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| **Teacher(s)** | **Ms. Fish** | **Subject group and discipline** | **Science** | | |
| **Unit title** | Climate Change: Human Impact on the Environment | **MYP year** | **1** | **Unit duration (hrs)** | **20** |

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

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Change** | **Consequences**  **Environment** | **Scientific and Technological Innovation**  **Exploration:** |
| **Statement of inquiry** | | |
| **Environmental** **change** is a **consequence** of human activity. | | |
| **Inquiry questions** | | |
| **Factual—** What is defined as “climate change?”  What is the climate, and how is it different from weather?  How has the climate changed over Earth’s history? What are fossil fuels, greenhouse gases, air pollution?  What chemicals are being released as a result of human activity? What is global warming? How do sea levels rise?  **Conceptual—** What are the potential consequences of climate change?  What happens to the Earth when we burn fossil fuels? Has human activity been shown to increase greenhouse gases?  Are climate change and global warming the same thing? What are the attributes and attitudes of a good scientist? What are the steps required to perform an effective scientific exploration?  **Debatable—** Is climate change occurring?  Are humans causing climate change?  Do humans have a responsibility to stop climate change? How do bias, skepticism, and culture impact the study of climate change? | | |
| **ATL Skills:**  In order to **design a scientific investigation**, the student must f**ormulate provocative and relevant questions** (thinking, critical thinking) and will **test conclusions and generalizations drawn** (thinking, critical thinking.) | | |