

IB Subject Group Overview

Fondren Middle School_LL_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 & Inquiry Questions
Plot 1	Relationships	Character, Setting, Theme, Structure	Identities and Relationships: Attitudes, motivations, independence; happiness and the good life.	Relationships and setting develop character motivations and establish the theme in order to entertain and teach a lesson	G-The goal is to write a short narrative to entertain and teach a lesson. R - To be a writer. A- The reader. S- Telling a story as a	Organizing, Producing Texts, and Communication Skills.	ELA.8.14 A ELA.8.14 B ELA.8.16 A ELA.8.6 A ELA.8.6 B	Short Story Factual- What is setting? Conceptual- How can setting play a role in the motivations of a text. Debatable- Does the setting always

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					journalist/Novelist. P- Create a narrative text with a theme. S- Create a plot diagram with illustration as a story treatment			effect the relationships and motivations of the characters?
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					and write a story.			
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<p>Global Citizenship 2</p>	<p>Creativity</p>	<p>Context, Purpose, Self- Expression</p>	<p>Fairness and Development</p>	<p>Creatively use context, purpose and self expression to persuade the audience.</p>	<p>G- The student will draft, revise and edit persuasive text on a topic of student choice. R- To an advertiser, spokesperson, speech writer or politician etc. A- Readers, Viewers, community, customers and constituents.</p>	<p>Analyzing, Organizing and Producing Text</p>	<p>ELA.8.7 A ELA.8.10 A ELA.8.10 B ELA.8.10 C ELA.8.10 D ELA.8.11 A ELA.8.11 B ELA.8.18 B ELA.8.18 C ELA.8.14 B ELA.8.14 C</p>	<p>Persuasive Text Factual- What does it mean to persuade? Conceptual- How can one use persuasion to influence others? Debatable- Can those who persuade always be trusted?</p>
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					S- Creating a text to persuade the audience to their POV. P- Letter, article, advertisement, speech, commercial etc.			
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					S- Plan, draft and produce a persuasive text.			
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<p>Challenge 3</p>	<p>Communication, Global Interaction</p>	<p>Audience Imperatives, Intertextuality, Purpose, Character, Point of View, Theme</p>	<p>Personal and Cultural Expression</p>	<p>Communication and Global interaction are influenced by purpose in relation to audience imperatives in order to inform, persuade, teach a lesson, and/or entertain.</p>	<p>G- The goal is to write a literary response to an article, short story or text that addresses a social or societal issue or topic. R- To be an editor or critic of a magazine or newspaper A- The Reader S- Expressing an opinion as an editor, journalist or</p>	<p>Analysing, Organizing, Producing Text, Using language and Communication Skills.</p>	<p>ELA.8.19A.i ELA.8.19A ii ELA.8.19 C ELA.8.20B ii ELA.8.28A</p>	<p>Literary Response Poem: Factual- What is persuasion? Conceptual- How can persuasion influence others or society? Debatable- Does persuasion always produce the desired effect or outcome?</p>
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					critic P- Create a literary response S- Create a literary response as an option based critique to address a			
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					social issue or societal issue or topic			
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<p>Influence, Theme and Definition 4</p>	<p>Aesthetics Identity</p>	<p>Context Structure</p>	<p>Identities and Relationships</p>	<p>Identity and aesthetics can best be explained through the use of context and structure when performing research and writing essays.</p>	<p>G- The goal is to write a short essay that defines a term or concept and analyzes it. They will research and use multiple sources. R- To be a research Analyst. A- The reader S- providing vetted, researched information on a topic</p>	<p>Analysing, Organizing, Producing text, Using Language, Communication skills, Reflection skills.</p>	<p>ELA.8.2 A ELA.8.2 B ELA.8.Fig19 B ELA.8.Fig19 C ELA.8.Fig19 A ELA.8.Fig19 F ELA.8.3.A C ELA.8.5. A ELA.8.6 A B ELA.8.10 D ELA.8.12 B ELA.8.13 C ELA.8.14 A B C D ELA.8.17 CELA.8.28 A</p>	<p>Research Paper Factual- What is research? Conceptual- How can research help in defining and explaining concepts etc? Debatable- Is research always reliable? Should sources be vetted?</p>
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					P- create a text with a theme, lesson or understanding that has been researched to influence thought as it relates to the concept.			
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					S- Draft/ write an essay that defines a term or concept and analyses it. They will research and use multiple sources.			
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Diversity 5	Change Global Interaction	Purpose Structure	Scientific and Technical Innovation	Change through global interaction can best be explained through the structure and purpose of the authors argument in scientific research.	G- The goal is to write a short essay that details the cause and effect of the behaviors of people from various cultures and the effect of the behaviors on their environment or life span, and, write an expository essay. R- To be an anthropologist.	Analyzing, Organizing, Producing texts, Using Language and Communica tion Skills	ELA.8.2 A ELA.8.2 B ELA.8.Fig19 B ELA.8.Fig19 C ELA.8.Fig19 A ELA.8.Fig19 F ELA.8.3.A C ELA.8.5. A ELA.8.6 A B ELA.8.10 D ELA.8.12 B ELA.8.13 C ELA.8.14 A B C D ELA.8.17 CELA.8.28 A	Science Research Paper Factual- What is factual claim? Conceptual- How can opinions affect the legitimacy of scientific research? Debatable- Do commonplace assertions included in text call the validity of the text into question?
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					A- The reader S- providing vetted, researched			
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					information on a topic. P- Create a text that details the cause and effect relationship between the behaviors of people from various cultures and the effects of the behaviors on their environment or life span. S- Draft/ write an essay that			
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					details the cause and effect relationship between the behaviors of people from various cultures. They will research and use multiple sources.			
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Exploration 6	Culture	Character, Intertextuality Purpose Structure Context Point of View Setting Theme	Globalization and Sustainability	Use purpose, structure, and intertextual links across text to characterizat ion, setting, point of view and theme to create a research based document or product or Narrative text of Historical significance.	G- Students will draft/ write a Historical Fiction short story or play, and or write an essayand or create a multi media presentation based on American History ranging anywhere from colonial times to the civil war. R- An author	Analyzing Organizing Producing Text Using Language	ELA.8.14 A B C ELA.8.Fig19 A B C D E F ELA.8.3 A C ELA.8.6 B ELA.8.10 C ELA.8.13D	Historical Fiction, Social Studies Research Factual- What is theme? Conceptual- How can the conflict, climax and resolution of a text help reveal the theme? Debatable- Is there always only one theme per story?
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					or historian. A- The reader S- Writing a short story or Historical Analysis P- Create a narrative text or play based on history, with a theme; or, a History based			
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					research paper. S- Conduct historical research. Produce a text.			
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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.

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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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