

IB Subject Group Overview

Content : Fondren Middle School_Design_Y3_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)	Assessment
There is more than way to skin a cat!	Communication	Ergonomics Function	Product Design: Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. P2p 60-62	We can use available technology to safely and effectively communicate ideas, feelings, nature, culture, beliefs and values that reflects our purpose and audience.	Explain and justify a need for the solution to a problem. Construct a plan. Develop a design specification. Present a range of design ideas. Construct a logical plan. Describe how the solution could be improved.	Design A. Inquiring and Analyzing B. Developing Ideas C. Creating the Solution Evaluating	(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to A) identify and define relevant problems and significant questions	1.Quiz- Computer Lab Safety Students will review lab safety and complete assessment before using equipment 2. When I Grow Up Students will inquire and analyze the information what they want to be when they grow up. 1. Brainstorm on what they want to be when they grow up. 2.

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							for investigation • (E) make informed decisions and support reasoning; and	Complete career assessment. (Naviance Survey .
Unit Community Service Project	Unit Community Service Project	Unit Community Service Project	Unit Community Service Project	Unit Community Service Project	Unit Community Service Project	Unit Community Service Project	Unit Community Service Project	Unit Community Service Project

A Picture Is Worth a Thousand Words	Creativity	Perspective and Function	Personal and Cultural Expression: Students will explore the ways in which we discover and express ideas, feelings, nature, cultural	How we communicate ideas, feelings, nature, cultural and values, depends upon our perspective and the available technology.	Explain and justify a need for the solution to a problem. Construct a plan. Develop a design specification. Present a range of design ideas.	Design D. Inquiring and Analyzing E. Developing Ideas F. Creating the Solution Evaluating	(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical thinking and problem-solving skills. The student is expected to A	<ol style="list-style-type: none"> <li>1. Game design and Coding Modules</li> <li>2. PowerPoint Activities</li> </ol>
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			belief and values; the ways in which we reflect on and enjoy our creativity', our appreciation of aesthetics.		Construct a logical plan. Describe how the solution could be improved.		identify and define relevant problems and significant questions for investigation (E) make informed decisions and support reasoning;	
Game of Life	Connections	Perspective and Function	Personal and Cultural Expression: Students will explore the ways in which we discover and express ideas, feelings, nature, cultural belief and values; the ways in which we reflect on and enjoy our creativity',	How we communicate ideas, feelings, nature, cultural and values, depends upon our perspective and the available technology.	Explain and justify a need for the solution to a problem. Construct a plan. Develop a design specification. Present a range of design ideas. Construct a logical plan. Describe how the solution could be improved.	Design G. Inquiring and Analyzing H. Developing Ideas I. Creating the Solution Evaluating	(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to A) identify and define relevant	Excel Spreadsheets activities with data and formulas. Check writing Paycheck overview. Needs vs. Wants Budget Game of Life

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			our appreciation of aesthetics.				problems and significant questions for investigation • (E) make informed decisions and support reasoning;	
Guns and Butter	Communications	Perspective and Function	Personal and Cultural Expression: Students will explore the ways in which we discover and express ideas, feelings, nature, cultural belief and values; the ways in which we reflect on and enjoy our creativity', our	How we communicate ideas, feelings, nature, cultural and values, depends upon our perspective and the available technology.	Explain and justify a need for the solution to a problem. Construct a plan. Develop a design specification. Present a range of design ideas. Construct a logical plan. Describe how the solution could be improved.	Design J. Inquiring and Analyzing K. Developing Ideas L. Creating the Solution Evaluating	(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to A) identify and define relevant problems	Students will experience global shopping. Currency exchange. Create a business plan. Create and advertisement for their product.

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			appreciation of aesthetics.				and significant questions for investigation • (E) make informed decisions and support reasoning;	
Can you hear me now?	Communications	Perspective and Function	Personal and Cultural Expression: Students will explore the ways in which we discover and express ideas, feelings, nature, cultural belief and values; the ways in which we reflect on and enjoy our creativity', our appreciation	How we communicate ideas, feelings, nature, cultural and values, depends upon our perspective and the available technology.	Explain and justify a need for the solution to a problem. Construct a plan. Develop a design specification. Present a range of design ideas. Construct a logical plan. Describe how the solution could be improved.	Design M. Inquiring and Analyzing N. Developing Ideas O. Creating the Solution Evaluating	(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to A) identify and define relevant problems and	Public Service Announcements

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			of aesthetics.				significant questions for investigatio n • (E) make informed decisions and support reasoning;	

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.

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