

MYP Science - Grade 7

Topic/Unit Title	Key Concept	Related Concept	Global Context/Exploration	ATL skills	Lines/Statement of Inquiry	Service as action	Summative assessment	Assessment Objectives
Nature of Science and the Scientific Method	Relationships	Evidence, Patterns	Scientific and technical innovation-Systems, Models, Methods, Products, Processes and solutions	<b>Communication- I listen to people around me.and</b>  <b>Self-Management- Create plans to prepare for summative assessments</b>	Scientists observe patterns in the world around them to construct systems that explain how the world works.	<b>Action-Student were ask to crate a comic book to teach grade 5 student the Scientific method for term 1.</b>	Criterion D Assessment Paper Air Plan Lab (B and C)	Criterion A: Knowing and understanding- Maximum: 8 Criterion B: Inquiring and designing-Maximum: 8 Criterion C: Processing and evaluating-Maximum: 8
Energy transformations	Change	Interaction	Scientific and technical innovation <b>Explorations to develop:</b> Models, Industrialization and engineering	<b>Research- Collect, record and verify data</b>  <b>Thinking Skills- Evaluate evidence and arguments</b>	Careful consideration of energy changes and transformation allows us to conserve energy in our homes.	<b>Service-Seek opportunities in the community that benefit the society on sustainable energy usage.</b>	Criterion D- Should Tackled Football be band? Criteria B and C -Balloon Powered Car	Criterion A: Knowing and understanding- Maximum: 8 Criterion B: Inquiring and designing-Maximum: 8 Criterion C: Processing and evaluating-Maximum: 8 Criterion D: Reflection on Impact of Science - Maximum:8
Atoms, compounds and Periodic table	Development	Form, Models, Patterns	Orientation in space and time	<b>Informationa Literacy-</b>  <b>Critical Thinking - Access information to be informed and inform others</b>	Scientific discoveries over time have allowed the development of our current theories about and models of the form of matter.	<b>Action: Student create a model of the perioic table elements ans explain it importance to humans.</b>	Criterion D- Pick an Element  E-Assessment Style Exam on Assess prep (ABCD)	Criterion A: Knowing and Understanding- Maximum:8. Criterion D: Reflection on the Impact of Science: Maximum:8
Healthy body systems	Relationships	Balance	Identities and relationships <b>Exploration:</b>	<b>Collaborative- Manage and resolve conflict,</b>	Our health depends on the healthy	<b>Service: Student create posters to educate the</b>	Criteria B and C - Exercise No Exercise	Criterion A: Knowing and understanding- Maximum: 8 Criterion B: Inquiring and designing-Maximum:



			Health and well-being, Lifestyle choices	<b>and work collaboratively in teams</b>  <b>Organizational Skills-Keep an organized and logical system of information files/notebooks</b>	functioning of our body systems, and our lifestyles affect this	<b>~Dwight Community to keep the body healthy.</b>	E-Assesment Style Exaam on Assessprep( ABCD)	8 Criterion C: Processing and evaluating-Maximum: 8
Evolution of the universe	Systems	Models	Orientation in space and time Explorations to develop Natural and human landscapes and resources	<b>Collaborative- Listen actively to other perspectives and ideas</b>  <b>Organizational Skills-Set goals that are challenging and realistic</b>	Human communities are deeply connected to the cycles in nature caused by the interaction of the Sun, Moon and Earth.	<b>Action-Students were task to use reusable household materials to create a miniature rocket fueled by vinegar and baking soda.</b>	Rocketology Lab ( B and C)  E-Assessment Style Exam( A,B ,C and D)	Criterion A: Knowing and understanding- Maximum: 8 Criterion B: Inquiring and designing-Maximum: 8 Criterion C: Processing and evaluating-Maximum: 8

**Please note:** At times areas of the curriculum will change based on the learning needs and interests of the students.

