

IB Subject Group Overview

Content: Language and Literature				Grade: 7th – Year 2				
Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP Objectives	ATL Skills	Content (topics, knowledge, skills, and outcomes)	Assessments
1 Friendship	<p>Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.</p>	Setting	<p>Personal and cultural expression</p> <p>Explorations to develop</p> <ul style="list-style-type: none"> • Philosophies and ways of life 	<p>Perspective changes based on a population’s setting, personal and cultural expression.</p>	<p>A: Analyzing interpret similarities and differences in features within and between genres and texts.</p> <p>C: Producing text produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement</p>	<p>Communication skills Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> • Negotiate ideas and knowledge with peers and teachers <p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> • Read critically and for comprehension • Make inferences and draw conclusions • Write for different purposes 	<p>Skills:</p> <p>TEKS Fig. 19 (C) TEKS 7.14(B) TEKS 7.6 TEKS 7.3(A) TEKS 7.3(C)</p> <p>Content: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students develop drafts</p>	<p>Summative Assessment:</p> <p>Students will apply their understanding of plot and fictional elements to “Brother in Arms” novel. Students will "remix" or change the original story by revising the global setting, theme, climax, or conflict(s). Students also have the option to enhance their "remixed" story with a recorded song, music video, or album cover that represents new plot.</p>

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					<p>with the creative process make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>C: Producing Text- Produce texts that demonstrate thought and ideas arising from personal engagement with the creative process</p>		<p>by choosing an appropriate organizational strategy and building on ideas to create a focused, organized and coherent piece of writing. Students analyze how place and time influence the theme or message of a literacy work.</p>	
2 Global Friends	<p>Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver.</p>	<p>Self-expression</p>	<p>Globalization and sustainability</p> <p>Explorations to develop</p> <ul style="list-style-type: none"> • Commonality, diversity and interconnection 	<p>Global interaction and self-expression influence the interconnection of cultures by sustaining environment.</p>	<p>A: Analyzing interpret similarities and differences in features within and between genres and texts.</p> <p>B: Organizing</p>	<p>Social skills, Communication</p>	<p>Skills:</p> <p>TEKS 7.19 C TEKS 7.1 TEKS 7.20 (B)(i) TEKS 7.19A TEKS 7.14</p> <p>Content:</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Exit Tickets- STAAR Formatted and Open-ended Questions

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	<p>Communication involves the activity of conveying information or meaning. Effective communication requires a common 'language' (which may be written, spoken or non-verbal).</p> <p>Global interaction focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.</p>				<p>use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>D: Using language use correct grammar, syntax and punctuation</p>		<p>Global interaction and self-expression influence the interconnection of cultures by sustaining environment. Students must know elements expository text, how to research information, the interconnection between people, and how individuals impact the environment. Conceptually, students need to understand how an environmental footprint can impact the world relationally and physically. Through the procedure of inquiry, action and reflection, students will learn how to develop a</p>	<ul style="list-style-type: none"> • Expository Reading Strategies • Research • Writing-quick writes • Think-Pair-Share <p>Summative Assessment:</p> <p>Pen-Pal Report Abroad- Students will talk with other students from another country about their lifestyle, culture, language, government, school life, fashions, and literature.</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.

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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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