UNIDAD EDUCATIVA PARTICULAR ECOMUNDO
ACADEMIC PERIOD 2016 – 2017

SUBJECT: Science
GRADE: Ninth Basic  A-B-C

MYP YEAR 3
UNIT 1 PROJECT

TEACHERS: Miss. Carolina Muñoz and Miss Leyda Peñafiel

TOPIC: Infographic campaign
DEAD-LINE: June 8th 2016

INSTRUCTIONS:
Students will create an infographic poster with the use of www.canva.com, where they explain one of the topics that were learnt in the unit. The poster will be created in pairs.

Student should create a FREE ACCOUNT at www.canva.com.

The poster has to be in the Infographic format that you’ll find under blogging and eBook design at canva.com.

The infographic poster must be able to explain the subject with minor use of words (max. 150 words), mainly explained by graphics.

The student must investigate the chosen subject going further than what was learnt in class.

The student has to choose one of the following topics to make the infographic poster:

Universe:
   a. Explain the 3 theories, Creationism, Big Bang and Inflation theories.

Stars:
   a. Formation of a star;
   b. Main Sequence stars (young stars);
   c. Giants and Super Giants;
   d. Virtually dead stars: White dwarf and Black Dwarf;
   e. Neutron Star;
   f. Black Hole.

Planets:
   a. Mercury,
   b. Venus,
   c. Mars,
   d. Jupiter,
   e. Saturn,
   f. Uranus,
   g. Neptune.

Plutoids or Dwarf planets:
   a. Ceres,
   b. Pluto and Charon,
   c. Eris,
   d. Haumea,
   e. Makemake.
Origin of Life:

Origin of the Galapagos Islands:
   a. Explain how the volcanoes created the Islands.

The poster must be downloaded as **IMAGE HIGH QUALITY: PNG** and sent to the teacher's email account. (`xmunoz@ecomundo.edu.ec` for Miss Carolina, `lpenafiel@ecomundo.edu.ec` for Miss Leyda)

**Assessment Criteria:**

**Criterion A: Knowing and understanding**
1. describe scientific knowledge

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard indicated by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student is able to: 1. <strong>recall</strong> scientific knowledge <em>(Only states the information given in class)</em></td>
</tr>
<tr>
<td>3–4</td>
<td>The student is able to: 1. <strong>state</strong> scientific knowledge <em>(Only states 1 new piece of information)</em></td>
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<tr>
<td>5–6</td>
<td>The student is able to: 1. <strong>outline</strong> scientific knowledge <em>(Only states 2 new pieces of information)</em></td>
</tr>
<tr>
<td>7–8</td>
<td>The student is able to: 1. <strong>describe</strong> scientific knowledge <em>(States 3 new pieces of information)</em></td>
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**Criterion C: Processing and evaluating**
1. present collected and transformed data  
2. interpret data and describe results using scientific reasoning

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</table>
| 1–2               | The student is able to:  
   1. **collect and present** data in numerical and/or visual forms *(States the information given in class over 150 words or is not comprehensible)*  
   2. **interpret** data *(States the information with the same words as given in class)* |
| 3–4               | The student is able to:  
   1. **correctly collect and present** data in numerical and/or visual forms *(States the information in 150 words but the information presented is 75% not comprehensible)*  
   2. **accurately interpret** data and **describe** results *(Paraphrases 50% of the information presented in the infographic poster **not citing** the places where the information came from)* |
| 5–6               | The student is able to:  
   1. **correctly collect, organize and present** data in numerical and/or visual forms *(States the information in 125 words or less but 50% of the information presented is not comprehensible)* |
2. **accurately interpret** data and **describe** results using **scientific reasoning** *(Paraphrases 75% of the information presented in the infographic poster not citing the places where the information came from)*

7–8
- The student is able to:
  1. **correctly collect, organize, transform and present** data in numerical and/or visual forms *(States the information in 100 words or less and at least 75% of the information presented is comprehensible)*
  2. **accurately interpret data** and **describe** results using **correct scientific reasoning** *(Completely paraphrases the information presented in the infographic poster)*

**Criterion D: Reflecting on the impacts of science**

3. apply scientific language effectively  
4. document the work of others and sources of information used.

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</tbody>
</table>
| 1–2               | The student is able to:  
  3. **apply** scientific language to communicate understanding but does so **with limited success** *(The stated information is not comprehensible or doesn’t belong to the chosen topic.)*  
  4. document sources, **with limited success**. *(Incorrectly cites the places where the information came from or doesn’t cite where the information came from)* |
| 3–4               | The student is able to:  
  3. **sometimes apply** scientific language to communicate understanding *(The stated information is 50% comprehensible)*  
  4. **sometimes** document sources correctly. *(Correctly cites 50% of the places where the information came from)* |
| 5–6               | The student is able to:  
  3. **usually apply** scientific language to communicate understanding **clearly and precisely** *(The stated information is 75% comprehensible)*  
  4. **usually** document sources correctly. *(Correctly cites 75% of the places where the information came from)* |
| 7–8               | The student is able to:  
  3. **consistently apply** scientific language to communicate understanding **clearly and precisely** *(The stated information is completely comprehensible)*  
  4. document sources **completely**. *(Correctly citing ALL the places where the information came from)* |