

## IB Subject Group Overview

Content : Fondren Middle School_LA_Y 1 & 2 _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
Who am I?	Communication	Message; word choice	Identities and relationships	The words we choose and the message we communicate reflects and influences our identity formation.	D Using language in spoken and/or written form Phase 1 • i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	Communication skills	Greetings; salutations; learning how to pose simple questions. Ex: Como te llamas? Cual es tu nombre? Cuantos anos tienes? Verbs taught: Ser; tener	Stuents will work with a partner to create a dialogue using greetings to introduce themselves using the target language.
My Likes and Dislikes	Identity	Word choice; message	Personal and cultural expression	Interests, hobbies and things we enjoy and like to do can connect us to other people,	C Communicating in response to spoken and/or written and/or visual text Phase 1 • iii. use basic phrases to	Communication skills; social skills	Students will learn how to construct simple sentences to describe their personal preferences such as sports,	Students can work in pairs or small groups. They will create a chart where they talk

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				places and cultures	communicate ideas, feelings and information on a variety of aspects of everyday topics		foods, hobbies and school subjects. Verbs taught: reflexive verb “me”, gustar, jugar, comer, dormir, bailar	about hobbies, school subjects and food they like and dislike as well as talk about what they all have in common.
Analysis: On the Way to School	Connections	Culture; Communities	Identities; relationships	Finding connections with individuals or communities from other parts of the world can help us better understand and appreciate other cultures, beliefs and customs.	A Comprehending spoken and visual text Phase 1 • iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	Thinking skills; social skills; communication skills	Students will have interdisciplinary skills in social studies, geography and English language acquisition to describe the film. They will use numbers to describe age, give continents in Spanish and methods of transportation to school in target language.	Spanish Learners will create a poster synthesizing the film using sentence stems and illustrations. Spanish Speakers will write a one-page essay analyzing and summarizing the film.

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<p>Mi obra de arte (My Work of Art)</p>	<p>Aesthetics</p>	<p>Conventions ; meaning</p>	<p>Personal and Cultural expression</p>	<p>Learning different forms of aesthetics helps us develop creativity and perspective.</p>	<p>B. Comprehending written and visual text Phase 1 • iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p>	<p>Thinking skills; Communication skills</p>	<p>Students will learn parts of the body in target language. Construct small sentence to describe their monster. Interdisciplinary skills in Art and English language will be used.</p>	<p>Spanish learners Will draw a monster and describe its body parts in target language. Spanish speakers will draw a self-portrait and write a reflective essay about what art means to them and how making art makes them feel.</p>
<p>Mi Familia</p>	<p>Relationships</p>	<p>Connections ; cultures</p>	<p>Identities and relationships</p>	<p>Family allows us to connect and make relationships within our culture</p>	<p>D Using language in spoken and/or written form Phase 1 • i. write and speak using a basic range of vocabulary, grammatical structures and conventions;</p>	<p>Communication skills</p>	<p>Students will construct sentences to give personal details of each member in their family such as: age, name, country of origin, job and hobbies in</p>	<p>Using sentence stems, Spanish Learners will write about each member in their family. Spanish speakers will write an</p>

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					when speaking, use clear pronunciation and intonation		target language. Interdisciplinary skills in English language acquisition to write essay will be used.	essay about a custom or tradition done in their family.
Getting to Know the Spanish-speaking countries	Global Interactions	Structure; function	Globalization and sustainability	Having a global conscience allows us to develop and understand perspective of each country's structure and function within our society.	B. Comprehending written and visual text i. identify basic facts, messages, main ideas and supporting details	Research skills; thinking skills	Interdisciplinary skills in geography and English language acquisition will be used to summarize facts about the country.	Students will research a Spanish-speaking country and create a poster where they will give facts about the country and make illustrations of the country's natural fauna and/or resources.

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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.

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