**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 | 9/5-9/29  12 Hours | I’m a Model You Know What I Mean | D Reflecting on the impacts of Science | ES 1  ES 2 | Systems | Evidence, Consequences | Scientific and technical innovation | Systems of Geospatial models patterns of interactions | Tour Builder | DI  DII  DIII  DIV | Inquirers |
| 2 | 10/1-10/28  10 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 | BI  BII  BIII  BIV | Risk Takers |
| 3 | 10/29-11/28  14 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 | BI  BII  BIII  BIV | Open-Minded |
| 4 | 1/4- 2/1  15 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 | DI  DII  DIII  DIV | Caring |
| 5 | 2/4-3/6  15 hours | Under the Sea | A: Knowing and understanding  D 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 | AI  AII  AIII  DI  DII  DIII | Thinkers |
| 6 | 3/6-3/27  16 hours | [Answer is Blowin' in the Wind](https://drive.google.com/open?id=1wyyCwbiWn1LCozQzoi4o-F9qJYsi4dtq1lgP-NXL1D0) | B: Inquiring and designing  C: 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 | BI  BII  BIII  BIV  CI  CII  CIII  CIV | 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 | AI  AII  AIII | Reflective |
| 8 | 5/3- 6/14  13 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 | CI  CII  CIII  CIV | 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.)***