

Unit Title	Matter				
Subject group and discipline	Sciences	MYP year	3	Unit duration (hrs)	24

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>
Change	Models Energy	Scientific and technical innovation
Statement of inquiry		
Models formed through scientific innovation help us understand how the transfer of energy causes change.		
Inquiry questions		
<p>Factual— What is power? How is energy transferred into the home? Can matter change?</p> <p>Conceptual— What causes change? What is energy? How is energy transferred? How can energy transfers “waste” energy? Where does matter come from? How much energy does an object have?</p> <p>Debatable— What does energy efficient mean? Why is a kettle so powerful?</p>		

<p>How powerful are you? Will it float? Is wind power good for the environment? How can we find the density of an object? Why is the sea cold in summer? /why is a kettle powerful? Why does steam scould? Why is ethonal cold?</p>		
<p>Objectives</p>	<p>Summative assessment <i>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.</i></p>	
<p><i>Learning objectives for the unit</i></p> <p>Aiii interpret information to make scientifically supported judgments.</p> <p>Bii outline a testable prediction using scientific reasoning</p> <p>Civ discuss the validity of the method</p> <p>Cv describe improvements or extensions to the method.</p> <p>Dii describe and summarize the various implications of using science and its application in solving a specific problem or issue</p>	<p>WS IMP: Density practical evaluation. Civ and Cv.</p> <p>WS IMP: Bii – investigating the heating curves of various solutions.</p> <p>GRASPS: Students use information about various solutions to evaluate them. Dii and Aiii. (Is wind power good for the environment?)</p>	<p>All of the assessments will be based around the particle model and the energy transfers which can occur within systems.</p>
<p>Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i></p>		