**Unit 2 Inquiry:**

**Investigate a career and explore how scientific knowledge has been used to develop procedures, techniques, and technologies used in your chosen career.**

Some guiding questions/ideas:

Procedures:

* Safety, hazards (both long term and short term), chemicals involved.
* Scientific ideas involved in the career (chemistry, biology, physics, earth science – key concepts)
* Education or training needed – why are these needed?

Techniques: (The way of doing a thing or activity)

* Scientific knowledge behind the techniques used.
* How has the techniques/processes used in the career changed over time?
* What new knowledge influenced the changes?

Technologies: (Science behind gadgets, tools, appliances, machinery)

* How have the technologies used in the career changed over time?
* Are there any ethical considerations with the use of the technologies?
* Where is this career going in the future? More mechanized? Phased out? In demand? Why? Use scientific evidence to back up your prediction.

Use at least 2 intelligences to demonstrate your learning. For example, you could create a poetry collection and illustrate it, write a role-play or song and perform it, record a podcast, or create a painting and present it orally.

Review the rubric to remind you of what I am looking for:

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| **Beginning to Develop (C-)** | **Approaching Expectations (C)** | **Fully Meeting Expectations (B)** | **Exceeding Expectations (A)** |
| Recognizes science plays a role in places of employment. | Understands how scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment. | Analyzes how scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment. | Predicts the future of procedures, techniques, and technologies in places of employment using scientific knowledge. |
| Conducts experiments using a template | Poses questions, makes simple predictions, observes outcomes | Proposes logical hypotheses, designs experiments using appropriate technologies, reflects on methodologies | Connects scientific inquiry to local problems/issues, innovates, considers ethics |
| Communicates basic scientific ideas and information | Communicates scientific ideas, information, and evidence-based claims | Communicates scientific information, ideas, evidence-based claims and a potential course of action. | Communicates ideas, claims, information, and a potential course of action, taking multiple perspectives into consideration |