



IB Subject Group Overview
Fondren Middle School_IS_Y#1_Subject Overview

Content : Individuals & Societies					Grade: 6 th			
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
Unit 1- Zombie Attack	Time, place and space	Individuals and societies <ul style="list-style-type: none"> Choice Resources 	Orientation in space and time	Choices are often influenced by the natural and human landscapes and resources of time, place and space.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. <p>D: Thinking critically</p> <ul style="list-style-type: none"> i. identify the main points of ideas, events, visual representation or arguments ii. use information to give an opinion 	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. <p> Self-management</p> <p>V. Reflection skills</p> <ul style="list-style-type: none"> Consider content <ul style="list-style-type: none"> - What did I learn about today? - What don't I yet understand? - What questions do I have now? 	Using maps, graphs, charts, models, and databases, I can pose and answer questions about geographic distributions and patterns for various world regions and countries. I can organize and understand information form outlines, reports, databases, and visuals, including graphs, charts,	Evidence of Understanding The task will ask students to demonstrate how resources directly impact the patterns and trends of settlement in our world by selecting a location for a civilization to settle for survival and protection.


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							timelines, and maps. I can use math skills to interpret social studies information found on maps and graphs.	
Unit 2 - SW Asia & North Africa - CNN Student News	Systems	Individuals and societies <ul style="list-style-type: none"> Resources Sustainability 	Globalization and sustainability	Sustainability depends on the resources of a system.	<p>C: Communicating</p> <ul style="list-style-type: none"> i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions. <p>D: Thinking critically</p> <ul style="list-style-type: none"> i. identify the main points of ideas, events, visual representation or arguments ii. use information to give an opinion iii. identify and analyse a range 	<p>Individuals and societies</p> <p>D: Thinking critically</p> <ul style="list-style-type: none"> ii. use information to give an opinion <p> Social II. Collaboration skills</p> <ul style="list-style-type: none"> Delegate and share responsibility for decision-making <p>Learning Experiences:</p> <p>In order organize information and ideas effectively for the task, students must delegate and share responsibility for decision-making. (Collaboration Skills; Working Collaboratively with others)</p> <ul style="list-style-type: none"> Teams will complete a group contract. 	SS.6.3A Pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments ? SS.6.3B Pose and answer questions about geographic distributions and patterns for various	To use information to give an opinion, students must collect, record and verify. (Information literacy skills; Finding interpreting, judging and creating information)

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					<p>of sources/data in terms of origin and purpose</p> <ul style="list-style-type: none"> iv. identify different views and their implications. 	<ul style="list-style-type: none"> Teams will use teacher-provided checklist to delegate tasks.  Research VI. Information literacy skills • Collect, record and verify data Learning Experiences: In order to use information to give an opinion, students must collect, record and verify. (Information literacy skills; Finding interpreting, judging and creating information) • Students will research their assigned portion using World Fact Book. • Teacher will guide students through navigation of tool. 	<p>world regions and countries shown on maps, graphs, charts, models, and databases.</p> <p>SS.6.4A</p> <p>Locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location</p>	
Unit 3 - Urban Jungles	Change	<p>Individuals and societies</p> <ul style="list-style-type: none"> • Causality (cause and consequence) • Globalization 	Identities and relationships	Change may bring about new identities.	<p>A: Knowing and understanding,</p> <p>C: Communicating</p>	<p>Thinking</p> <p>IX. Creative thinking skills</p> <ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products or processes 	<p>Part 1: Social Studies</p> <p>SS.6.3A Pose and answer geographic questions, including: Where is it located? Why is it there?</p>	<p>Narrative:</p> <p>Write narrative about a character that migrates from a rural environment to an urban environment. Your story must include</p>


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							<p>What is significant about its location? How is its location related to the location of other people, places, and environments ? SS.6.3B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases. SS.6.4D Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of</p>	<p>what life was like for your character while living in the rural environment, the reasons your character moved to the urban environment and what life was like for your character in the urban environment (employment, consequences). You must use all 8 of the vocabulary words in the correct context (<i>rural, urban, labor, subsistence agriculture, terraced land, high-tech industry, migrating, outsourcing</i>). Your story must be at least 4 paragraphs and written in pen.</p>
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							various places and regions.	
Unit 4 - East Asia	Global interaction	Individuals and societies <ul style="list-style-type: none"> Identity Perspective 	Personal and cultural expression	Global interaction changes the perspective of our identities.	<p>B: Investigating</p> <ul style="list-style-type: none"> explain the choice of a research question <p>Thinking</p> <p>X. Transfer skills</p> <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions 	<p>Individuals and societies</p> <p>B: Investigating</p> <ul style="list-style-type: none"> i. explain the choice of a research question <p> Thinking</p> <p>X. Transfer skills</p> <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions <p>Learning Experiences:</p> <p>In order for students to explain the choice of a research question, students must combine knowledge, understanding an skills to create products or solutions. (Thinking; Transfer Skills)</p> <ul style="list-style-type: none"> What information must be used when creating informational text? Model using 5W+H to create questions Model using thinking stems to create questions <p>Individuals and societies</p> <p>B: Investigating</p>	Part 1: Setting of the East Asia SS.6.3A Pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments ? SS.6.3B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts,	In order for students to communicate information and ideas with clarity, students must write for different purposes. View samples of informational text about an American product Teacher Model: comparing cultures (various formats) Provide brainstorming organizer for informational text Review text features model of magazine layout and cover

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						<ul style="list-style-type: none"> • ii. follow an action plan to explore a research question <p> Self-management</p> <p>III. Organization skills</p> <ul style="list-style-type: none"> • Plan short- and long-term assignments; meet deadlines • Keep and use a weekly planner for assignments 	<p>models, and databases.</p> <p>SS.6.4D Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.</p> <p>SS.6.4E Draw sketch maps that illustrate various places and regions</p> <p>SS.6.8C Explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.</p> <p>SS.6.11B Compare the characteristics</p>	
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							<p>of limited and unlimited governments SS.6.9B Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system. SS.6.3C Compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models.</p>	
Unit 5 - Russia and the US	Development	<p>Individuals and societies</p> <ul style="list-style-type: none"> Innovation and revolution 	Scientific and technical innovation	Context can influence development	<p>Interdisciplinary: A: Disciplinary grounding</p> <ul style="list-style-type: none"> demonstrate relevant 	<p>Individuals and societies B: Investigating</p> <ul style="list-style-type: none"> iii. collect and record 	<p>Language and Literature ELA.6.9A Compare and</p>	In order to select relevant details and examples to support ideas,

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		<p>Language and literature</p> <ul style="list-style-type: none"> Context 		<p>of innovative ideas.</p>	<p>disciplinary factual, conceptual and/or procedural knowledge.</p> <p>B: Synthesizing</p> <ul style="list-style-type: none"> synthesize disciplinary knowledge to demonstrate interdisciplinary understanding. <p>C: Communicating</p> <ul style="list-style-type: none"> use appropriate strategies to communicate interdisciplinary understanding effectively list sources. <p>D: Reflecting</p> <ul style="list-style-type: none"> evaluate strengths and limitations of the interdisciplinary learning process describe the benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations. <p>Individuals and societies:</p> <p>B: Investigating</p>	<p>relevant information consistent with the research question</p> <p>Language and literature</p> <p>C: Producing text</p> <ul style="list-style-type: none"> select relevant details and examples to support ideas. <p> Research VI. Information literacy skills</p> <ul style="list-style-type: none"> Collect, record and verify data <p>Learning Experiences:</p> <p>In order to select relevant details and examples to support ideas, students must collect, record, and verify data. (Information literacy skills; finding, interpreting, judging and creating information)</p> <ul style="list-style-type: none"> Teacher will model research process. Teacher will define internet domains to differentiate useful resources from irrelevant resources. 	<p>contrast the stated or implied purposes (e.g., inform, influence, entertain, express) of different authors writing on the same topic</p> <p>ELA.6.10A Summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions.</p> <p>ELA.6.10B Explain whether facts included in an argument are used for or against an issue.</p> <p>Individuals and Societies</p>	<p>students must collect, record, and verify data. (Information literacy skills; finding, interpreting, judging and creating information)</p> <p>Teacher will model research process. Teacher will define internet domains to differentiate useful resources from irrelevant resources.</p>
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					<ul style="list-style-type: none"> • i. explain the choice of a research question • ii. follow an action plan to explore a research question • iii. collect and record relevant information consistent with the research question • iv. reflect on the research process and results. <p>D: Thinking critically</p> <ul style="list-style-type: none"> • i. identify the main points of ideas, events, visual representation or arguments • ii. use information to give an opinion • iii. identify and analyse a range of sources/data in terms of origin and purpose • iv. identify different views 		<p>SS.6.2B Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>ELA.6.10B Explain whether facts included in an argument are used for or against an issue.</p> <p>Individuals and Societies SS.6.2B Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>ELA.6.10B Explain whether facts included in an argument are used for or against an issue.</p>	
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					<p>and their implications.</p> <p>Language and literature: A: Analyzing</p> <ul style="list-style-type: none"> • identify and comment upon significant aspects of texts • identify and comment upon the creator's choices • identify similarities and differences in features within and between texts. <p>C: Producing text</p> <ul style="list-style-type: none"> • produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process • make stylistic choices in terms of linguistic, literary and visual devices, 	<p>Individuals and Societies SS.6.2B Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. ELA.6.10B Explain whether facts included in an argument are used for or against an issue. Individuals and Societies SS.6.2B Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. ELA.6.10B Explain whether facts included in an argument are used for or against an issue. Individuals and</p>	
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					<p>demonstrating awareness of impact on an audience</p> <ul style="list-style-type: none"> select relevant details and examples to support ideas. 		<p>Societies SS.6.2B Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p>	
<p>Unit 6 - ESPN Travel Agency (Oceania)</p>	<p>Global interaction</p>	<p>Individuals and societies</p> <ul style="list-style-type: none"> Culture Perspective 	<p>Orientation in space and time</p>	<p>Global interactions can lead to new perspectives about a culture and place.</p>	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. <p>C: Communicating</p> <ul style="list-style-type: none"> i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task 	<p>Individuals and societies A: Knowing and understanding</p> <ul style="list-style-type: none"> i. use vocabulary in context <p> Communication I. Communication skills</p> <ul style="list-style-type: none"> Read critically and for comprehension <p>Learning Experiences: To use vocabulary in context, students must read critically and for comprehension.</p> <ul style="list-style-type: none"> Teacher will provide student with texts that focuses on geography of each region in Oceania Teacher will model creation of a foldable for Oceania regions, geographic 	<p>To use vocabulary in context, students must read critically and for comprehension.</p> <p>Teacher will provide student with texts that focuses on geography of each region in Oceania Teacher will model creation of a foldable for Oceania regions, geographic features and possible adventurous activities</p>	<p>For students to demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples, students must be able to create original works and idea.</p> <p>Teacher will provide a exemplars or artifacts that could be included in the final product. n order to use vocabulary in</p>


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					<p>D: Thinking critically</p> <ul style="list-style-type: none"> • i. identify the main points of ideas, events, visual representation or arguments • ii. use information to give an opinion • iv. identify different views and their implications. 	<p>features and possible adventurous activities</p> <p>Individuals and societies A: Knowing and understanding</p> <ul style="list-style-type: none"> • ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. <p> Thinking IX. Creative thinking skills • Create original works and ideas; use existing works and ideas in new ways</p> <p>Learning Experiences: In order for students to demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples, students must be able to create</p>	<p>SS.6.3A Pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? SS.6.3B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps,</p>	<p>context, students must read critically and for comprehension.</p> <p>Teacher will provide student with texts that focuses on geography of each region in Oceania Teacher will model creation of a foldable for Oceania regions, geographic features and possible adventurous activities</p>
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					<p>original works and idea.</p> <ul style="list-style-type: none"> Teacher will provide a exemplars or artifacts that could be included in the final product. <p>Individuals and societies C: Communicating</p> <ul style="list-style-type: none"> i. communicate information and ideas with clarity <p> Communication I. Communication skills</p> <ul style="list-style-type: none"> Write for different purposes <p>Learning Experiences: In order for students to communicate information and ideas</p>	<p>graphs, charts, models, and databases.</p> <p>SS.6.4D Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.</p> <p>SS.6.1A Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration,</p>	
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							and trade. SS.6.4C Explain ways in which human migration influences the character of places and regions. SS.6.4B Identify and explain the geographic factors responsible for patterns of population in places and regions; SS.6.5A Identify and explain the geographic factors responsible for the location of economic activities in places and regions. SS.6.7A	
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							<p>Identify and analyze ways people have adapted to the physical environment in various places and regions. SS.6.7B Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure. SS.6.18C Describe ways in which contemporary issues influence creative expression. SS.6.22D Create</p>	
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							<p>written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research. SS.6.22 Use standard grammar, spelling, sentence structure, and punctuation. Use proper citations to avoid plagiarism. SS.6.21C Organize and interpret information from outlines, reports, databases, and visuals,</p>	
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							including graphs, charts, timelines, and maps.	
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