|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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

|  |  |  |
| --- | --- | --- |
| **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).* | | |