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| **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

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| **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.) |