

Unit Title	Atmosphere				
Subject group and discipline	Sciences	MYP year	2	Unit duration (hrs)	18

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Systems	Evidence Environment Consequences	Globalization and sustainability

Statement of inquiry

Globalization and technological innovation have led to evidence of change in the systems which regulate our atmosphere. This has consequences for our environment which present problems for sustainability.

Inquiry questions

Factual—

- What is the composition of the modern atmosphere?
- What is acid rain?
- What are the processes which make up the water cycle?
- How are fossil fuels made?
- What happens when fossil fuels burn?

Conceptual—

- How have human activities led to changes in the atmosphere?
- What are natural changes which have occurred to the atmosphere?
- What are the impacts of acid rain?
- Why is the water cycle important for ecosystems?
- Why are fossil fuels harmful?

Debatable—

- Is acid rain a serious threat to ecosystems?
- Which human activity has caused the biggest change in the atmosphere?
- Are the changes to our atmosphere reversible?

Objectives

Summative assessment *This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.*

Learning objectives for the unit

- B i outline an appropriate problem or research question to be tested by a scientific investigation
- B iii outline how to manipulate the variables, and outline how data will be collected

- Assessment 1: Working scientifically: Which building material will withstand acid rain the best?
- Assessment 2: GRASPs – how has science been applied and used to protect our ozone layer?

Assessments require students to use evidence to look at changes in our atmosphere and consider these from the perspective of sustainability.

<p>C iv discuss the validity of the method</p> <p>D i summarize the ways in which science is applied and used to address a specific problem or issue</p> <p>D iii apply scientific language effectively</p> <p>D iv document the work of others and sources of information used.</p>		
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Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed*

<p>Thinking</p> <p>Communication</p> <p>Social</p> <p>Research</p> <p>Self management</p>
