will also reflect on how a fictional character’s identity, including his or her values and morals, is formed by internal and external influences as depicted by the author. More importantly, how we define what is most important to us.
Unit 2	Making Monster	“The Monsters are Due on Maple Street” by Rod Serling teleplay. The Butter Battle Book by Dr. Seuss.“Mending Wall” by Robert Frost,
Unit 3	Time and Narratives	Evaluating different temporal devices in literature and the way in which these affect meaning. Students will also reflect on the theme of faith and reason in the novel, relating this to their own relationship to time — i.e., the logical outcome of their future life and what “leaps of faith,” experiments, and dreams are possible within that future.
Unit 4	Researching Mysteries	Through our key text, Death on the Orient Express and related Sherlock Holmes’ short stories, we will be looking at research methods, evidence gathering, and finding connections between evidence. The overarching purpose of the unit will be to build students’ research skills, asking how we organise a Statement of Inquiry for exploring a topic, and how we construct a story with relevant facts and context. Early engagement in journalistic approaches to the world. Introduction to a critical/analytical approach to media.
Unit 5	Fantasy and imagination	The class will be introduced to Lewis Carroll’s famous works of fantasy and learn to appreciate the need for fantasy in daily lives and why we may need it as part of our daily lives. Students will analyse the language Lewis Carroll uses to appreciate how language can work with content in creating a world of fantasy. The purpose of the unit will be to build students’ creativity and imagination through fantasy and engage in reflecting on the differences between fantasy and reality and the need for the former in the latter. Students will engage in producing one form of fantasy in the form of a diary, journal or short story..

**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
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

**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

## **COURSE OUTLINE 2020-2021**

**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 1-** Fitness and well-being

Values, decision making, who am I,

Individual sports, athletics, fitness terms, physical abilities

KC - Identity, GC - Identities and relationships, SOI - Balanced lifestyle choices can influence identity and perspectives

#### **Unit 2-** Team building

Team games, community games, team building

(volleyball, basketball)

KC - relationships, GC - identities and relationships, SOI - Teams respond and adapt to changing environments, relationships and interactions

#### **Unit 3-** gymnastics

Gymnastics exercises, elements and combinations, creating a group performance.

KC - Change; GC - identities and relationships, SOI - By combining movements and performing in a balanced way we can perform in an aesthetic composition.

### **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 IBMYP 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:** Tamari Sekhniashvili

**SUBJECT:** Individuals & Societies

**GRADE:** MYP2

**COURSE OUTLINE 2020-2021**

**Overview:** MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

**CONTENT:**

Unit Number	Unit Name	Content
Unit 1	How has globalization shaped the world?	Companies, corporations, human rights, industry, fair trade, carbon footprint, ecological footprint
Unit 2	Why are natural environments important to individuals and societies?	Climate, biomes, deforestation, food chain, global warming, human intervention in nature and the results
Unit 3	What was life like in the Middle Ages?	Major global developments which occurred during The Middle Ages; different aspects of peoples' live during The Middle Ages; Empires developing and expanding during The Middle Ages; Source analysis; SWOT analysis
Unit 4	How does exploration affect global interactions?	Causes and Consequences of Age of Exploration; Silk Road; Expansion of Empires and oversea colonies; Exploration and Exploitation; Industrialization; Age of Industrialization in Estonia; Exploration of Estonia in the world or technology.
Unit 5	Resources and sustainability	Types of resources; Natural resources; Human resources; Economic resources; Importance of resources for countries; Nonrenewable resources and politics; Renewable resources; Sustainable resources
Unit 6	How have innovations and Ideas changed the world?	Examples and ideas of different innovations; How did the innovations change the reality for ordinary society; Innovations in different fields (Art, Science, Music); Time periods of mass innovations: Renaissance and Enlightenment - what did the humanity inherited from those perions; Modern ideas and innovations which might take us to a different reality.

### **AIMS:**

The aims of MYP Individuals & 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 a concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

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

The units of work in Individuals & Societies will offer opportunities for students to develop and practise the following ATL skills: creative thinking skills, critical thinking skills, communication skills, information literacy skills, and reflection skills.

### **ASSESSMENT:**

Based on the IB MYP Individuals & Societies Assessment Criteria, students' growth in MYP1 Individuals & Societies will be continually assessed utilizing a variety of methods. These methods include practical investigations, group and individual projects, presentations, concept maps, tests, peer and self-assessments.

### **IB MYP Criteria for assessment are:**

Criterion A: Knowing and understanding

Criterion B: Investigating

Criterion C: Communicating

Criterion D: Thinking critically

### **COURSE EXPECTATIONS:**

The following are the expectations of all students undertaking Individuals & Societies:

- Students must always carry the required materials and stationery to class.
- Students are expected to participate actively in class discussions and projects.
- Students are required to meet the deadlines of any kind of assignment, set by the teacher. Students may seek peer or teacher help prior to the submission and not a day before submission.
- Homework non submission will be discussed to students; repeated non-submissions will result in communication with parents.
- The entire class has made Essential Agreements that helps the healthy functioning of the classroom. The agreement is honored by the whole classroom community.

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