



COURSE STANDARDS AND PROCEDURES

COURSE: Secondary 5 General Science, 558-404

MYP AIMS ADDRESSED BY THE COURSE: What are the aims/objectives of the course? How do these relate to the MEQ competencies?

MYP Course Aims	MEQ Course Objectives
Develops skills to design and perform investigations, evaluate evidence, and reach conclusions.	Competency 1: Seeks answers or solutions to scientific or technological problems.
Cultivate analytical inquiry and flexible minds that pose questions, solve problems, construct explanations, and judge arguments.	Competency 2: Makes the most of his/her knowledge of science and technology.

APPROACHES TO LEARNING: Which ATLs will be addressed in the course and how? How will the content be delivered to the students?

- Holistic learning: While teaching global warming, students will explore different facets such as environmental and ethical issues. Mathematics is also incorporated into different topics such as concentration, power, energy efficiency, and much more.
- Communication: Students will conduct labs and complete hands-on activities and assignments in which they will have to use the appropriate scientific language.

The ATLs that will be focused on is critical thinking. Students will analyze and evaluate issues and ideas by gathering and organizing relevant information to formulate an argument and interpret data to draw reasonable conclusions and generalizations. This will be achieved by incorporating various inquiry-based activities throughout the year.

IB MYP LEARNER PROFILE ATTRIBUTES: Identify which profile attributes will be addressed in the course and how.

- Knowledgeable: During the inquiry-based activities, students will be asked to use their previous knowledge of different scientific concepts to solve a new problem.
- Inquirers: Students will develop their skills for inquiry.
- Thinkers/Reflectors: Students will be required to reflect on theoretical components while completing labs.

FORMATIVE & SUMMATIVE ASSESSMENT INCLUDING MYP ASSESSMENT:

IBMYP course objectives	Examples of assessment/feedback both formative and/or summative.	Term evaluated
- A: Knowing and understanding - B: Inquiring and designing - C: Processing and	May include, but not limited to: -Lab reports -Assignments	Term 1 (Sept.-Nov.5, 2026.)

evaluating - D: Reflecting on the impacts of science	-Self-evaluations -Rubrics	
- A: Knowing and understanding - B: Inquiring and designing - C: Processing and evaluating - D: Reflecting on the impacts of science	May include, but not limited to: -Lab reports -Assignments -Self-evaluations -Rubrics -Mid-term theory exam	Term 2 (Nov.6, 2026-Feb.5, 2027.)
- A: Knowing and understanding - B: Inquiring and designing - C: Processing and evaluating - D: Reflecting on the impacts of science	May include, but not limited to: -Quizzes -Lab reports -Assignments -Self-evaluations -Rubrics -Final Lab exam -Final theory exam	Term 3 (Feb.6-June 18, 2027.)

