

IB Subject Group Overview Terri Gordon

Content : Fondren Middle School_Design_Y2_Subject Overview								
Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP Objectives	ATL Skills	Content (topics, knowledge, skills, and outcomes)	
<p><b>Design</b>                      Unit #4 <u>A</u>  <u>Prototype to Improve Someone's Life</u></p>	Global interaction	Invention Resources Sustainability	<p><i>Exploration to Develop:</i></p> <ul style="list-style-type: none"> <li>Systems, models, methods; products, processes and solutions</li> <li>Adaptation, ingenuity and progress</li> </ul>	Identities and relationships can change your perspectives through collaborations.	<p><b>A: Inquiring and analysing</b>                      ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem</p> <p><b>B: Developing ideas</b> ii. present a range of feasible design ideas, which can be correctly interpreted by others</p> <p><b>C: Creating the solution</b>                      iv. explain changes made to the chosen design and plan when making the solution.</p> <p><b>D: Evaluating</b> iii. describe how the solution could be improved</p>	<p><b>I. Communication skills</b>  <b>II. Collaboration skills</b>  <b>III. Organization skills</b>  <b>VI. Information literacy skills</b></p>	<ul style="list-style-type: none"> <li>Negotiate ideas and knowledge with peers and teachers</li> <li>Collaborate with peers and experts using a variety of digital environments and media</li> </ul>	<p>Su A: an B: id C: so D:</p>

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<p><b>#1 Intro to AVID</b></p>	<p>Perspective</p>	<p>Design</p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Perspective</li> </ul>	<p><i>Exploration to Develop:</i> Identity formation, self-esteem, status, roles and role models</p>	<p>Identities and relationships can change your perspectives through collaborations.</p>	<p><b>A: Inquiring and analysing</b></p> <ul style="list-style-type: none"> <li>• i. explain and justify the need for a solution to a problem</li> <li>• ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem</li> </ul>	<p><b>Communication Social Thinking</b></p> <p><b>Communication</b></p> <p><b>I. Communication skills</b> <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <ul style="list-style-type: none"> <li>• Negotiate ideas and knowledge with peers and teachers</li> </ul> <p><b>Learning Experiences</b> <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <p><b>Social</b></p> <p><b>II. Collaboration skills</b> <i>Working effectively with others</i></p> <ul style="list-style-type: none"> <li>• Take responsibility for one's own actions</li> </ul>	<ul style="list-style-type: none"> <li>• 6-CD.C1 Identify various opportunities to become involved in and contribute to the school/community</li> <li>• 6-ORG.A1 Develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other academically useful materials</li> <li>• 6-CD.A3 Complete self-evaluations about conflict management, personal behavior, accomplishments and interactions with others</li> <li>• 6-COLL.1 Participate in team building lessons to learn about valuing and effectively working with others</li> </ul>	<p>Su</p>
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						<p><b>Learning Experiences</b> <i>Working effectively with others</i></p> <p><b>Thinking VIII. Critical thinking skills</b> <i>Analysing and evaluating issues and ideas</i></p> <ul style="list-style-type: none"> <li>• Identify obstacles and challenges</li> </ul> <p><b>Learning Experiences</b> <i>Analysing and evaluating issues and ideas</i></p>	
<p><b>#2 Social Contract</b></p>	Relationships	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Perspective</li> </ul>	<p><i>Exploration to Develop:</i> Identity formation, self-esteem, status, roles and role models Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life</p>	As a student, I will develop a sense of relational capacity and group buy-in by collaborating with other students to develop a social contract.	<p><b>A: Inquiring and analysing</b></p> <ul style="list-style-type: none"> <li>• i. explain and justify the need for a solution to a problem</li> </ul> <p><b>B: Developing ideas</b></p> <ul style="list-style-type: none"> <li>• ii. present a range of feasible design ideas, which can be correctly</li> </ul>	<p><b>I. Communication skills</b> <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <ul style="list-style-type: none"> <li>• Negotiate ideas and knowledge with peers and teachers</li> </ul> <p><b>II. Collaboration skills</b></p>	<p><b>Communication Social Thinking</b></p> <ul style="list-style-type: none"> <li>• Students will develop a sense of relational capacity and group buy-in by collaborating to develop a social contract.</li> </ul>

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					interpreted by others	<i>Working effectively with others</i> <ul style="list-style-type: none"> <li>• Take responsibility for one's own actions</li> </ul> <b>VIII. Critical thinking skills</b> <i>Analysing and evaluating issues and ideas</i> <ul style="list-style-type: none"> <li>• Identify obstacles and challenges</li> </ul>	
<b>#6 Reflection Corner</b>	Development	Evaluation	<i>Exploration to Develop:</i> Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life	During evaluations, I must be able to see the development, the act or process of growth, progress or evolution, sometimes through iterative improvements in myself.	<b>A: Inquiring and analysing</b> <ul style="list-style-type: none"> <li>• ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem</li> </ul> <b>B: Developing ideas</b> <ul style="list-style-type: none"> <li>• i. develop a design specification, which outlines the success criteria for the design</li> </ul>	<b>Self-management Communication Social</b>	6-CD.B1 Understand how to calculate grade point average 6-ORG.B3 Begin an academic portfolio, demonstrating personal and academic growth 6-CD.A3 Complete self-evaluations about conflict management, personal behavior, accomplishments, and interactions with others.

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					<p>of a solution based on the data collected</p> <p><b>C: Creating the solution</b></p> <ul style="list-style-type: none"> <li>iii. follow the plan to create the solution, which functions as intended</li> </ul> <p><b>D: Evaluating</b></p> <ul style="list-style-type: none"> <li>iii. describe how the solution could be improved</li> </ul>		
<p><b>#5 Proactive vs. Reactive Behavior</b></p>	<p>Communication Communities Global interaction Identity Perspective Relationships</p>	<p>Collaboration Evaluation Perspective</p>	<p><b>Scientific and technical innovation</b></p> <p><i>Exploration to Develop:</i> Digital life, virtual environments and the Information Age</p> <p><b>Globalization and sustainability</b></p>	<p>Identify the meaning of Be Proactive helps students to collaborate and change their perspective on identifying proactive behavior.</p>		<p><b>Communication I. Communication skills</b> <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <ul style="list-style-type: none"> <li>• Give and receive meaningful feedback</li> </ul>	<ul style="list-style-type: none"> <li>•6-CD.A3 Complete self-evaluations about conflict management, personal behavior, accomplishments and interactions with others</li> </ul>

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			<p><i>Exploration to Develop:</i> Human impact on the environment Consumption, conservation, natural resources and public goods Population and demography</p> <p><b>Fairness and development</b></p> <p><i>Exploration to Develop:</i> Human capability and development; social entrepreneurs Imagining a hopeful future</p> <p><b>Conceptual Understanding</b> Learning Habit # 1 (Be Proactive )how new quotes directly relate to the events in their every day activities.</p>			<ul style="list-style-type: none"> <li>• Negotiate ideas and knowledge with peers and teachers</li> </ul> <p><b>Learning Experiences Exchanging thoughts, messages and information effectively through interaction</b></p> <p><b>Social</b></p> <p><b>II. Collaboration skills</b> <i>Working effectively with others</i></p> <ul style="list-style-type: none"> <li>• Listen actively to other perspectives and ideas</li> </ul> <p><b>Learning Experiences Working effectively with others</b></p>	
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The prescribed **MYP Key Concepts** for a subject area must be covered over the course of the year by every teacher of that subject.

**MYP Related Concepts** must be taught over the course of the MYP program.

**MYP Global Context** must be covered over the course of the year by each teacher.

The **Statement of Inquiry** is constructed for a unit by combining a key concept, one or more related concepts, and a global context in a meaningful statement that the students can understand.

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the program. **MYP Objectives** and strands must be assessed twice per school year by each teacher.

**MYP ATL Skills** must show a progression and be covered over the course of the MYP program.

**Content** includes the topics, knowledge, skills and outcomes required by the state and district.

**Summative assessment tasks** should be directly linked to the statement of inquiry and provide varied opportunities for students to demonstrate their, knowledge, understanding, and skills.