

Year	Unit Title	Key Concept	Related Concepts	Global Contexts	Statement of Inquiry	MYP Assessment Criteria	ATL
3	Plate Tectonics	Change	Evidence.	Orientation in space and time	Evidence of scale, duration, frequency and variability can change behaviour. (Understanding the properties of a local earthquake may impact my friends and family and encourage preparedness.) Student friendly version	D: Reflecting on the impacts of science	I. Communication skills, II. Collaboration skills, III. Organization skills, VI. Information literacy skills
3	Year End - Design Lab	Relationships	Form, Function.	Fairness and development	The relationship between the actual properties of a product and the advertised properties reveals marketing deception.	B: Inquiring and designing C: Processing and evaluating	I. Communication skills, II. Collaboration skills, III. Organization skills
3	Cells and Immunology	Systems	Form, Function.	Scientific and technical innovation	Cells/Micro-organisms consist of and are part of complex systems in which relationships between form and function have consequences.	A: Knowing and understanding B: Inquiring and designing	VIII. Critical thinking skills
3	Pacific Northwest Diseases (Pathogens)	Relationships	Consequences, Environment, Interaction.	Identities and relationships	When people interact with the environment there are consequences to their health and well being. (Interact is being used in lieu of Relationships)	D: Reflecting on the impacts of science	I. Communication skills, II. Collaboration skills, V. Reflection skills
3	Immune System and Emergency Preparedness (Outdoor School)	Relationships	Sciences: Consequences, Environment, Evidence. Physical and health education: Adaptation, Environment.	Identities and relationships	The natural environment challenges the human body to adapt in ways that minimize consequences to individuals.	Interdisciplinary A: Disciplinary grounding B: Synthesizing C: Communicating D: Reflecting; Sciences	I. Communication skills, II. Collaboration skills, III. Organization skills, IV. Affective skills, V. Reflection skills
3	Experimental Design	Relationships	Evidence, Patterns.	Scientific and technical innovation	Developing methods to obtain evidence can reveal patterns and relationships between variables.	B: Inquiring and designing C: Processing and evaluating	VIII. Critical thinking skills
3	Chemistry - KMT, Atomic Theory, Density	Systems	Models, Patterns.	Scientific and technical innovation	Models can demonstrate observable patterns in systems. - such KMT, Density and Atomic structure	A: Knowing and understanding	III. Organization skills, V. Reflection skills
3	Excellent Elements	Relationships	Form, Function.	Globalization and sustainability	Relationships between element form and function can lead to the evolution of everyday commodities in which they are used.	D: Reflecting on the impacts of science	I. Communication skills, III. Organization skills, VI. Information literacy skills, VIII. Critical thinking skills
3	Optics	Relationships	Form, Function, Transformation.	Scientific and technical innovation	The relationship between form and function can lead to ingenious transformations.	A: Knowing and understanding C: Processing and evaluating D: Reflecting on the impacts of science	I. Communication skills, III. Organization skills, IV. Affective skills, VI. Information literacy skills
4	Outdoor Preparedness and Survival	Connections	Mathematics: Measurement. Language and literature: Purpose. Sciences: Environment. Physical and health education: Choice.	Identities and relationships	Nature-based learning can lead to purposeful connections that deepens knowledge and promotes individual readiness to pursue outdoor adventures.	Interdisciplinary A: Disciplinary grounding B: Synthesizing C: Communicating D: Reflecting	I. Communication skills, II. Collaboration skills, VIII. Critical thinking skills, X. Transfer skills

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4	Periodic Table, Atoms, Elements and Compounds (Chemistry)	Systems	Models, Patterns.	Scientific and technical innovation	The behaviour of chemicals can be predicted by understanding the underlying patterns and systems that govern our current models of the atom.	A: Knowing and understanding B: Inquiring and designing C: Processing and evaluating	VI. Information literacy skills, VIII. Critical thinking skills
4	Electricity Generation and Consumption (Physics)	Relationships	Energy, Transformation.	Globalization and sustainability	Sustainable urban planning requires the adoption of novel ways for the transformation of energy.	A: Knowing and understanding B: Inquiring and designing C: Processing and evaluating D: Reflecting on the impacts of science	VI. Information literacy skills, VIII. Critical thinking skills
4	Cycling of Matter and Energy (Earth Science)	Relationships	Balance, Environment.	Globalization and sustainability	The relationship between the cycling of matter and it's impact on the environment while attempting to maintain a balanced state as human consumption challenges the sustainability of natural resources on Earth.	A: Knowing and understanding D: Reflecting on the impacts of science	II. Collaboration skills, VI. Information literacy skills, VII. Media literacy skills, VIII. Critical thinking skills, IX. Creative thinking skills, X. Transfer skills
4	Reproductive Relationships (Biology)	Change	Form, Transformation.	Identities and relationships	Change occurs due to biological transformations of a variety of forms which affects one's identity and the relationship that exists between beings.	A: Knowing and understanding B: Inquiring and designing C: Processing and evaluating D: Reflecting on the impacts of science	I. Communication skills, III. Organization skills, IV. Affective skills, V. Reflection skills, VI. Information literacy skills, VII. Media literacy skills, VIII. Critical thinking skills, IX. Creative thinking skills, X. Transfer skills
5	Chemical Reactions	Change	Balance, Interaction, Models.	Scientific and technical innovation	Advances and innovations can be reached through the use of models that predict balanced interactions and changes between compounds and molecules.	A: Knowing and understanding B: Inquiring and designing C: Processing and evaluating D: Reflecting on the impacts of science	I. Communication skills, VI. Information literacy skills, VIII. Critical thinking skills
5	Energetics	Change	Balance, Energy, Movement, Transformation.	Scientific and technical innovation	Modernization and advances in industrialization and engineering can be reached through the understanding of energy transformation and change.	A: Knowing and understanding B: Inquiring and designing	I. Communication skills, III. Organization skills
5	Astronomy	Change	Energy, Evidence, Models.	Orientation in space and time	Evidence of changes to energy, matter and the fundamental forces of the universe over time allow us to produce models that explain the evolution of the universe.	A: Knowing and understanding D: Reflecting on the impacts of science	I. Communication skills, III. Organization skills, VI. Information literacy skills
5	Nature of Science	Development	Evidence, Interaction.	Scientific and technical innovation	Collecting evidence and interpreting interactions between variables provides the first of many opportunities to develop the investigatory and analytical skills required for scientific innovation.	B: Inquiring and designing C: Processing and evaluating	I. Communication skills, II. Collaboration skills
5	Genetics	Relationships	Consequences, Function, Models.	Orientation in space and time	Changes in the relationship between DNA and traits can affect the role of an organism in its environment over time.	A: Knowing and understanding B: Inquiring and designing C: Processing and evaluating D: Reflecting on the impacts of science	I. Communication skills, II. Collaboration skills, III. Organization skills, V. Reflection skills, VI. Information literacy skills, VIII. Critical thinking skills, X. Transfer skills