

**MYP Unit Planner submitted April 2009 after TradeWinds training**

**Unit Title** (one that engages student inquiry):

Teacher(s)	Subject & Gr Lvl	Time Frame & Duration
Dyer, LeRoy, Jones, Huestis, Sitta, Kenney	Sixth Grade Earth Science	9 weeks

**Significant Content and/or Skills:**

**Which MYP objectives** (from the MYP subject guide) will be addressed during this unit?

scientific inquiry; attitudes in science; processing data

**What MYP task will be most appropriate?**

xxxxxxxxxx

**Which SSS will be addressed?**

Sc.6.N.1.1  
Sc.6.N.1.2  
Sc.6.N.1.3  
Sc.6.N.1.5

**The Big Idea:**

Science Research Project for Science Fair

**Approaches to Learning (AtL)**

**Identify unit AtL skills:**

**How will we use these identified AtL skills to facilitate vertical articulation?**

Knowledge acquisition, research, communication, collaborative, technical, reflection.

Students will study the continent of Africa's physical geography and history through a variety of activities ending with a culminating activity sharing knowledge found about a particular African country.

**Learner Profile** Which of these ten characteristics are addressed? (max of two)

Inquirers

Thinkers

**Area of Interaction** (Which ONE Aol fits naturally and why?)

**Significant Concept(s)** What are the big ideas that I want my students to retain for years into the future? (Cut & paste from Find the Big Idea.)

Approaches to Learning (AtL)

characteristics of scientific knowledge; scientific explanations; scientific practice

**Unit Essential Question** (Make a statement that combines the Aol with the significant concept(s). Turn it into a question! Remember, our target audience is the student-learner.)

How can I use the scientific method to answer a question?

**Which MYP assessment criteria will be used?**

criterion D Scientific Inquiry

**Learning Experiences & Teaching Strategies:**

* How will I incorporate international mindedness throughout this unit?	International Science Fair
* How will students learn the knowledge & practice the skills required?	choosing topics, researching, carrying out experiments, and analyzing results to draw conclusions
* How will we use formative assessments to give students feedback during the unit?	schedule of due dates for steps and assignments
* What different teaching methods will we employ? How are we differentiating teaching & learning for all?	Students will choose topics that relate to their own interests. I will facilitate individualized learning.

**Resources:** What resources do I need to teach this unit in terms of . . .

* Differentiation	Internet, assorted books, mentors from the community
* Equipment/Technology	computers, books, media center, lap equipment, graphing software
* Materials	science fair forms & information, <u>Nature of Science</u> text

**Assessment Reflections:**

* What exemplars will students see so that they understand what is required?	past project samples
* What will allow students the opportunity to answer the unit question using what they have learned?	completed project
* What considerations have I given the nature of the assessment (e.g. given in class, take-home, time allowed for completion)?	time in Integrated Research class, media center, Science class, home
* At what level of Bloom's Taxonomy does this task ask the student to engage?	Synthesis
* Where in the assessment task(s) are students invited to achieve at all levels of the descriptors?	