International School of Estonia

Middle Years Programme

Handbook

Middle Years Programme

Table of Contents

Introduction

Dear Parents and Students,

I am pleased to present the MYP Handbook, our comprehensive guide to the Middle Years Programme academic curriculum.

ISE MYP programme is built on the cornerstones of IB teaching and learning philosophy:

- Learning through INQUIRY where the students' own curiosity, prior knowledge and experience establish the basis for new learning.

- Engaging in ACTION as a strategy with learning by doing, learning through real life experiences; and as a learning outcome to support and educate oneself and others through service.

- Involved in REFLECTION leading to deeper understanding.

ISE MYP programme provides a rigorous, high-quality, international education for students in grades 6-10. The MYP is inclusive by design for students of all interests and academic abilities created to inspire passion for learning while challenging intellectual curiosity, encouraging inquiry and maximizing individual potential. The community of learners (parents, students and staff) share responsibility for developing life-long learners and active, compassionate world citizens with a genuine commitment to affect positive change in the world. "What is an IB Education", IBO, 2013

Descriptions of all courses are outlined in this booklet. MYP 1 - 4 (grade 6-9) students take one course in each of the eight required subject groups in the MYP. In addition to these courses, there are options for middle school Estonian and Russian mother tongue courses, 'elective' courses and requirements for service as action.
In the final year of the programme, MYP 5 (grade 10), ISE applies the subject group flexibility. This approach, supported by the IB MYP, allows meeting the requirements of year 5 course objectives, and preparing students better for the IB Diploma courses.

I wish you an enjoyable and rewarding year ahead.

Kadri Tomson
MYP Principal - Coordinator

Back

ISE Mission and Vision

ISE Mission – who we are and what we do

- Support a safe, caring, respectful environment that values creativity and inclusivity
- Develop self-aware learners with the tools for fulfilment in their world and beyond
- Empower individuals to set and reach high standards through best educational practice
- Encourage students to think globally and act locally

Our Values – in all we do we value

- Belonging
- Agency
- Excellence
- Contribution

Our Vision – A globally minded community of diverse learners, empowered as agents of positive change

Back

Definitions guiding teaching and learning in the context of global citizenship

High quality teaching and learning is learner centered, explores real-world ideas, enables individual fulfillment and builds competences for life.

Through active local and global participation as agents of positive change, we help to create a sustainable, just and equitable future.

IB Learner Profile

The core of International Baccalaureate programs is the IB Learner Profile and the International School of Estonia celebrates the promotion of these learner attributes:

- Inquirer – Acquires skills for purposeful, constructive research
- Knowledgeable - Explores knowledge across a range of disciplines. Engages with issues and ideas that have local and global significance
- Thinker – Applies thinking skills critically and creatively to solve complex problems
- Communicator – Receives and expresses ideas in more than one language including the language of mathematical symbols
- Risk-taker – Approaches unfamiliar situations with confidence
- Principled – Displays integrity, honesty and a sense of fairness and justice
- Caring – Develops a sense of personal commitment to action and service
- Open-minded – Respects the views, values and traditions of other individuals and cultures and is accustomed to seeking and considering a range of points of view
- Balanced – Understands physical, mental and personal well-being
- Reflective – Analyzes own strengths and weaknesses

ISE, in support of the IB Learner Profile and our IB curriculum, also champions the aims and goals of the International Baccalaureate Mission:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Back

Middle Years Programme at ISE

The International Baccalaureate (IB) Middle Years Programme (MYP) is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is a five-year programme from grades 6 through 10. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme.

The MYP curriculum framework includes eight subject groups, providing a broad and balanced education for early adolescents:

- Language acquisition
- Language and literature
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. ISE exceeds these standards.

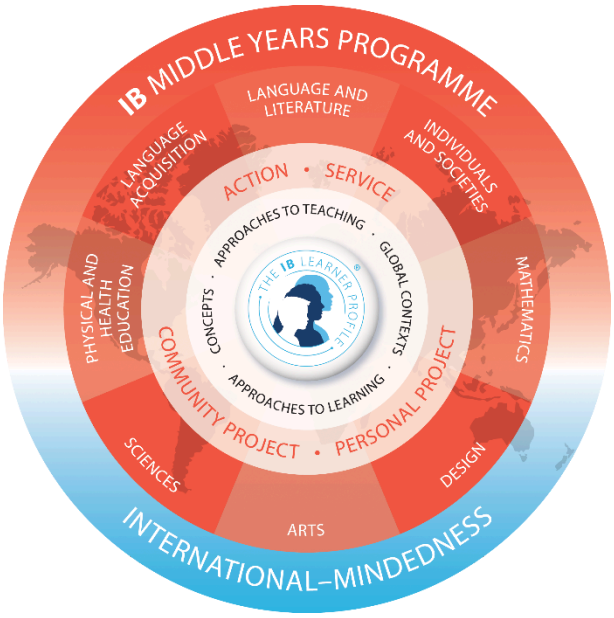
Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students in year 5 (grade 10) also complete a Personal Project, where students decide what they want to learn about, identify what they already know, discover what they will need to know to complete the project, and create a proposal or criteria for completing it.

In the final year of the program, optional MYP eAssessment provides IB-validated grades based on examinations and course work. Students who undertake external assessment are eligible for IB Course Results and the IB MYP Certificate.

For further questions on the MYP program at ISE, please contact the MYP Coordinator Kadri Tomson kadrit@ise.edu.ee

Back



Teaching and learning in the MYP

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. Teaching and learning in the MYP is supported by the following concepts:

Teaching and learning in context
Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.
Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural identity
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability

Conceptual understanding
Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each

discipline.

Approaches to learning
A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self-management skills helps students learn how to learn.

Service as action, through community service
Action and service have always been shared values of the IB community.
Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme.

Inclusion and learning diversity
As part of the MYP curriculum, schools address differentiation within the written, taught and assessed curriculum. This is demonstrated in the unit planner and in the teaching environment.

Further info http://www.ibo.org/programmes/middle-years-programme/

Back

MYP Academic programme: Subject group outlines

Arts

International School of Estonia
MYP Arts Course Outline

Overview:

MYP Arts is based upon the beliefs that the arts provide a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. We understand and respect the value of International education and the opportunities that arise in this environment. MYP Arts provide students with opportunities to develop their own creativity in its many forms, taking artistic risks within a caring environment and giving them the confidence to make a positive change in the face of future challenges.
MYP Arts helps to prepare students for overall success in the DP through the use of concepts and contexts, through developing subject-specific skills, ATL skills and IB Learner Profile attributes.
ISE MYP Arts courses include Visual Art and Music. From year 1 to 4 students study both subjects for one semester each. In year 5 students have an opportunity to choose between Visual Art and Music for the whole academic year.

Aims of the Arts Course:

(IB MYP Arts guide 2022)

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may develop through the learning experience.

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

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

MYP Arts Objectives and Interim Objectives:

(IB MYP Arts guide 2022)

In the MYP, subject specific objectives are aligned with the assessment criteria. MYP Arts objectives are lined up with a corresponding year level assessment criteria for this subject group.

A: Investigating		
Year 1 At the end of year 1/novice stage, students should be able to:	**Year 3** At the end of year 3/intermediate stage, students should be able to::	**Year 5** At the end of year 5/competent stage, students should be able to::
investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry	investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry	investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
describe an artwork or performance from the chosen movement(s) or genre(s)	analyse an artwork or performance from the chosen movement(s) or genre(s)	critique an artwork or performance from the chosen movement(s) or genre(s)

B: Developing		
Year 1 At the end of year 1/novice stage, students should be able to:	**Year 3** At the end of year 3/intermediate stage, students should be able to:	**Year 5** At the end of year 5/competent stage, students should be able to:
practically explore ideas to inform development of a final artwork or performance	practically explore ideas to inform development of a final artwork or performance	practically explore ideas to inform development of a final artwork or performance
present a clear artistic intention for the final artwork or performance in line with the statement of inquiry	present a clear artistic intention for the final artwork or performance in line with the statement of inquiry	present a clear artistic intention for the final artwork or performance in line with the statement of inquiry

C: Creating / Performing		
Year 1 At the end of year 1 /novice stage, students should be able to:	**Year 3** At the end of year 3/intermediate stage, students should be able to:	**Year 5** At the end of year 5/competent stage, students should be able to:
create or perform an artwork. (Please see the note below regarding	create or perform an artwork. (Please see the note below regarding	create or perform an artwork. (Please see the note below regarding

progression of skills for this criterion.)	progression of skills for this criterion.)	progression of skills for this criterion.)

D: Evaluating		
Year 1 At the end of year 1 /novice stage, students should be able to:	**Year 3** At the end of year 3/intermediate stage, students should be able to:	**Year 5** At the end of year 5/competent stage, students should be able to::
appraise their own artwork or performance	appraise their own artwork or performance	appraise their own artwork or performance
reflect on their development as an artist	reflect on their development as an artist	reflect on their development as an artist

Units of Work:

The Arts course is divided between two subjects, Visual Art and Music. The content used for the 'Units of Work' in both subjects was chosen to stimulate imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts offer practical approaches towards the creative and thought processes, which need to be recorded by the student in the arts process journal. The units are matched to the MYP objectives appropriate to the age level and complexity of the material concerned.

Year 1 – grade 6

Visual Art	**Music**
Landscapes and Colors - students learn main facts about color theory and use their knowledge while creating a final artwork.	**Musical Instruments Around the World: IDU with Design** - students research and create a working folk instrument from their own music culture.
Playful Chairs - students learn how to create a model of the chair and design a room for their toy.	**National Anthems -** students inquire about national anthems – the context they were created in and the way they sound.

Year 2 – grade 7

Visual Art	Music
Tasteful Letters - students learn how to use different tools for writing and create a story about their own name.	**Instruments and Their Repertoire -** students learn about musical instruments, and create a listening map.
It's a Privilege: IDU with InS - An interdisciplinary study with Individuals and Societies of perspective and privilege and the impact that privilege has on both those who have it and those who don't. Students will use artistic expression to interpret and represent their role and identity as part of these important themes.	**World Music -** students study a world music culture and present the main characteristics along with a performance.

Year 3 – grade 8

Visual Art	Music
Innovative identity - students study about different drawing techniques and learn how to depict personified objects.	**Music Technology -** students study about electrophones and create an electronic composition.
Narrative Photography - students learn how to depict a story.	**Music Rocks -** students study different styles of rock and pop music and create or arrange a rock piece.

Year 4 – grade 9

Visual Art	Music
Useful trash - students learn how to reuse materials in the creation of a functional or decorative piece.	**Ensembles and Orchestras -** students study about various instrumental groups and perform a piece in a group.
Composed Movements - students learn how to depict a human body and create a final composition.	**Voice-** students study that the voice is a sound that can communicate in different ways.

Year 5 – grade 10

Visual Art	**Music (not taught currently)**
20th century art - students study about 20th century art movements and create a painting.	**The Language of Music -** students study about the characteristics of music and apply their knowledge in practical work.
Sculptures and environments - students study about sculptures in different environments and create a sculpture based on their interests.	**How Jazz is Jazz? -** students study about different jazz styles and demonstrate their understanding in a chosen way.
Everyday artistry - students study their home-countries' flags and coats of arms to create an applied art form with unique/original patterns.	**Music Through History -** students explore the characteristics of different eras in music history and demonstrate their learning through practical work.
21st century art - students study contemporary art and create artwork by using innovative technical solutions.	**World Music -** students study a world music culture and present the main characteristics along with a performance.

Assessment:

(IB MYP Arts subject guide 2014)

A variety of assessment methodologies and tools are used within MYP Arts course. Included in the list of age-appropriate strategies, employed in age-appropriate ways, depending upon the topics being studied, are the following:

- Inquiry - process journal entries
- Reflection - Process Journal entries
- Presentation – written, oral and/or visual
- Artwork - 2D/3D/lens based
- Performance – vocal or instrumental, group or solo
- Composition – written and/or audio
- Evaluation – written or oral, self/peer/group

Overall student achievement in Arts is assessed against the following four criteria.

A: Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use and further develop their research skills to draw on a range of sources.While contextual information should be

included, the focus of the investigation is the art genre or movement and artworks/performances, not extensive biographical information about artists. Students learn how to critique the artworks/performances of others and to communicate in subject-specific language or terminology.

B: Developing
Development of ideas through practical exploration provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic decisions.

C: Creating / Performing
The acquisition and development of skills is evident in both process and outcome. Formative assessment supports students' acquisition and development of skills and techniques in the process stage. The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

D: Evaluating
MYP arts promote the development and application of reflection and critical-thinking skills so that students become reflective practitioners. Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world. When evaluating their own artwork or performance, students should consider elements, techniques and context. The arts process journal should be used throughout the process stage to keep a record of reflections that students can refer to when developing the final reflection.

MYP Achievement levels and grades
Students score an achievement level from 1-8 in each of the above criteria (A-D). These are added together to form a total achievement level (max. 32 points) which is used to calculate the MYP Final grade using the following table.

MYP Final grade	1	2	3	4	5	6	7
Total ach. level	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Back

International School of Estonia
MYP Design Course Outline

Overview:

Development in technology gives rise to profound changes in society, transforming how we access, process and communicate information. The MYP Design approach acknowledges these developments and uses inquiry-based problem solving strategies and thinking skills to equip students to face such demands.
Inquiry and problem solving are at the heart of the MYP course and we incorporate the fundamental approaches of Ergonomics and Ethical considerations into our units, which accordingly align closely with the IB Learner Profile.
Students are expected to investigate real world problems to create unique solutions. A solution being a product, defined as a model, prototype, or system that students have generated.
Students use the Design Cycle as a tool to design, plan, create and evaluate such solutions. Over the course of such work students are brought into direct contact with the whole range of ATL skills, with specific ATL focus at appropriate stages during the 5 years.

Aims of the Design Course:

(IB MYP Design subject guide 2014)

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 as a means 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 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

MYP Design Objectives and Interim Objectives:

(IB MYP Design subject guide 2014)

In the MYP, subject specific objectives are aligned with the assessment criteria. MYP design objectives are lined up with a corresponding year level assessment criteria for this subject group.

A: Inquiring and analysing		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
explain and justify the need for a solution to a problem	explain and justify the need for a solution to a problem	explain and justify the need for a solution to a problem for a specified client/target audience
state and prioritize the main points of research needed to develop a solution to the problem	construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem	identify and prioritize primary and secondary research needed to develop a solution to the problem
describe the main features of one existing product that inspires a solution to the problem	analyse a group of similar products that inspire a solution to the problem	analyse a range of existing products that inspire a solution to the problem
present the main findings of relevant research	develop a design brief, which presents the analysis of relevant research	develop a detailed design brief, which summarizes the analysis of relevant research

B: Developing ideas		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
develop a list of success criteria for the solution	develop a design specification which outlines the success criteria for the design of a solution based on the data collected	develop design specifications, which clearly states the success criteria for the design of a solution
present feasible design ideas, which can be correctly interpreted by others	present a range of feasible design ideas, which can be correctly interpreted by others	develop a range of feasible design ideas, which can be correctly interpreted by others
present the chosen design	present the chosen design and outline the reasons for	present the chosen design and justify its selection

	its selection	
create a planning drawing/diagram which outlines the main details for making the chosen solution	develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution	develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C: Creating the solution		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution	construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution	construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
demonstrate excellent technical skills when making the solution	demonstrate excellent technical skills when making the solution	demonstrate excellent technical skills when making the solution
follow the plan to create the solution, which functions as intended	follow the plan to create the solution, which functions as intended	follow the plan to create the solution, which functions as intended
list the changes made to the chosen design and plan when making the solution	explain changes made to the chosen design and the plan when making the solution	fully justify changes made to the chosen design and plan when making the solution
present the solution as a whole	present the solution as a whole	present the solution as a whole

D: Evaluating		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
outline simple, relevant testing methods, which generate data, to measure the success of the solution	describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution	design detailed and relevant testing methods, which generate data, to measure the success of the solution
outline the success of the solution against the design specification	explain the success of the solution against the design specification	critically evaluate the success of the solution against the design

		specification
outline how the solution could be improved	describe how the solution could be improved	explain how the solution could be improved
outline the impact of the solution on the client/target audience	describe the impact of the solution on the client/target audience	explain the impact of the solution on the client/target audience

Units of Work:

The content for the Design course is contained within the MYP *Product and Digital Design* approach. It includes work from diverse areas of study such as Advertising, Communications, Fashion, and Interior and Graphic design. The units are matched to the MYP objectives appropriate to the age level and complexity of the material concerned. All processes are determined to prepare students for the related Diploma programme of Design Technology.

Year 1 – grade 6

- **An ergonomic study of a classroom -** students develop digital design skills and encounter the concept and application of Ergonomics.
- **Bridging the gap -** students learn about connections to bridge structures and develop modeling skills
- **Maps and Directions -** students learn how to relay specific instructions regarding human movement.
- **Musical instruments around the world: IDU with Music -** an interdisciplinary unit with Music, where students learn to appreciate their cultural backgrounds, research and create a working folk instrument from their own music culture.

Year 2 – grade 7

- **Packaging Design -** students learn about the practical constraints of this aspect of consumer products.
- **Communication Design: Travel** - Students will design an information pamphlet or poster to advise travellers to a specified region of a particular health risk.
- **Prototype Design: Humane trap** - Students are exploring animal rights and the needs for capturing animals without causing them harm. - the humane trap.
- **Digital Design: Logos** - students learn to identify with the abstract representation of oneself through designing a logo.

Year 3 – grade 8

- **Dramatic Production Design -** students learn to appreciate the impact of design on a chosen aspect of the theatre.
- **Engineering Design -** students learn to engineer products in terms of function, structure and materials..

- **Digital Design: Video production** - students learn to make a video clip by sequence of images that creates a movement.
- **Product Design: A Bicycle rack -** students learn about climate change and carbon footprints and design a bicycle rack to develop a culture of bicycle usage as a solution.

Year 4 – grade 9

- **Consumer Design: Takeaways -** students will develop an application for global issues in relation to modern lifestyles.
- **Engineering Design** - students will create an artifact meeting the design requirements, through structure, function and materials.
- **Digital Design: Advertising -** students learn to appreciate ethical as well as technical aspects of such communication
- **Architectural Design: Compassionate Living Spaces-** students learn about and design living space for productivity, comfort and health conditions.

Year 5 – grade 10

- **Packaging Design -** students learn about the practical constraints of this aspect of consumer products.
- **Digital Design -** students learn how to collaborate to produce a stop motion animation.
- **Web Design -** students learn to appreciate technical aspects of such communication
- **Engineering Design -** students learn about structural function in a technical and innovation context.
- **Mechanical Design -** students learn to engineer mechanical products in terms of function, structure and materials..

Assessment:

(IB MYP Design subject guide 2014)
A variety of assessment methodologies and tools are used within the MYP Design course. Included in the list of age-appropriate strategies, employed in age-appropriate ways, depending upon the topics being studied, are the following:

Summative:
- Research
- Developing Ideas
- Creating Solutions
- Evaluation

Formative:
- Research

- Personal Engagement
- Developing Ideas
- Presentation

Overall student achievement in Design is assessed against the following four criteria

A: Inquiring and analyzing
Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

B: Developing ideas
Students write a detailed specification, which drives the development of a solution. They present the solution.

C: Creating the solution
Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

D: Evaluating
Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

MYP Achievement levels and grades
Students score an achievement level from 1-8 in each of the above criteria (A-D). These are added together to form a total achievement level (max. 32 points) which is used to calculate the MYP Final grade using the following table.

MYP Final grade	1	2	3	4	5	6	7
Total ach. level	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Back

International School of Estonia
MYP Individuals and Societies Course Outline

Overview:

The ISE Individuals & Societies course of study is a 5-year study of Society, Politics, History and Economics which encompasses case studies from all parts of our world. Throughout the program, course content is accessed and analyzed through the lens of the MYP Individuals & Societies "Key Concepts." This means that each course of study requires students to analyze events and phenomena with an eye to continuity & change, causation, significance or perspective. The Individuals & Societies course further demands that students understand the Humanities to be a discipline in which tolerance for diverse interpretations is vital.

The overarching themes of the course are as follows:
MYP 1: "Global Inequality in the World We Live In."
MYP 2: "Ideologies & Belief Systems Through Space & Time"
MYP 3: "My Place in Modern World"
MYP 4: "Exploitation in 19th and 20th Century World History"
MYP 5: "Controversial Themes in 20th Century World HIstory"

Regardless of the topic of study, whether students are analyzing for causation or continuity, student learning is always structured in a way that incorporates the MYP "Approaches to Learning." These "ATL's" are a set of academic and life skills which are understood to be essential for all lifelong learners. For example, although the first year of the MYP I&S Program focuses on communication and organization, we recognize that this is a skill which learners of all ages will need to master in order to enjoy success in their academic endeavors. Thus, students in MYP Years 1 through 5 are encouraged to be constantly mindful of all MYP Approaches to Learning. It is through this holistic approach to learning that the ISE Individuals & Societies Department aims to engender an attitude of creativity, curiosity and reflection.

Aims of the Individuals and Societies Course:

(IB MYP Individuals and societies' subject guide 2014)

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

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve

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

MYP Individuals and Societies Objectives and Interim Objectives:

(IB MYP Individuals and societies' subject guide 2014)

In the MYP, subject specific objectives are aligned with the assessment criteria. MYP individuals and societies objectives are lined up with a corresponding year level assessment criteria for this subject group.

A: Knowing and understanding		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
use vocabulary in context	use a range of terminology in context	use a wide range of terminology in context
demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples	demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples	demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

B: Investigating		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
explain the choice of a research question	formulate/choose a clear and focused research question, explaining its relevance	formulate a clear and focused research question and justify its relevance
follow an action plan to explore a research question	formulate and follow an action plan to investigate a research question	formulate and follow an action plan to investigate a research question
collect and record relevant information consistent with the research question	use methods to collect and record relevant information	use research methods to collect and record appropriate, varied and relevant information

reflect on the research process and results	evaluate the research process and results, with guidance	evaluate the research process and results

C: Communicating		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
communicate information and ideas with clarity	communicate information and ideas in a way that is appropriate for the audience and purpose	communicate information and ideas effectively using an appropriate style for the audience and purpose
organize information and ideas effectively for the task	structure information and ideas according to the task instructions	structure information and ideas in a way that is appropriate to the specified format
list sources of information in a way that follows the task instructions	create a reference list and cite sources of information	document sources of information using a recognized convention

D: Thinking critically		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
identify the main points of ideas, events, visual representation or arguments	analyse concepts, issues, models, visual representation and/or theories	discuss concepts, issues, models, visual representation and theories
use information to justify an opinion	summarize information to make valid, well-supported arguments	synthesize information to make valid, well-supported arguments
identify and analyse a range of sources/data in terms of origin and purpose	analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations	analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
identify different views and their implications	recognize different perspectives and explain their implications	interpret different perspectives and their implications

Units of Work:

The content used for the 'Units of Work' was informed by the expectations of the Diploma Program History Course (specifically the 20th Century Conflicts and Authoritarian States topics) which ISE has chosen to pursue. MYP I&S Key Concepts are emphasized throughout the MYP Curriculum with the intention of preparing students for the demands of the Diploma Program History course.

Year 1 – grade 6

- **What's My Right?** - A study of Global Human Rights.
- **The Geography of Civilization** - A study of the criteria which must be met to be considered a civilization – and how cultures have met these criteria.
- **What is a Refugee?** - A study of what causes people to flee their homelands as refugees and asylum seekers, and the responsibilities of others to those who end up in "their" countries.
- **Ancient Greece** - A study of Ancient and Classical Greece and the elements of Classical Greek Civilization which continue to impact western civilization, today.

Year 2 – grade 7

- **It's A Privilege: IDU with Visual Art** - An interdisciplinary study with Visual Art of perspective and privilege and the impact that privilege has on both those who have it and those who don't. They will use artistic expression to interpret and represent their role and identity as part of these important themes.
- **What We Believe: The World's Religions** - A study of belief the belief systems of the world using the Semitic Religions, Hinduism, and Buddhism
- **You Say You Want a Revolution?** - A study of the causes and outcomes of revolutions through time and space?
- **Imperialism and Colonization** - A study of the changes brought about through globalization during the 19th-21st century.

Year 3 – grade 8

- **The Story of Stuff -** A study of human-environment interaction the history of how humans have attempted to deal with this issue.
- **Leaders and Leadership -** A study of leadership types and the impact of leaders in the modern world.
- **Gender and Equality -** An inquiry into how identity, ideology, and culture may determine the available opportunities for an individual or organisation.
- **The World of Travel: IDU with English -** Students enhance their creativity by understanding the values of other cultures through the process of research, creative writing, and learning about oneself.

Year 4 – grade 9

- **The World Imperial System -** An exploration of the world through the concept of "the world system" -big history from the 15th to the 20th centuries.
- **Imperialism in Asia -** A study of European, US and Japanese imperialism in Asia.
- **United States Imperialism and Foreign Policy -** A study of the role of the US in global exploitation in the 19th and 20th centuries.
- **Current Events Unit: Controversial Issues -** A student-centered unit on a controversial issue chosen by the class and teacher.

Year 5 – grade 10

- **The Holocaust and Genocide -** A study of the Holocaust in the context of 20th Century genocides.
- **The Arab-Jewish Conflict of Levant -** A study of the Arab-Israeli Conflict in the Context of the Greater Middle-East.
- **Civil Rights in the USA and World -** A study of the African American Civil Rights Movement in the context of similar movements globally.
- **Black Gold, Texas Tea: IDU with Science -** An interdisciplinary unit with Science, a student-centered inquiry into the communities affected and the range of effects oil exploitation may have.

Assessment:

(IB MYP Individuals and societies' subject guide 2014)

A variety of assessment methodologies and tools are used within MYP Individuals and societies course. Included in the list of age-appropriate strategies, employed in age-appropriate ways, depending upon the topics being studied, are the following:

Students will be assessed on the MYP Individuals & Societies Assessment Criteria through the following tasks/tools:

- Essays
- Research Projects
- Periodic Reading Quizzes
- Tests
- Debates
- Presentations
- Speeches
- Storybooks & portfolios
- Self and Peer Evaluations and Reflections

Overall student achievement in Individuals and Societies is assessed against the following four criteria:

A: Knowing and understanding
Students develop factual and conceptual knowledge about individuals and societies.

B: Investigating
Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

C: Communicating
Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

D: Thinking critically
Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

MYP Achievement levels and grades
Students score an achievement level from 1-8 in each of the above criteria (A-D) and these are added together to form a total achievement level (max. 32 points) which is used to calculate the MYP Final grade using the following table.

MYP Final grade	1	2	3	4	5	6	7
Total ach. level	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Back

International School of Estonia
MYP Language Acquisition Course Outline
French

Overview:

MYP Language acquisition course is based upon the beliefs that learning another language provides a powerful mode of communication through which students can explore their own culture while learning about that of another country and develop an understanding of the world around them. We understand and respect the value of International education and the opportunities that arise in this environment.
MYP Language acquisition course provides students with opportunities to develop their communication skills, taking risks within a caring environment and giving them the confidence to make a positive change in the face of future challenges.
MYP Language acquisition course helps to prepare students for overall success in the DP through the use of concepts and contexts, through developing subject-specific skills, ATL skills and IB Learner Profile attributes.
From years 1 to 5, the students can join the MYP Language acquisition course at beginner, intermediate or advanced level.

Aims of the Language Acquisition Course:

(IB MYP Language acquisition subject guide 2021)

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 through the use of 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

MYP Language Acquisition Objectives for Phases:

(IB MYP Language acquisition subject guide 2021)

In the MYP, subject specific objectives are aligned with the assessment criteria. MYP language acquisition objectives are lined up with a corresponding phase level assessment criteria for this subject group.

A: Listening		
Emergent Phase 1 - 2 In order to reach the aims of language acquisition, students should be able to:	**Capable Phase 3 - 4** In order to reach the aims of language acquisition, students should be able to:	**Proficient Phase 5 - 6** In order to reach the aims of language acquisition, students should be able to:
i: identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts	i: identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts	i: identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts
ii: analyse conventions in a wide variety of simple authentic texts	ii: analyse conventions in a wide variety of simple and some complex authentic texts	ii: analyse conventions in a wide variety of complex authentic texts
iii: analyse connections in a wide variety of simple authentic texts	iii: analyse connections in a wide variety of simple and some complex authentic texts	iii: analyse connections in a wide variety of complex authentic texts

B: Reading		
Emergent Phase 1 - 2	**Capable Phase 3 - 4**	**Proficient Phase 5 - 6**
i: identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts	i: identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts	i: identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts

ii: analyse conventions in a wide variety of simple authentic texts	ii: analyse conventions in a wide variety of simple and some complex authentic texts	ii: analyse conventions in a wide variety of complex authentic texts
iii: analyse connections in a wide variety of simple authentic texts	iii: analyse connections in a wide variety of simple and some complex authentic texts	iii: analyse connections in a wide variety of complex authentic texts

C: Speaking		
Emergent Phase 1 - 2	**Capable Phase 3 - 4**	**Proficient Phase 5 - 6**
i: use a wide range of vocabulary	i: use a wide range of vocabulary	i: use a wide range of vocabulary
ii: use a wide range of grammatical structures generally accurately	ii: use a wide range of grammatical structures generally accurately	ii: use a wide range of grammatical structures generally accurately
iii: use clear pronunciation and intonation in a comprehensible manner	iii: use clear pronunciation and intonation in a comprehensible manner	iii: use clear pronunciation and intonation in a comprehensible manner
iv: communicate all or almost all the required information clearly and effectively	iv: communicate all or almost all the required information clearly and effectively	iv: communicate all or almost all the required information clearly and effectively

D: Writing		
Emergent Phase 1 - 2	**Capable Phase 3 - 4**	**Proficient Phase 5 - 6**
i: use a wide range of vocabulary	i: use a wide range of vocabulary	i: use a wide range of vocabulary
ii: use a wide range of grammatical structures generally accurately	ii: use a wide range of grammatical structures generally accurately	ii: use a wide range of grammatical structures generally accurately
iii: organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices	iii: organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices	iii: organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices

Units of Work:

<u>Grammatical concepts studied in the different phases</u>
Phase 1: To be and To have, 1st group verbs, irregular verbs in the present tense, immediate future, command verbs (imperative), preterit, reflexive verbs,feminine and masculine, singular and plural, pronouns.
Partitive and expression of wish

Phase 2: To be and to have present tense revisions, present tense of regular verbs, present tense of main irregular verbs, future immediate, class management command verbs, reflexive verbs, feminine and masculine, singular and plural, personal pronouns, future simple regular and irregular, preterit regular and irregular, main verbs in their command form, partitive, expressions of wish.

Phase 3: Expressions of opinions, relative pronouns, since or for, basic connectors, comparative, complex interrogative, pronouns, imperfect regular and irregular, introduction of the preterit and imperfect, direct pronouns, complex connectors, expressions of feelings, superlatives, complex negation, the interrogative sentence.

Written formats and texts studied in different phases
Phase 1:
Format: Brochures, books, instructions, magazines
Range of texts: songs, picture books, brochures, articles.
Phase 2:
Format: Brochure, interview, advertisement and instructions
Range of texts: Online/paper, articles, songs, descriptive, picture books, brochures, leaflets, texts of informational nature.
Phase 3:
Format: Book, movie, review/critic, blog entry, news article
Range of texts: print and online media, blogs, editorials, interviews and reports.

Units

Phase 1

- **Relationships around me** - Who am I and what do I like? How do I share my feelings? Does my culture influence my tastes?
- **Food and eating habits-** What do I eat? How do I order food and follow a recipe? Is the organization of a French meal similar or different from this of your country?
- **Festivals and celebrations** - What is a celebration? My favorite festival...why do we celebrate and what do we celebrate?
- **Francophonie**- What is francophonie? What do I eat? How do I order food and follow a recipe? Is the organization of a French meal similar or different from that of your country?

Phase 2

- **Traveling-** Why do people travel? How have the trends in traveling changed over a period of time? Is traveling the best way of getting educated?
- **Appearances - I**s beauty only external? How do we define "beauty"? Discrimination based on physical appearance if any?
- **Friendship** - Who is a good friend? Should we always support our good friends?
- **The World of Art**- What is art? What are the different forms of Art?

Phase 3

- **Education and the world of work** - What is education? What is the difference between education and information?
- **Sustainability** - What does school teach me? What if I act inappropriately? Is education cultural?
- **Global issues- migration, discrimination, community service** - Where am I and where do I go? Where do we meet and hang out? Why do people travel and work in different countries? etc
- **Media, technology and the world of science**- What is the role of media? What is artificial intelligence?

Assessment:

(IB MYP Language acquisition subject guide 2021)

A variety of assessment methodologies and tools are used within the MYP Language acquisition course. Included in the list of age-appropriate strategies, employed in age-appropriate ways, depending upon the topics being studied.

Formative assessments are done to check student's learning and to monitor it. It is always followed by feedback to the student and allows teachers to modify their teaching. Formative assessments are carried out throughout the unit to determine areas of strength, promote understanding of the criteria and to identify areas of improvement for the student and possible gaps of knowledge to be addressed by the teacher.
Strategies include (not an exhaustive list)

- graphic organizers,
- presentations,
- self-assessment,
- quizzes,
- oral questioning,
- visual maps

Summative assessments are done in the classroom under exam conditions.
Strategies may include

- performance,
- tasks,
- written production,
- essays,
- seen exam paper in controlled conditions,
- open book and take away exam

Overall student achievement in Language acquisition is assessed against the following four criteria:

A: Listening
Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, or gain new perspectives and develop empathy, based on what he or she has understood in the text.

B: Reading
Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

C: Speaking
In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.

D: Writing
This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

MYP Achievement levels and grades

Students score an achievement level from 1-8 in each of the above criteria (A-D). These are added together to form a total achievement level (max. 32 points) which is used to calculate the MYP Final grade using the following table.

MYP Final grade	1	2	3	4	5	6	7
Total ach. level	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Back

International School of Estonia
MYP Language and Literature Course Outline
English

Overview:

MYP Language and Literature is based upon the beliefs that the concepts and skills developed in the course provide a platform upon and a means through which students interact with and create texts, while developing an understanding of communication in the world around them.
MYP Language and Literature provides students with opportunities to develop their analytical, organizational, production and language skills in their many forms, taking risks within a supportive environment. These objectives will be addressed both within each grade and reinforced throughout the five-year course.
MYP Language and Literature helps to prepare students for overall success in the DP through the use of concepts and contexts, as well as develop subject-specific skills, ATL skills and IB Learner Profile attributes.

Aims of the Language and lLterature Course:

(IB MYP Language and literature subject guide 2014)

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 text 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

MYP Language and Literature and Interim Objectives:

(IB MYP Individuals and societies' subject guide 2014)

In the MYP, subject specific objectives are aligned with the assessment criteria. MYP

Language and literature objectives are lined up with a corresponding year level assessment criteria for this subject group.

A: Analysing		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
identify and comment upon significant aspects of texts	identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts	analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
identify and comment upon the creator's choices	identify and explain the effects of the creator's choices on an audience	analyse the effects of the creator's choices on an audience
justify opinions and ideas, using examples, explanations and terminology	justify opinions and ideas, using examples, explanations and terminology	justify opinions and ideas, using examples, explanations and terminology
identify similarities and differences in features within and between texts	interpret similarities and differences in features within and between genres and texts	evaluate similarities and differences by connecting features across and within genres and texts

B: Organizing		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
employ organizational structures that serve the context and intention	employ organizational structures that serve the context and intention	employ organizational structures that serve the context and intention
organize opinions and ideas in a logical manner	organize opinions and ideas in a coherent and logical manner	organize opinions and ideas in a sustained, coherent and logical manner
use referencing and formatting tools to create a presentation style suitable to the context	use referencing and formatting tools to create a presentation style suitable to the context	use referencing and formatting tools to create a presentation style suitable to the context

and intention	and intention	and intention

C: Producing text		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process	produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process	produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience	make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience	make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
select relevant details and examples to support ideas	select relevant details and examples to develop ideas	select relevant details and examples to develop ideas

D: Using language		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
use appropriate and varied vocabulary, sentence structures and forms of expression	use appropriate and varied vocabulary, sentence structures and forms of expression	use appropriate and varied vocabulary, sentence structures and forms of expression
write and speak in an appropriate register and style	write and speak in an appropriate register and style	write and speak in a register and style that serve the context and intention
use correct grammar, syntax and punctuation	use correct grammar, syntax and punctuation	use correct grammar, syntax and punctuation
spell (alphabetic languages), write (character languages) and pronounce with accuracy	spell (alphabetic languages), write (character languages) and pronounce with accuracy	spell (alphabetic languages), write (character languages) and pronounce with accuracy
use appropriate non-verbal	use appropriate non-verbal	use appropriate non-verbal

communication techniques	communication techniques	communication techniques

Units of Work:

The content used for the 'Units of Work' was derived from the concepts and skills students will need to succeed in the Diploma Programme. Working backwards from the final two years, key skills and concepts are introduced and built upon during each year of the Middle Years Programme, progressing in complexity. Additional consideration was given to the Aero Standards, ensuring that students were achieving at level of proficiency in the fundamentals of the subject. From these two sources, the Language and Literature team created an internal curriculum map to guide us and future teachers about how to structure each year of the course so that is both challenging and engaging for the students.

Year 1 – grade 6

- **Every Family Needs A: Breadwinner -** Using real world issues to produce meaningful novels.
- **A Fantasy World: A Wrinkle in Time -** Using a fantasy novel to explore timeless and universal themes.
- **Conversation about Conservation: IDU with Science -** Recognizing how different perspectives and contexts allows people to impact global environmental issues.
- **I've Got Something to Say! -** A study into a variety of poems, culminating in an oral performance.

Year 2 – grade 7

- **To Make a Long Story Short -** Using the short story format to tell a complete story
- **The Role of Discrimination in Literature: Roll on Thunder -** Using literature to provide a new perspective and context from which to view history
- **Perspective Through the Giver -** Finding one's identity and individualism in a utopian society
- **I've Got Something to Say! -** A study into a variety of speeches, culminating in an oral performance.

Year 3 – grade 8

- **Identity in The Twelfth Night -** Recognizing the importance and fluidity of relationships on a character's identity, which in turn impacts that character's relationships
- **World within a Frame -** Film is a visual and aural medium which often transfers ideas and images

- **Power of Propaganda: Animal Farm -** Studying the impact of perspective and context on a character's moral and ethical self
- **The World of Travel: Current Events: IDU with InS -** Students enhance their creativity by understanding the values of other cultures through the process of research, creative writing, and learning about oneself.

Year 4 – grade 9

- **Short Stories Literature Circles -** A study into short stories in order to communicate complex identities and relationships through literary features.
- **Poetry and Film: Dead Poets Society** - Exposure to poetry from different cultures helps us to develop a deeper understanding of who we are.
- **Stereotypes Through the Ages: Merchant of Venice** - An introduction to Shakespeare, and different perspectives of the same text.
- **The Darker Side of Human Nature: Lord of the Flies -** The true nature of man emerges when society's constraints no longer apply

Year 5 – grade 10

- **Global Perspectives: The Graphic Novel** - Graphic novels can address literary themes as deeply as traditional forms of literature.
- **Guilt, Courage, War, Love: The Things They Carried** - Authors' personal histories are influenced by their life experiences, and the communities in which they experience them, which will rely on their perspective of the events.
- **Visual Media -** An audience uses visual and verbal cues to develop their conception of a character.
- **Dystopia-Foreseeable Future or Impossibility?** - Dystopias express alternate realities, both similar and dissimilar to our own communities

Assessment:

(IB MYP Language and literature subject guide 2014)

A variety of assessment methodologies and tools are used within MYP Language and literature course. Included in the list of age-appropriate strategies, employed in age-appropriate ways, depending upon the topics being studied, are the following:

- Essays
- Oral Presentations (Speeches, Debates, Role Plays)
- Analytical Commentaries (Written and Oral)
- Variety of Writing Tasks (Stories, Poems, Plays, Journals, Diaries, Letters, News Articles)
- Visual/Theatrical Presentations and Adaptations
- Self & Peer Assessments
- Writer's Workshop

Overall student achievement in Language and literature is assessed against the following four criteria:

A: Analysing
Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text, as well as the creator's purpose for producing text. Students should be able to use the text to support their personal responses and ideas. Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text.

B: Organizing
Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

C: Producing text
Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

D: Using language
Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

MYP Achievement levels and grades
Students score an achievement level from 1-8 in each of the above criteria (A-D). These are added together to form a total achievement level (max. 32 points) which is used to calculate the MYP Final grade using the following table.

MYP Final grade	1	2	3	4	5	6	7
Total ach. level	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Back

International School of Estonia
MYP Mathematics Course Outline

Overview:

MYP Mathematics at the International School of Estonia endeavors to teach students how to think independently, and explore mathematical concepts logically, through problem solving and inquiry based approaches. The course is developed with the intention that all students can be prepared for the opportunity to continue mathematics in the IB Diploma Program upon completion of the Middle Years Program in Year 5.
The mathematics course is structured so that students are introduced to topics in a progressive manner so that they have the skills required to advance to the next year. (Grade 6 topics prepare them for grade 7, grade 7 topics prepare for grade 8, etc.) Topics have been chosen according to the MYP Mathematics guide and have been distributed across the 5 year MYP program so that students have exposure to the key branches of mathematics in each year. Overarching topics include:

- Numerical and abstract reasoning (Number)
- Thinking with models (Algebra)
- Spatial reasoning (Geometry and Trigonometry)
- Reasoning with data (Statistics and Probability)

Each topic is reviewed, consolidated and extended yearly as students advance through the program.

Mathematical unit plans are created within the Managebac system and developed by focusing on the IB global contexts and learner profile attributes. Topics are developed in such a way that students will have opportunities to investigate different branches of mathematical study throughout each year. Assessments are created with the goal that they are challenging and embedded within real life contexts so that students can understand not only the processes but also the applications of the mathematics that they will learn.
Teaching and learning utilizes a variety of learning methods. Throughout their MYP years, students will have opportunities to work individually and in groups. They will be introduced to new information in a variety of manners. Students will gain new knowledge through lecture, research, investigation and practical application. The MYP Mathematics program strives to help all students improve their mathematical skills as they proceed through the MYP program and as such the students will have opportunities to see mathematics through visual representations, hear mathematics

through explanations and videos, explain mathematics through presentations and group work and apply learned concepts through classwork, homework and practical application.
The IB program and ISE strive to empower students for the future. In order to achieve this aim, the mathematics program is structured so that students have opportunities to improve their personal attributes and become active participants in today's intercultural world. While all IB learner profile characteristics will be addressed throughout MYP mathematics, the mathematics program at ISE has established the following hierarchy of learner profile attributes:

1) inquirer, knowledgeable, thinkers, communicators, reflective,
2) open-minded, risk-taker,
3) principled, balanced, caring

Aims of the Mathematics Course:

(IB MYP Mathematics subject guide 2014)

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

MYP Mathematics Objectives and Interim Objectives:

(IB MYP Mathematics subject guide 2021)

In the MYP, subject specific objectives are aligned with the assessment criteria. MYP mathematics objectives are lined up with a corresponding year level assessment

criteria for this subject group.

A: Knowing and understanding		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
select appropriate mathematics when solving problems in both familiar and unfamiliar situations	select appropriate mathematics when solving problems in both familiar and unfamiliar situations	select appropriate mathematics when solving problems in both familiar and unfamiliar situations
apply the selected mathematics successfully when solving problems	apply the selected mathematics successfully when solving problems	apply the selected mathematics successfully when solving problems
solve problems correctly in a variety of contexts	solve problems correctly in a variety of contexts	solve problems correctly in a variety of contexts

B: Investigating patterns		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
apply mathematical problem-solving techniques to recognize patterns	select and apply mathematical problem-solving techniques to discover complex patterns	select and apply mathematical problem-solving techniques to discover complex patterns
describe patterns as relationships or general rules consistent with correct findings	describe patterns as relationships and/or general rules consistent with findings	describe patterns as general rules consistent with findings
verify whether the pattern works for other examples	verify and justify relationships and/or general rules	prove, or verify and justify, general rules

C: Communicating		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
use appropriate mathematical language (notation, symbols and	use appropriate mathematical language (notation, symbols and	use appropriate mathematical language (notation, symbols and

terminology) in both oral and written statements	terminology) in both oral and written explanations	terminology) in both oral and written explanations
use different forms of mathematical representation to present information	use different forms of mathematical representation to present information	use appropriate forms of mathematical representation to present information
	move between different forms of mathematical representation	move between different forms of mathematical representation
communicate coherent mathematical lines of reasoning	communicate complete and coherent mathematical lines of reasoning	communicate complete, coherent and concise mathematical lines of reasoning
organize information using a logical structure	organize information using a logical structure	organize information using a logical structure

D: Applying mathematics in real-life contexts		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
identify relevant elements of authentic real-life situations	identify relevant elements of authentic real-life situations	identify relevant elements of authentic real-life situations
select appropriate mathematical strategies when solving authentic real-life situations	select appropriate mathematical strategies when solving authentic real-life situations	select appropriate mathematical strategies when solving authentic real-life situations
apply the selected mathematical strategies successfully to reach a solution	apply the selected mathematical strategies successfully to reach a solution	apply the selected mathematical strategies successfully to reach a solution
explain the degree of accuracy of a solution	explain the degree of accuracy of a solution	justify the degree of accuracy of a solution
describe whether a solution makes sense in the context of the authentic real-life situation	explain whether a solution makes sense in the context of the authentic real-life situation	justify whether a solution makes sense in the context of the authentic real-life situation

Units of Work:

The content used for the 'Units of Work' was created by consideration of content taught in schools around the world. ISE Mathematics teachers have personal experience with curriculums in the United States and Great Britain and often consult

Australian textbooks. With this experience, along with consideration of the 4 branches set out in the MYP Mathematics guide and the complexity of material required, we have created the following units to match the MYP objectives appropriate to the age level concerned.

Year 1 – grade 6

- **Problem Solving -** application of mathematical operations to real-life problems, using a set of eight basic strategies.
- **Numerical and abstract reasoning (measurement) -** fractions, decimals and percentages, involving HCF and LCM applications, basic indices and prime factors.
- **Spatial reasoning: from angles to area and volume (geometry) -** 2D geometry involving properties of plane figures
- **Reasoning with data (statistics) -** Data collection, tabulated organisation, analysis (3 Averages) and graphic representation (pie and bar charts)
- **Thinking with models (algebra) -** formal introduction to algebraic processes, including simplification and solving 3-step equations.

Year 2 – grade 7

- **Problem Solving -** review, consolidation and extension to more difficult problems culminating in the application of Set Theory to logic problems.
- **Spatial reasoning in the environment (geometry) -** symmetry/similarity/congruency and the application of 2/3D figures to real-life contexts
- **Thinking with models (algebra) -** review, consolidation and extension to expansion, factorisation and multiple step equations, including fractional forms and inequations.
- **Reasoning with data (statistics) -** Grouped data, class limits, simple histograms and elementary probability.
- **Numerical and abstract reasoning (measurement) -** the number plane, coordinates.

Year 3 – grade 8

- **Numerical and abstract reasoning: the language of mathematics -** ratio and proportion applied to real-life contexts.
- **Thinking with the models in the world around us (algebra) -** extension of equations to real-life problem solving particularly through graphical forms of representation.
- **Spatial reasoning in the environment (geometry) -** introduction to formal proof involving the characteristics of 2D plane figures
- **Transformations -** basic geometrical transformations in the number plane
- **Under Siege! IDU with Science** - combining the Physics topics of forces and

motion alongside the geometry of triangles and trigonometry, the pure mathematics will complement the real life applications via physics.

- **Probability -** basic principles of probability derived from real-life situations, with reference to the use of different forms of representation, including set theory notation

Year 4 – grade 9

- **Understanding the Number System -** analysis of mathematical properties and exponent/surds laws
- **Algebra -** review, consolidate and extension to inequalities and simultaneous equations, including graphical solutions
- **Geometry: Theorems and trigonometry -** Circle Theorems and Trigonometric ratios
- **Volume and Surface Area -** application of simple and compound 3D shapes
- **Statistics -** review, consolidate and extend to measures of dispersion, particularly with grouped data

Year 5 – grade 10

- **Functions -** function notation, composite and inverse functions
- **Modelling Real Life Situations -** exponential and logarithmic functions and applications
- **Trigonometry and Applications -** useful triangle formulas, basic unit circle, and real life applications
- **Statistics -** review, consolidate and extend to different statistics calculations and visuals and probability concepts
- **Matrices and Vectors -** basic matrix operations and vector applications

Assessment:

(IB MYP Mathematics subject guide 2021)

A variety of assessment methodologies and tools are used within MYP Mathematics course. Included in the list of age-appropriate strategies, employed in age-appropriate ways, depending upon the topics being studied, are the following:

- Coursework
- Quiz
- Class test
- Investigation
- Real life problem
- Discussion
- Presentation
- Written Summary

Overall student achievement in Mathematics is assessed against the following four criteria

A: Knowing and understanding
Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

B: Investigating patterns
Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

C: Communicating
Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

D: Applying mathematics in real-life contexts
MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

MYP Achievement levels and grades
Students score an achievement level from 1-8 in each of the above criteria (A-D). These are added together to form a total achievement level (max. 32 points) which is used to calculate the MYP Final grade using the following table.

MYP Final grade	1	2	3	4	5	6	7
Total ach. level	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Back

International School of Estonia
MYP Physical and Health Education (PHE) Course Outline

Overview:

MYP physical and health education (PHE) aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, PHE courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in PHE will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

Through PHE, students learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

Aims of the PHE Course:

(IB MYP PHE subject guide 2014)

The aims of MYP PHE course are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences
-

MYP PHE Objectives and Interim Objectives:

(IB MYP PHE subject guide 2014)

In the MYP, subject specific objectives are aligned with the assessment criteria. MYP PHE objectives are lined up with a corresponding year level assessment criteria for this subject group.

A: Knowing and understanding		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
outline physical and health education-related factual, procedural and conceptual knowledge	describe physical and health education factual, procedural and conceptual knowledge	explain physical and health education factual, procedural and conceptual knowledge
identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations	apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations	apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
apply physical and health terminology to communicate understanding	apply physical and health terminology effectively to communicate understanding	apply physical and health terminology effectively to communicate understanding

B: Planning for performance		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
construct and outline a plan for improving health and/or physical activity	design and explain a plan for improving physical performance and/or health	design, explain and justify a plan to improve physical performance and health
describe the effectiveness of a plan based on the outcome	explain the effectiveness of a plan based on the outcome	analyse and evaluate the effectiveness of a plan based on the outcome

C: Applying and performing		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
recall and apply a range of skills and techniques effectively	demonstrate and apply a range of skills and techniques	demonstrate and apply a range of skills and techniques effectively
recall and apply a range of strategies and movement concepts	demonstrate and apply a range of strategies and movement concepts	demonstrate and apply a range of strategies and movement concepts

recall and apply information to perform effectively	outline and apply information to perform effectively	analyse and apply information to perform effectively

D: Reflecting and improving performance		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
identify and demonstrate strategies to enhance interpersonal skills	describe and demonstrate strategies to enhance interpersonal skills	explain and demonstrate strategies to enhance interpersonal skills
identify goals and apply strategies to enhance performance	outline goals and apply strategies to enhance performance	develop goals and apply strategies to enhance performance
describe and summarize performance	explain and evaluate performance	analyse and evaluate performance

Units of Work:

The content of the PHE course 'Units of Work' was created in order to give the students an opportunity to meet the MYP PHE objectives at the highest level, by planning a balanced curriculum that includes significant content, including physical and health-related knowledge, aesthetic movement, team and individual sports, and other alternatives.

Year 1 and Year 2 - grade 6 and 7

- **Team sports** - inquiry into team communication.
- **Track and field -** inquiry into technical elements of movement.
- **Creative movement -** inquiry into aesthetic movement.
- **Healthy lifestyle -** inquiry into elements of fitness.
- **Issues in sport fitness and health -** inquiry into personal health.

Year 3 - grade 8

- **Team sports -** inquiry into movement patterns.
- **Track and field -** inquiry into performance analysis.
- **Creative movement -** inquiry into aesthetic movement planning.
- **Healthy lifestyle -** inquiry into life-long healthy lifestyle.
- **Issues in sport fitness and health -** inquiry into substance abuse.

Year 4 - grade 9

- **Team sports -** inquiry into team culture.

- **Track and field -** inquiry into technical elements for enhanced performance.
- **Creative movement -** inquiry into flow of creative movement.
- **Healthy lifestyle -** inquiry into overcoming challenges.
- **Issues in sport fitness and health -** inquiry into sexual health.

Assessment:

(IB MYP PHE subject guide 2014)

A variety of assessment methodologies and tools are used within the MYP PHE course. Included in the list of age-appropriate strategies, employed in age-appropriate ways, depending upon the topics being studied, are the following:

- Quizzes, tests and oral exams
- Research projects
- Creating information materials
- Skill and participation evaluations: teacher, self- and peer-evaluations
- Event management and reports
- Real life problem solving
- Video analysis
- Presentations

Overall student achievement in PHE is assessed against the following four criteria

A: Knowing and understanding
Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

B: Planning for performance
Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

C: Applying and performing
Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

D: Reflecting and improving performance
Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

MYP Achievement levels and grades
Students score an achievement level from 1-8 in each of the above criteria (A-D). These are added together to form a total achievement level (max. 32 points) which is used to calculate the MYP Final grade using the following table.

MYP Final grade	1	2	3	4	5	6	7
Total ach. level	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Back

Sciences

International School of Estonia
MYP Sciences Course Outline

Overview:

The science program at ISE is an integrated science course which aims to teach a broad based scientific knowledge to all students. The course is based on hands on scientific investigation and inquiry into the main science disciplines of physics, chemistry, biology and environmental science. The aim of the program is to prepare students for the IB diploma program science courses. Course work involves development of the students' approaches to learning skills and their IB learner profile attributes.

Aims of the Sciences Course:

(IB MYP Science subject guide 2014)

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

MYP Sciences Objectives and Interim Objectives:

(IB MYP Sciences subject guide 2014)

In the MYP, subject specific objectives are aligned with the assessment criteria. MYP sciences objectives are lined up with a corresponding year level assessment criteria for this subject group.

A: Knowing and understanding		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
outline scientific knowledge	describe scientific knowledge	explain scientific knowledge
apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations	apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations	apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
interpret information to make scientifically supported judgments	analyse information to make scientifically supported judgments	analyse and evaluate information to make scientifically supported judgments

B: Inquiring and designing		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
outline an appropriate problem or research question to be tested by a scientific investigation	describe a problem or question to be tested by a scientific investigation	explain a problem or question to be tested by a scientific investigation
outline a testable prediction using scientific reasoning	outline a testable hypothesis and explain it using scientific reasoning	formulate a testable hypothesis and explain it using scientific reasoning
outline how to manipulate the variables, and outline how data will be collected	describe how to manipulate the variables, and describe how data will	explain how to manipulate the variables, and explain how data will be collected

	be collected	
design scientific investigations	design scientific investigations	design scientific investigations

C: Processing and evaluating		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
present collected and transformed data	present collected and transformed data	present collected and transformed data
interpret data and outline results using scientific reasoning	interpret data and describe results using scientific reasoning	interpret data and explain results using scientific reasoning
discuss the validity of a prediction based on the outcome of the scientific investigation	discuss the validity of a hypothesis based on the outcome of the scientific investigation	evaluate the validity of a hypothesis based on the outcome of the scientific investigation
discuss the validity of the method	discuss the validity of the method	evaluate the validity of the method
describe improvements or extensions to the method	describe improvements or extensions to the method	explain improvements or extensions to the method

D: Reflecting on the impacts of science		
Year 1 At the end of the first year, students should be able to:	**Year 3** At the end of the third year, students should be able to:	**Year 5** At the end of the fifth year, students should be able to:
summarize the ways in which science is applied and used to address a specific problem or issue	describe the ways in which science is applied and used to address a specific problem or issue	explain the ways in which science is applied and used to address a specific problem or issue
describe and summarize the various implications of using science and its application in solving a specific problem or issue	discuss and analyse the various implications of using science and its application in solving a specific problem or issue	discuss and evaluate the various implications of using science and its application to solve a specific problem or issue
apply scientific language effectively	apply scientific language effectively	apply scientific language effectively
document the work of others and sources of information used	document the work of others and sources of information used	document the work of others and sources of information used

Units of Work:

The content of the integrated science course 'Units of Work' is informed by the requirements of IB diploma program science subject guides, and are matched to the MYP objectives appropriate to the age level and complexity of the material concerned.

Year 1 – grade 6

- **Matter of Fact** (*Chemistry and Physics*) – A study of matter and its properties, the measurement of matter, and a study of the elements of the periodic table.
- **A Conversation about Conservation IDU English** (*Biology and Environmental Science*s) A study of the interconnectedness of living things, through the food web.
- **Playground Energy** (*Physics*) - A study of the basics of energy with an emphasis on thermal and electrical energy
- **MYP Individual Investigation** (*Any science discipline*) – A student generated research question and investigation leading to a public presentation of research.

Year 2 – grade 7

- **Our Green is Our Gold** (*Biology*) – A study about reproduction, adaptation to the needs of plants.
- **Up and Atom** *(Physical and Environmental Science)* - Analysis of new evidence can be used to refine the systems we use to model our surroundings.
- **Wibbly Wobbly Waves** (*Physics*) – A study of motion and the characteristics of waves with an emphasis on sound waves and the electromagnetic spectrum.
- **Infectious diseases cause deadly sneezes**(*Biology and Environmental Sciences*) A study of interactions between living things with an emphasis on infectious diseases and the immune system.
- **MYP Individual Investigation** (*Any science discipline*) – A student generated research question and investigation leading to a public presentation of research.

Year 3 – grade 8

- **The Human Machine** (*Biology*) - A study of cells and the digestive, respiratory, cardiovascular, endocrine and nervous systems.
- **Atoms and compounds** *(Chemistry)* – A study of the formation of compounds from elements and factors that affect the rates of a reaction.
- **Zoom In** *(Biology)* - Levels of life and how complex organisms are made (cells).
- **Under Siege! IDU with Mathematics** (*Physics*) – A study of acceleration, the laws of motion and forces in liquids.
- **MYP Individual Investigation** (*Any science discipline*) – A student generated research question and investigation leading to a public presentation of research.

Year 4 – grade 9

- **Acid Rain** ((*Physical and Environmental Science*)

- **To GMO or Not to GMO** (*Life Sciences*) –
- **Zap Crackle Pop** (*Physics*) – A study of electrical energy and electromagnetism.
- **MYP Individual Investigation** (*Any science discipline*) – A student generated research question and investigation leading to a public presentation of research.
- **Carbon Skeletons** *(Chemistry)* - Exploration into how scientists use an idea of form influences function, to develop processes that can be used to separate crude oil into useful products.
- **Black Gold, Texas Tea IDU with InS** *(Life Science)* - Address the real world issue of Environmental degradation and local communities.

Year 5 – grade 10

Biology

- **Photosynthesis and Cellular Respiration**
- **Cell and Life -** A study of the structural composition and function of different cells and their organelles with an emphasis on photosynthesis and respiration.
- **Energy** (*Physics*) - A study of energy and energy transfer
- **Plants Biology**- A study of the characteristics of plants such as Diffusion, Osmosis, factors affecting transpiration and active/passive transport.
- **Current Events IDU with InS** (*Life Science*) – A study of Newton's laws of motion, speed, velocity and acceleration.

Chemistry

- **Graphing Rates -** A study of reaction kinetics (rates, and factors affecting rates/collision theory)
- **Once Upon an Atom** – A study of the history of the atom and atomic models.
- **Trends** - A study of the periodic table (trends - physical and chemical properties) and types of chemical reactions
- **Green Chemistry** - A study of bonding (chemical reactions and the conservation of mass; balancing equations, the mole concept and chemical calculations)

Assessment:

(IB MYP Sciences subject guide 2014)

A variety of assessment methodologies and tools are used within MYP Sciences course. Included in the list of age-appropriate strategies, employed in age-appropriate ways, depending upon the topics being studied, are the following:

- Essay
- Test
- Laboratory report
- Research project
- Presentation

Overall student achievement in Science is assessed against the following four criteria.

A: Knowing and understanding
Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

B: Inquiring and designing
Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.

C: Processing and evaluating
Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

D: Reflecting on the impacts of science
Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.

MYP Achievement levels and grades
Students score an achievement level from 1-8 in each of the above criteria (A-D). These are added together to form a total achievement level (max. 32 points) which is used to calculate the MYP Final grade using the following table.

MYP Final grade	1	2	3	4	5	6	7
Total ach. level	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Back

Personal project

International School of Estonia
MYP Personal Project Outline

Overview:

At ISE year 5 students complete a personal project which provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills.

The personal nature of the project is important; the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.

The personal project provides students with an essential opportunity to demonstrate ATL skills developed through the MYP and to foster the development of independent, lifelong learning. The independent nature of the project equips students to pursue meaningful goals in life, education and the workplace.

Aims of the MYP Personal Project:

(IB MYP Personal project guide 2021)

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The personal project is an opportunity for students to:

Inquire
- explore an interest that is personally meaningful
- take ownership of their learning by undertaking a self-directed inquiry

Act
- transfer and apply skills in pursuit of a learning goal and the creation of a product

Reflect
- recognize and evidence personal growth and development.

MYP Personal Project Objectives:

(IB MYP Projects guide 2021)

The objectives state the specific targets that are set for learning. They define what students will be able to accomplish as a result of their studies. The objectives of MYP Personal project encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

A: Planning In the personal project, students should be able to:
i: state a learning goal for the project and explain how a personal interest led to that goal
ii: state an intended product and develop appropriate success criteria for the product
iii: present a clear, detailed plan for achieving the product and its associated success criteria.

B: Applying skills In the personal project, students should be able to:
i: explain how the ATL skill(s) was/were applied to help achieve their learning goal
ii. explain how the ATL skill(s) was/were applied to help achieve their product.

D: Reflecting In the personal project, students should be able to:

i: explain the impact of the project on themselves or their learning
ii: evaluate the product based on the success criteria.

The ISE Personal projects follow the MYP requirements set by the 2021 Personal project guide. Engaging with the personal project in year 5 of the MYP prepares students for the DP research papers of extended essay and TOK presentation.

Assessment:

(IB MYP Projects subject guide 2021)

Assessment for the MYP personal project is criterion-related, based on three equally weighted assessment criteria. In the MYP, objectives correspond to assessment criteria.

The projects are assessed and internally standardized by the supervisors according to the criteria stated in the Personal project guide. MYP personal projects assess all strands of all three assessment criteria. The official validation of personal project grades is mandatory for all MYP schools ending in year 5, and requires a process of external moderation of the teachers' internal, standardized assessment.

ISE Internal standardization procedures:

- Initial assessment by the student's supervisor;
- Assessment by another arbitrarily assigned supervisor(s). An additional MYP teacher may be added to the group;
- Group discussion/agreement upon the final level of achievement;
- Achievement level and grade with a comment issued;
- Supervisor provides personal project grade to the MYP Coordinator to enter in IBIS for external moderation.

Overall student achievement in Personal project is assessed against the following three criteria

A: Planning

In the personal project, students should be able to:

ii: state a learning goal for the project and explain how a personal interest led to that goal

ii: state an intended product and develop appropriate success criteria for the product

iii: present a clear, detailed plan for achieving the product and its associated success criteria.

B: Applying skills

In the personal project, students should be able to:

i: explain how the ATL skill(s) was/were applied to help achieve their learning goal
ii: explain how the ATL skill(s) was/were applied to help achieve their product.

C: Reflecting
In the personal project, students should be able to:
i: explain the impact of the project on themselves or their learning
ii: evaluate the product based on the success criteria.

MYP Achievement levels and grades
Students score an achievement level from 1-8 in each of the above criteria (A-C). These are added together to form a total achievement level (max. 24 points) which is used to calculate the MYP Final grade.

MYP Final grade	1	2	3	4	5	6	7
Total ach. level	0-2	3-5	6-10	11-14	15-17	18-20	21-24

Back

Interdisciplinary teaching and learning

International School of Estonia
MYP Interdisciplinary Teaching and Learning Outline

Overview:

One of the key features of the MYP is its emphasis on interdisciplinary teaching and learning. This trait emerges as a consequence of the challenges and opportunities of educating students in, and for, a complex and highly interconnected world. Younger learners often make connections naturally between knowledge domains in order to understand the world around them—in some cases, because they have not yet been socialized into the disciplinary perspectives that organize the academic world. Secondary education generally organizes learning into disciplinary compartments; an ever-changing world also demands education that empowers people to integrate disciplines in novel and creative ways. As knowledge and information multiply, critical thinkers must successfully integrate disciplinary perspectives to understand complex issues and ideas. (Interdisciplinary teaching and learning in the MYP 2021)

The ISE MYP curriculum engages students in at least one IDU in each year of the programme.

Aims of the Interdisciplinary Teaching and Learning:

(Interdisciplinary teaching and learning in the MYP 2021)

The MYP interdisciplinary teaching and learning aims state what a teacher may expect to teach and what a student may expect to experience and learn as a result of

undertaking interdisciplinary units. These aims, moreover, suggest how the student may be changed by the learning experience.

The aims of the teaching and study of MYP interdisciplinary units are to encourage students to:

- develop, analyse and synthesize knowledge from different disciplines to generate deeper understanding
- explore (and integrate) different and diverse perspectives through inquiry
- reflect on the unique ways interdisciplinary learning allows us to communicate and act.

MYP interdisciplinary Teaching and Learning Objectives:

(Interdisciplinary teaching and learning in the MYP 2021)

The MYP interdisciplinary objectives state the specific targets that are set for interdisciplinary learning. They define what the student will be able to accomplish as a result of undertaking interdisciplinary units. These objectives relate directly to the assessment criteria and support the development of the ATL skills.

A: Evaluating To address real-world and contextual issues and ideas, students will:
i: analyse disciplinary knowledge
ii: evaluate the interdisciplinary perspectives

B: Synthesizing To address real-world and contextual issues and ideas, students will:
i: create a product that communicates a purposeful interdisciplinary understanding
ii. justify how their product communicates interdisciplinary understanding

C: Reflecting To address real-world and contextual issues and ideas, students will:
i: discuss the development of their own interdisciplinary learning

ii:discuss how new interdisciplinary understanding enables action

Units of Work:

Throughout the programme, students engage with the ID units of work and are expected to demonstrate their understanding at increasing levels of sophistication. The range of assessed skills, techniques, and concepts, as well as the complexity of their application increases as students progress through the programme. Approaches to integration are based on multiple points of entry, including MYP key concepts, global contexts or content that invites integration with multiple disciplines.

Assessment:

A variety of assessment methodologies and tools are used within the MYP interdisciplinary teaching and learning course. Included in the list of age-appropriate strategies, employed in age-appropriate ways, depending upon the topics being studied, are the following:

- organizing events
- performances
- creating products
- presentations
- awareness campaigns

Overall student achievement in Interdisciplinary unit is assessed against the following three criteria:

A:Evaluating

In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand the concepts and skills of the selected disciplines as framed in subject-group objectives. Evaluating disciplinary knowledge provides the foundation for interdisciplinary synthesis and understanding.

B: Synthesizing

Through the development of holistic learning, students will integrate knowledge from more than one discipline in ways that inform inquiry into real-world issues, ideas and challenges. Students demonstrate the integration of factual, conceptual and procedural knowledge from more disciplines within the same subject group or from more than one subject group to explain phenomena or create products.

C: Reflecting

When undertaking units of interdisciplinary learning, students will engage in a process of ongoing reflection and evaluation of the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students will also consider their own ability to construct understanding across disciplinary boundaries, and extend their learning to consider future action or

even to take action depending on the school context and the students' learning goals.

MYP Achievement levels and grades
Students score an achievement level from 1-8 in each of the above three criteria (A-C). These are added together to form a total achievement level (max. 24 points) which is used to calculate the MYP Final grade.

MYP Final grade	1	2	3	4	5	6	7
Total ach. level	1-3	4-6	7-10	11-13	14-17	18-20	21-24

Back

Middle School Courses

Middle School Estonian Language and Literature

Overview:

Middle school students whose mother tongue is Estonian, have an opportunity of taking an additional middle school Estonian Language and Literature course.

Middle School Estonian Language and Literature course is established upon the beliefs that the concepts and skills developed in the course provide a platform upon and a means through which students interact with and create texts, while developing an understanding of communication in the world around them.

Middle School Estonian Language and Literature course provides students with opportunities to develop their analytical, organizational, production and language skills in their many forms, taking risks within a supportive environment. These objectives will be addressed within class and reinforced throughout the yearly course.

MS Estonian Language and Literature course helps to prepare students for overall success in the DP Estonian Literature course through the use of concepts and contexts, as well as develop subject-specific skills, ATL skills and IB Learner Profile attributes. At the end of the course students have an opportunity to take Estonian basic school final examination. A variety of methodologies and tools are used within the Middle School Language and Literature course:

- Writing abstracts, essays, commentary
- Answering questions about text(s)
- Reflection pieces (reading diary)
- Research
- Analyzing a text or a poem

- Creative writing
- Test papers/Exams

Aims of the Course:

- To engage students in the study of many aspects of the language and literature of communities and their culture.
- To study a range of literary and non-literary text types, writing styles and techniques.
- To allows students to comment on the significance of any possible contexts, audiences, purpose, and the use of linguistic and literary devices (Language and Literature).

MS Language and Literature course develops skills and is assessed in the below areas:

- Knowledge and understanding (reading, writing, listening, speaking);
- Personal response (writing, speaking);
- Structure and presentation of ideas (writing, speaking);
- Use of language (reading, writing, listening, speaking).

Students interact with a range of texts (prose, drama and poetry), generate insight into moral, social, economic, political, cultural and environmental domains. They continually grow in their abilities to form opinions, make decisions, and reason ethically - all key attributes of an IB learner.

Back

Assessment in the MYP

At the International School of Estonia student assessment informs instruction and improves student learning. Assessment is ongoing (formative and summative), showing what students know and can do. Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Peer and self-assessment can be important lements of formative assessment. Internal (school-based) **summative** assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject specific assessment criteria. MYP assessment plays a significant role in the development of ATL (approaches to learning) skills, especially skills that are closely related to subject-group objectives. In concurrence with the MYP approach to assessment ISE recognizes the importance of assessing not only the products, but also the process, of learning.

MYP Achievement levels and grades

Each IB MYP subject-group has a set of four objectives developed by the IBO that correspond to the assessment criteria against which the students' work will be assessed. The students will not be judged against the work of others, but against the assessment criteria which will be shown and explained. This will help the student to keep an eye on his/her progress and to see where he/she need to improve.

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

IBO provides the required assessment criteria for years 1, 3 and 5 of the MYP. At ISE, MYP teachers make decisions about students' achievement using their professional judgment and "best-fit" approach, guided by mandated criteria that are public, known in advance and precise , ensuring that assessment is transparent. Students score an

achievement level from 1-8 in each of the four criteria (A-D). These are added together to form a total achievement level (max. 32 points) which is used to calculate the MYP Final grade using the following table. **Passing mark is grade 3 and above.**

MYP Final grade	1	2	3	4	5	6	7
Total ach. level	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Assessment at the International School of Estonia is guided by the ISE Assessment Policy. Internal standardisation and external moderation of the Middle Years Programme personal project is mandatory.

Back

MYP 5 Subject Group Flexibility

ISE applies the MYP subject group flexibility in year 5 (grade 10). This approach, supported by the IB MYP, allows adding more classes for the below 5 subject groups thus meeting the requirements of the IB MYP subject specific topic lists and course objectives, and preparing year 5 students for the IB Diploma courses. Year 5 MYP programme at ISE will consist of 6 courses:

1. Language and literature (English)
2. Language acquisition (French)
3. Individuals and societies
4. Integrated Sciences
5. Mathematics

In addition students choose **one** additional subject from:

6. Design or Visual art

These six subject groups must be studied concurrently.

MYP year 5 schedule includes Personal project class. Nevertheless the majority of the project is completed independently over the course of approximately 7 months. As an authorized MYP school students' Personal projects are externally moderated by the IBO.

Physical education is offered as an Elective course (Year 5 students have prioritized opportunity to choose a sport elective on Friday afternoons).

The subject group flexibility allows regulating students' schedule and workload. Students' subject choices should reflect their plans for further study, including adequate preparation for the DP.

Promotion to IB DP (Diploma) Programme/ISE Diploma Credits

Middle Years Programme MYP 5 (grade 10) Promotion to Diploma Programme DP 1 (grade 11)

- A minimum grade of 3 in all MYP subjects and in the Personal Project.
- Submission of SA (service and action) journal, holding a quality acceptable to the SA and MYP Coordinator.

If the student does not meet the above requirements, he or she will be placed on academic probation for the first quarter of DP 1 (grade 11). **Attendance records** will also be considered when making the decision regarding academic probation. Please refer to the attendance policy for specific details. The final decision of the promotion is at the discretion of the Administrative team.

ISE Diploma Credits

ISE is fully accredited by CIS and NEASC, and grants high school diplomas to students who have completed the ISE graduation requirements. Beginning MYP 4 (grade 9) students receive credit for the courses completed. Students must earn a grade of 3 or higher in any class to receive credit. Students who fail courses may be required to take an online course to make up credit for graduation.

Back