|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher(s)** | **Ms. Flanigan** | **Subject group and discipline** | **Science** | | |
| **Unit title** | **Studying People and Materials Scientifically** | **MYP year** | **2** | **Unit duration (hrs)** | **25** |

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

|  |  |  |
| --- | --- | --- |
| **Key concept** | **Related concept(s)** | **Global context** |
| **Change**  A conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change involved understanding and evaluating causes, processes, and consequences | **Model**  **Evidence** | **Science and Technical Innovation**  Students will explore the natural world and its laws; the interaction between people and the natural world: how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments.  **Exploration:**  Processes and solutions |
| **Statement of inquiry** | | |
| **Humans create models based on evidence to understand processes and solutions and show change within society.** | | |
| **Inquiry questions** | | |
| Factual**—** **What is the scientific method? What is an experiment? What are variables? What is a procedure? What is a placebo?**  Conceptual**— How can people be studied scientifically? How is it different than testing objects? How are scientific studies validated?**  Debatable**— What are the ethical limits of scientific investigations and experiments in the US compared to other countries?** | | |
| **ATL Skills:**  In order to **design a scientific investigation**, the student must manage time and tasks effectively(thinking, critical thinking) and will **keep an organized and logical system of information, files, and notebooks** (thinking, critical thinking.) | | |