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| **Teacher(s)** | **Ms. Flanigan** | **Subject group and discipline** | **Science** | | |
| **Unit title** | **Consumer Chemistry** | **MYP year** | **3** | **Unit duration (hrs)** | **50** |

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

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Change** | **Evidence**  **Energy**  **Interaction** | **Science and Technical Innovation**  **Exploration:**  Processes and solutions |
| **Statement of inquiry** | | |
| **Energy interacts with matter to create a process of change.** | | |
| **Inquiry questions** | | |
| Factual**—** **What are the components of an atom? What is the periodic law? What are chemical and physical properties and changes? How do food atoms and molecules change during certain processes?**  Conceptual**— What criteria make a model authentic? How did models evolve and transform? How do atoms differ from one another? What is the law of conservation of mass? Describe the structure of atom including the location of sub atomic particles. If the structure of food molecules changes during certain processes, does this change our cellular structure?**  Debatable**— Can of a model be extensions for new discoveries? Is scientific understanding is limited / extensive with respect to structure of atom?** | | |
| **ATL Skills:**  In order to **apply scientific principles to design a method for experiment**, the student must **use acquired knowledge and concepts in practical or new ways**, and **use deductive reasoning**.  In order to **analyze information to make scientifically supported judgments**, the student must **recognize the relationship between cause and effect** and **filter ideas and information for relevance.** | | |