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| **Teacher(s)** | **Ms. Flanigan** | **Subject group and discipline** | **Science** | | |
| **Unit title** | **Biodiversity, Energy, and the Environment** | **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** |
| **Systems** | **Energy**  **Movement**  **Transformation** | **Globalization and Sustainability**  **Exploration:**  How energy can be conserved in our homes and daily lives. |
| **Statement of inquiry** | | |
| **Careful consideration of energy movement and transformations allow us to conserve energy in our homes.** | | |
| **Inquiry questions** | | |
| Factual**—** **What are the different energy roles in the ecosystems? What different forms of energy are there? How do we measure energy?**  Conceptual**— What do we mean by conservation of energy?**  Debatable**— What role can we each play in helping to conserve energy resources?** | | |
| **ATL Skills:**  In order to sustain a population, the student must research and critically think to consider environmental implications | | |