

IB Subject Group Overview

Content : Fondren Middle School_Math_Y1_Subject Group 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
Unit 1: Rational Numbers and Number system	Relationships	<ul style="list-style-type: none"> Model Representation 	Scientific and technical innovation	Models can represent relationships that can be used to make prototypes.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts <p>C: Communicating</p> <ul style="list-style-type: none"> i. use appropriate mathematical language (notation, symbols and terminology) 	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems <p>C: Communicating</p> <ul style="list-style-type: none"> ii. use different forms of mathematical representation to present information <p>Communication I. Communication skills</p>	Synopsis: MATH.6.1A. MATH.6.1B MATH.6.1C MATH.6.1D MATH.6.1E MATH.6.1F MATH.6.1G. ⓈMATH.6.2AⓈMATH.6.2BⓈ MATH.6.2CⓈ MATH.6.2E MATH.6.3C. Ⓡ MATH.6.3D. Ⓢ MATH.6.2CⓇ MATH.6.2D, 6.4G, 6.4H	<p>Summative Assessment Task:</p> <p>Synopsis: To be a teacher for a day. To create an assessment as a math team, test students, analyze student data and use it for future planning.</p>

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					<p>) in both oral and written statements</p> <ul style="list-style-type: none"> • ii. use different forms of mathematical representation to present information • iii. communicate coherent mathematical lines of reasoning • iv. Organize information using a logical structure. 	<ul style="list-style-type: none"> • Use and interpret a range of discipline-specific terms and symbols • Structure information in summaries, essays and reports 		
<p>Unit 2 : Integer Operations</p> <p>-</p>	Perspective	<ul style="list-style-type: none"> • Equivalence • Generalization 	Fairness and development	Equivalence gives perspectives to make a generalization to find justice	<p>D: Applying mathematics in real-life contexts</p> <ul style="list-style-type: none"> • i. identify relevant elements of authentic real-life situations • ii. select appropriate mathematical strategies when solving authentic real-life situations 	<p>Mathematics D: Applying mathematics in real-life contexts</p> <ul style="list-style-type: none"> • iv. explain the degree of accuracy of a solution <p>Thinking VIII. Critical thinking skills</p> <ul style="list-style-type: none"> • Consider ideas from multiple perspectives 	<p>MATH.6.1A. MATH.6.1B MATH.6.1C MATH.6.1D MATH.6.1E MATH.6.1F MATH.6.1G Ⓢ MATH.6.2B Ⓢ MATH.6.2C Ⓡ MATH.6.2D</p>	<p>Summative Assessment Task: Synopsis Justice will be served. Students must use their detective skills to solve the case of the misappropriated lunch. They will solve clues that include integer operations. Until they find the culprit. They will explore different perspectives in order to come to a conclusion.</p>

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					<ul style="list-style-type: none"> • iii. apply the selected mathematical strategies successfully to reach a solution • iv. explain the degree of accuracy of a solution • v. describe whether a solution makes sense in the context of the authentic real-life situation. 			
Unit 3: Rates Shopping	Logic	<ul style="list-style-type: none"> • Justification • Simplification 	Globalization and sustainability	Logic is justified through simplification of unit rates to determine the best buy.	D: Applying mathematics in real-life contexts <ul style="list-style-type: none"> • i. identify relevant elements of authentic real-life situations • ii. select appropriate mathematical strategies when solving authentic real-life situations • iii. apply the selected 	Mathematics D: Applying mathematics in real-life contexts <ul style="list-style-type: none"> • i. identify relevant elements of authentic real-life situations • ii. select appropriate mathematical strategies when solving authentic real-life situations 	® MATH.6.4BⓈ MATH.6.4CⓈ MATH.6.4D®MATH.6.5A MATH.6.1D MATH.6.1G® MATH.6.4HⓈ MATH.6.5A	Summative Assessment Task: Let's Find the Best Buy Students Apply Mathematics in real-life contexts by choosing a recipe and it's ingredients. They then go shopping for the ingredients at two online grocery stores. They calculate the unit rate for each ingredient and compare all the prices to find the better deal.

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					<p>mathematical strategies successfully to reach a solution</p> <ul style="list-style-type: none"> iv. explain the degree of accuracy of a solution v. describe whether a solution makes sense in the context of the authentic real-life situation. 	<ul style="list-style-type: none"> iii. apply the selected mathematical strategies successfully to reach a solution iv. explain the degree of accuracy of a solution v. describe whether a solution makes sense in the context of the authentic real-life situation. <p>Research VI. Information literacy skills • Collect, record and verify data</p>		
Unit 4: Converting customary and metric units	Change	<ul style="list-style-type: none"> Measurement System 	Personal and cultural expression	Change can be generated using systems of measurement	<p>C: Communicating</p> <ul style="list-style-type: none"> i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written 	<p>Mathematics C: Communicating</p> <ul style="list-style-type: none"> i. use appropriate mathematical language (notation, symbols and terminology) in both oral and 	<p>MATH.6.1A. MATH.6.1B MATH.6.1C MATH.6.1D MATH.6.1E MATH.6.1F MATH.6.1G : ® MATH.6.4B ® MATH.6.4H MATH.6.1D MATH.6.1G: ® MATH.6.4B.</p>	<p>Summative Assessment Task: Shopping Spree Each classroom represents a different department of a store. Students must shop and buy items. Afterwards they will convert the measurements of the items between the customary and metric</p>

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					<p>statements</p> <ul style="list-style-type: none"> • ii. use different forms of mathematical representation to present information • iii. communicate coherent mathematical lines of reasoning • iv. organize information using a logical structure. 	<p>written statements</p> <ul style="list-style-type: none"> • iii. communicate coherent mathematical lines of reasoning • iv. organize information using a logical structure. <p>Self-management III. Organization skills</p> <ul style="list-style-type: none"> • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information <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? 		system
Unit 5: Using Geometric Figures to create a city.	Form	<ul style="list-style-type: none"> • Pattern • Space 	Orientation in space and time	Cities can be constructed using form patterns and space.	<p>B: Investigating patterns</p> <ul style="list-style-type: none"> • i. apply mathematical problem-solving 	<p>Mathematics</p> <p>B: Investigating patterns</p> <ul style="list-style-type: none"> • i. apply mathematical problem-solving 	<p>∴ Ⓢ MATH.6.8A: Ⓡ</p> <p>MATH.6.10A</p> <p>MATH.6.1B</p> <p>MATH.6.1E: Ⓢ</p> <p>MATH.6.8B. Ⓢ</p> <p>MATH.6.8C. Ⓡ</p> <p>MATH.6.8D</p>	<p>Summative Assessment Task: Empire State of Mind</p> <p>. Students will construct their own model of a city using geometric 3</p>

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					<p>techniques to recognize patterns</p> <ul style="list-style-type: none"> • ii. describe patterns as relationships or general rules consistent with correct findings • iii. verify whether the pattern works for other examples. 	<p>techniques to recognize patterns</p> <ul style="list-style-type: none"> • ii. describe patterns as relationships or general rules consistent with correct findings • iii. verify whether the pattern works for other examples. <p>Thinking VIII. Critical thinking skills</p> <ul style="list-style-type: none"> • Draw reasonable conclusions and generalizations • Use models and simulations to explore complex systems and issues <p>X. Transfer skills</p> <ul style="list-style-type: none"> • Combine knowledge, understanding and skills to create products or solutions 	<p>MATH.6.1B. MATH.6.1C:Ⓢ MATH.6.8C. Ⓜ MATH.6.8D</p>	<p>dimensional shapes.</p>
<p>Unit 6: Sixth grade survival guide</p>	<p>Communication</p>	<ul style="list-style-type: none"> • Quantity • Change 	<p>Identities and Relationships</p>	<p>The exchange of ideas through communication promote change.</p>	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> • iii. solve problems correctly in a variety of 	<p>Mathematics A: Knowing and understanding</p> <ul style="list-style-type: none"> • iii. solve problems correctly in a variety 	<p>6.2(D) 6.4(G) 6.7(A) 6.7(D)s 6.3(D) 6.3(E) 6.4(B) 6.5(B) 6.6(C) 6.10(A) 6.4(H) rates 6.8(D) 6.11(A), 6.12(C),6.12(D) 6.13(A)</p>	<p>Summative Assessment Task: 6th grade survival guide</p> <p>Students will create a time capsule for the</p>

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					<p>contexts</p> <p>C: Communicating</p> <ul style="list-style-type: none"> • i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements • ii. use different forms of mathematical representation to present information • iv. Organize information using a logical structure. 	<p>of contexts</p> <p>C: Communicating</p> <ul style="list-style-type: none"> • i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements • ii. use different forms of mathematical representation to present information • iv. Organize information using a logical structure. <p>Communication I. Communication skills</p> <ul style="list-style-type: none"> • Use appropriate forms of writing for different purposes and audiences • Negotiate ideas and knowledge with peers and teachers • Use and interpret a range of discipline-specific terms and 	<p>incoming sixth graders. It will include a survival guide, subject guide, and a video message.</p>
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						symbols • Understand and use mathematical notation • Use a variety of organizers for academic writing tasks Social II. Collaboration skills • Help others to succeed • Manage and resolve conflict and work collaboratively in teams • Give and receive meaningful feedback • Advocate for one's own rights and needs		
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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.