**IBMYP Subject Overview**

**2018-19**

**Subject Area: Sciences Course: Earth MYP Level: 3 Teacher(s)**: Short, B. Williams .

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| # | Time**Frame****(Dates)** | Unit Title and Topic (\*=interdisciplinary connection; @=Action) | **MYP Objectives** | State Standards | **Key Concept** | **Related Concepts** | **Global Context** | **Statement of Inquiry** | **MYP Assessment Task****&****ATL Focus** | **MYP Criteria** | **Learner Profile Focus** |
| 1 | 9/5-9/2912 Hours | I’m a Model You Know What I Mean | D Reflecting on the impacts of Science | ES 1ES 2 | Systems | Evidence, Consequences | Scientific and technical innovation | Systems of Geospatial models patterns of interactions | Tour Builder | DIDIIDIIIDIV | Inquirers |
| 2 | 10/1-10/2810 hours | Walkin’ On Sunshine | A: Knowing and understanding | ES 6 | Change | Environment, Consequences | Globalization and Sustainability | Humans impact changes to the environment and results in consequences.  | Test  | BIBIIBIIIBIV | Risk Takers |
| 3 | 10/29-11/2814 hours | It’s a Hard Rock Life For Us | B Inquiring and designing | ES 4,5 | Relationship | Evidence, Patterns | Scientific and Technical Innovation |  Patterns of Evidence show relationships to help create methods | Mineral Identification | BIBIIBIIIBIV | Open-Minded |
| 4 | 1/4- 2/115 hours | Water, Water, Everywhere | D Reflecting on the impacts of Science | ES 8 | Relationships | Environment, Interactions | Globalization and Sustainability | interactions with environments causes relationships with natural resources | Water use Essay | DIDIIDIIIDIV | Caring |
| 5 | 2/4-3/6 15 hours | Under the Sea | A: Knowing and understandingD Reflecting on the impacts of Science | ES 10 | Systems | Patterns, Balance | Scientific and technical innovation | Methods of processing solutions can model the balance and patterns produced by systems.  | Neogeo Map-Communicate and Collaborate | AIAIIAIIIDIDIIDIII | Thinkers |
| 6 | 3/6-3/2716 hours | [Answer is Blowin' in the Wind](https://drive.google.com/open?id=1wyyCwbiWn1LCozQzoi4o-F9qJYsi4dtq1lgP-NXL1D0) | B: Inquiring and designingC: Processing and Evaluating | ES 11, 12 | Systems | Environment, Models | Scientific and Technical Innovation | Systems of evidence, models, methods; products, processes and solutions and explain environments | Weather investigation | BIBIIBIIIBIVCICIICIIICIV | Inquirers  |
| 7 | 4/8-4/26 | [It all started with a big...BANG!](https://drive.google.com/open?id=12EVoSuGC4trWaiVKb0YU_5CvnyuzR92nU-TbxXr7HYg) | A: Knowing and understanding | ES 7, 9 | Change | Models, Interactions | Orientation in Space and Time | Changes in Epochs, Eras and turning points and “big history models interactions  | Timeline | AIAIIAIII | Reflective |
| 8 | 5/3- 6/1413 Hours | [When You Wish Upon a Star](https://drive.google.com/open?id=1WOCF1wpcJNMtUoG7LDHddyUs0VQzPwM0PKvd_JjSL6o) | C: Processing and Evaluating | ES 3, 13 | Relationships | Evidence | Scientific and Technical Innovation | Relationships in evidence produce models and solutions | SGM 2 Data analysis | CICIICIIICIV | Knowledgeable |

**Support of Personal Project: *(Develop a narrative description of the ways in which your class supports the skills students will need to complete the Personal Project from spring of their freshman year through fall of their sophomore year. Areas to consider include but are not limited to the development of students’ autonomy, self-confidence, reflection, perseverance, time-management and organization, and research.)***