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| **Teacher(s)** | **Ms. Fish** | **Subject group and discipline** | **Science**  |
| **Unit title** | **Ground Contamination**  | **MYP year** | **1** | **Unit duration (hrs)** | **30** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Relationships** | **Model****Change** | **Scientific and Technological Innovation** **Exploration: Models** |
| **Statement of inquiry** |
| **Models can be used to understand changing relationships.****Conceptual Understanding: Models can be used to understand changing relationships.**  |
| **Inquiry questions** |
| Factual**—** **What changes occur in groundwater when there is widespread pollution in a community?**Conceptual**—How can models help us understand real-world problems involving contamination of groundwater?** Debatable**—Is there a logical relationship between pollution and groundwater contamination? What happens to a community wh****en it’s groundwater becomes contaminated as a result of human activity?**  |
| **ATL Skills:** In order to **apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations** the student must **collect, record, and verify data** (*Research, Information Literacy*), **propose and evaluate a variety of solutions** (Thinking, *Critical Thinking),* and **use models and simulations to explore complex systems and issues** *(Thinking, Critical Thinking).* |