

IB ESS YEAR 2 - Unit 3 Atmospheric Systems and Societies

Teacher(s)	IB ESS PLC	Subject Group and Course	Group 4 - ESS		
Course Part and Topic	Topic 6 Atmosphere and Climate Change	SL or HL / Year 1 or 2	SL Year 2	Dates	5 weeks
Unit Description and Texts		DP Assessment(s) for Unit			
<ul style="list-style-type: none"> ● Oxford Textbook Topic 6 ● Topic 6.1 Intro to the Atmosphere ● Topic 6.2 Climate change-Causes and Impact ● Topic 6.3 Climate change- mitigation and adaptation ● Topic 6.4 Stratospheric Ozone 		<ul style="list-style-type: none"> ● Formative/Summative assessment quizzes and activities/reports to check for understanding - Based in IB exam questions and format 			

INQUIRY: establishing the purpose of the unit

Transfer Goals

List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.

Statement of Inquiry

The atmosphere is a dynamic system that is essential to life on Earth.

Phenomenon: Changing atmosphere affects how much water trees need.

CCC: Patterns/Energy and Matter/Stability and Change/ Cause and Effect/ Systems and System Models

Core Ideas: Atmosphere/Atmospheric Compositions/ozone/UV radiation/Human activities contributing to ozone depletion/pollution management/photochemical smog/acid deposition

Review Significant Ideas

- The atmosphere is a dynamic system that is essential to life on Earth.
- The behavior, structure and composition of the atmosphere influence variations in all ecosystems.
- Stratospheric ozone is a key component of the atmospheric system because it protects living systems from the negative effects of ultraviolet radiation from the Sun.
- Human activities have disturbed the dynamic equilibrium of stratospheric ozone formation.
- Climate change mitigation strategies are being employed to conserve stratospheric ozone and reduce carbon emissions.

ACTION: teaching and learning through inquiry

Content / Skills / Concepts - Essential Understandings	Learning Process
<p><u>Students will know the following content: Understandings and Knowledge</u> <u>6.1 Intro to the Atmosphere</u></p> <ul style="list-style-type: none"> • The atmosphere is a dynamic system (with inputs, outputs, flows and storages) that has undergone changes throughout geological time. • The atmosphere is predominantly a mixture of nitrogen and oxygen, with smaller amounts of carbon dioxide, argon, water vapor and other trace gases. • Human activities impact atmospheric composition through altering inputs and outputs of the system. Changes in the concentrations of atmospheric gases—such as ozone, carbon dioxide, and water vapor—have significant effects on ecosystems. • Most reactions connected to living systems occur in the inner layers of the atmosphere, which are the troposphere (0–10 km above sea level) and the stratosphere (10–50 km above sea level). • Most clouds form in the troposphere and play an important role in the albedo effect of the planet. • The greenhouse effect of the atmosphere is a natural and necessary phenomenon maintaining suitable temperatures for living systems. 	<p><i>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i></p> <p>Learning experiences and strategies/planning for self-supporting learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Socratic seminar <input checked="" type="checkbox"/> Small group/pair work <ul style="list-style-type: none"> • Atmospheric Composition Webquest • Global Warming and the Greenhouse Effect Reexamined <input checked="" type="checkbox"/> PowerPoint lecture/notes: <ul style="list-style-type: none"> • Flipped Notes and Videos in Schoology <input checked="" type="checkbox"/> Individual presentations

<p><u>6.2 Climate Change- Causes and impact</u></p> <ul style="list-style-type: none"> • Some ultraviolet radiation from the Sun is absorbed by stratospheric ozone causing the ozone molecule to break apart. Under normal conditions the ozone molecule will reform. This ozone destruction and reformation is an example of a dynamic equilibrium. • Ozone depleting substances (including halogenated organic gases such as chlorofluorocarbons—CFCs) are used in aerosols, gas-blown plastics, pesticides, flame retardants and refrigerants. Halogen atoms (such as chlorine) from these pollutants increase destruction of ozone in a repetitive cycle, allowing more ultraviolet radiation to reach the Earth. • Increased presence of greenhouses gases causes more heat to be reradiated back to Earth’s surface. • Ultraviolet radiation reaching the surface of the Earth damages human living tissues, increasing the incidence of cataracts, mutation during cell division, skin cancer and other subsequent effects on health. • The effects of increased ultraviolet radiation on biological productivity include damage to photosynthetic organisms, especially phytoplankton, which form the basis of aquatic food webs. • chlorofluorocarbons (CFCs) 	<ul style="list-style-type: none"> • Human Impact Essay <p><input checked="" type="checkbox"/> Group presentations</p> <ul style="list-style-type: none"> • Case Studies - Climate Change Management Strategies Evaluations <p><input checked="" type="checkbox"/> Student lecture/leading</p> <p><input type="checkbox"/> Interdisciplinary learning</p> <p>Details:</p> <p><i>Students will learn through a combination of presentations, team/small group work, activities surrounding threats to and conservation of biodiversity.</i></p> <p>Other(s): Use of social media - Instagram/Twitter for increased awareness - creation of a children's book, game, etc to inform the younger generation of issues surrounding biodiversity</p>
<p><u>6.3 Climate change-mitigation and adaptation</u></p> <ul style="list-style-type: none"> • Thermal inversions occur due to a lack of air movement when a layer of dense, cool air is trapped beneath a layer of less dense, warm air. This causes concentrations of air pollutants to build up near the ground instead of being dissipated by “normal” air movements. • Management strategies include: <ul style="list-style-type: none"> ○ altering human activity to consume less fossil fuels—example activities include the purchase of energy-efficient technologies, the use of public or shared transit, and walking or cycling ○ regulating and reducing pollutants at the point of emission through government regulation or taxation ○ using catalytic converters to clean the exhaust of primary pollutants from car exhaust ○ regulating fuel quality by governments ○ adopting clean-up measures such as reforestation, greening, and 	<p>Formative assessment(s): Quizzes In class activities Case studies Research assignments</p> <p>Guidance:</p> <p>Students should recognize the atmosphere as a dynamic system. The composition of the atmosphere has changed throughout geological history. Living organisms (biotic components) have transformed the atmospheric composition of the Earth and vice versa throughout history.</p> <p>The use of chemical symbols or chemical formulae for</p>

conservation of areas to sequester carbon dioxide.

6.4 Stratospheric Ozone

- Some ultraviolet radiation from the Sun is absorbed by stratospheric ozone causing the ozone molecule to break apart. Under normal conditions the ozone molecule will reform. This ozone destruction and reformation is an example of a dynamic equilibrium.
- Ozone depleting substances (including halogenated organic gases such as chlorofluorocarbons—CFCs) are used in aerosols, gas-blown plastics, pesticides, flame retardants and refrigerants. Halogen atoms (such as chlorine) from these pollutants increase destruction of ozone in a repetitive cycle, allowing more ultraviolet radiation to reach the Earth.
- Ultraviolet radiation reaching the surface of the Earth damages human living tissues, increasing the incidence of cataracts, mutation during cell division, skin cancer and other subsequent effects on health.
- The effects of increased ultraviolet radiation on biological productivity include damage to photosynthetic organisms, especially phytoplankton, which form the basis of aquatic food webs.
- Pollution management may be achieved by reducing the manufacture and release of ozone-depleting substances. Methods for this reduction include:
 - developing alternatives to gas-blown plastics, halogenated pesticides, propellants and aerosols
 - developing non-propellant alternatives.
- UNEP has had a key role in providing information, and creating and evaluating international agreements, for the protection of stratospheric ozone.
- An illegal market for ozone-depleting substances persists and requires consistent monitoring.
- The *Montreal Protocol on Substances that Deplete the Ozone Layer* (1987) and subsequent updates is an international agreement for the reduction of use of ozone-depleting substances signed under the direction of UNEP. National governments complying with the agreement made national laws and regulations to decrease the consumption and production of halogenated organic gases such as chlorofluorocarbons (CFCs).
- The combustion of fossil fuels produces sulfur dioxide and oxides of nitrogen as

atmospheric gases, ozone destruction.

Possible case studies of intergovernmental situations involving acid deposition to consider include the USA Midwest and Eastern Canada interaction, as well as the impact of industrial Britain, Germany and Poland on Sweden.

<p>primary pollutants. These gases may be converted into secondary pollutants of dry deposition (such as ash and dry particles) or wet deposition (such as rain and snow).</p> <ul style="list-style-type: none"> ● The possible effects of acid deposition on soil, water and living organisms include: <ul style="list-style-type: none"> ○ direct effect—for example, acid on aquatic organisms and coniferous forests ○ indirect toxic effect—for example, increased solubility of metal (such as aluminum ions) on fish ○ indirect nutrient effect—for example, leaching of plant nutrients. ● The impacts of acid deposition may be limited to areas downwind of major industrial regions but these areas may not be in the same country as the source of emissions. ● Pollution management strategies for acid deposition could include: <ul style="list-style-type: none"> ○ altering human activity—for example, through reducing use, or using alternatives to, fossil fuels; international agreements and national governments may work to reduce pollutant production through lobbying ○ regulating and monitoring the release of pollutants—for example, through the use of scrubbers or catalytic converters that may remove sulfur dioxide and oxides of nitrogen from coal-burning power plants and cars. ● Clean-up and restoration measures may include spreading ground limestone in acidified lakes or recolonization of damaged systems—but the scope of these measures is limited. <p><u>Students will develop the following Applications & Skills:</u></p> <ul style="list-style-type: none"> ● Discuss the role of the albedo effect from clouds in regulating global average temperature. ● Outline the role of the greenhouse effect in regulating temperature on Earth. ● Evaluate the role of national and international organizations in reducing the emissions of ozone-depleting substances. ● Evaluate climate change mitigation strategies for rising global temperatures. 	
<p>International Mindedness:</p>	<p>Summative assessments: Group project Summative assessment over each subtopic and over Topic 7 all</p>

<p>Impact to the atmosphere from pollutants can be localized, as evidenced by the destruction of the ozone layer over the poles of the Earth.</p> <p>Pollutants released to the atmosphere are carried by currents in the atmosphere and may create damage in a location other than where they are produced.</p> <p>The depletion of ozone has global implications to ocean productivity and oxygen production.</p> <p>National economic approaches may have an impact on international environmental discussions.</p> <p>The global rise of urbanization and industrialization has led to an increase in urban air pollution.</p> <p>The polluting country and the polluted country are often not the same: acid deposition affects regions far from its source. Therefore, solving this issue requires international cooperation.</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Affirm identity - build self-esteem <input checked="" type="checkbox"/> Value prior knowledge <input checked="" type="checkbox"/> Scaffold learning <input checked="" type="checkbox"/> Extend learning <p>Details:</p> <ul style="list-style-type: none"> ● <i>SWD/504 – Accommodations Provided</i> ● <i>ELL – Reading & Vocabulary Support</i> ● <i>Intervention Support</i> ● <i>Extensions – Enrichment Tasks and Project</i>
<p>Approaches to Learning (ATL)</p> <p><i>Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</i></p>	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Thinking <input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Self-management <input checked="" type="checkbox"/> Research <p>Details: This topic provides students with a vast amount of information that can be studied in many ways. The ATLs used for this subtopic will vary depending on the individual students and groups approach to showing their understanding of the material</p>	

SEP: Asking Questions and Defining Problems/Engage in Argument from Evidence

Language and Learning <i>Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.</i>	TOK Connections <i>Check the boxes for any explicit TOK connections made during the unit</i>	CAS Connections <i>Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the "details" section explaining how students engaged in CAS for this unit.</i>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Activating background knowledge <input checked="" type="checkbox"/> Scaffolding for new learning <input checked="" type="checkbox"/> Acquisition of new learning through practice <input type="checkbox"/> Demonstrating proficiency <p>Details:</p> <p><i>Students will acquire new vocabulary dealing with climate change and the impacts humans have on climate</i></p> <p><i>Connections:</i></p> <p><i>ESS:Energy and equilibria (1.3); humans and pollution (1.5); resource use in society (8.2); communities and ecosystems (2.2); investigating ecosystems (2.5); systems and models (1.2); introduction to water systems (4.1); introduction to soil systems (5.1); biomes, zonation and succession (2.4);climate change—causes and impacts (7.2)</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Personal and shared knowledge <input checked="" type="checkbox"/> Ways of knowing <input checked="" type="checkbox"/> Areas of knowledge <input checked="" type="checkbox"/> The knowledge framework <p>Details:</p> <p>The atmosphere is a dynamic system—how should we react when we have evidence that does not fit with an existing theory?</p> <p>The Montreal Protocol was an international agreement created by the UN— can one group or organization decide what is best for the rest of the world?</p> <p>Environmental problems are often emotive—under what circumstances should we maintain a detached relationship with the subject matter under investigation?</p> <p>To what extent does the recognition of the ethical responsibility of knowledge influence the further production or acquisition of knowledge?</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creativity <input checked="" type="checkbox"/> Activity <input checked="" type="checkbox"/> Service <p>Details:</p> <p><i>Continue recycling and composting initiatives</i></p> <p><i>Encourage carpooling or taking alternate transportation to reduce carbon footprint</i></p>

<p>Resources</p> <p><i>List and attach (if applicable) any resources used in this unit</i></p>		
<ul style="list-style-type: none"> ● Oxford Environmental Systems and Societies ISBN 978-0-19-833256-5 ● Biozone Environmental Science Student Workbook ISBN 978-1-927173-55-8 ● Hodder Education Environmental Systems and Societies Study and Revision Guide ISBN 978-1-471-89973-7 ● IB ESS Schoology Group 		

REFLECTION: considering the planning, process, and impact of the inquiry

<p>What worked well</p> <p><i>List the portions of the unit (content, assessment, planning) that were successful</i></p>	<p>What didn't work well</p> <p><i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i></p>	<p>Notes / Changes / Suggestions</p> <p><i>List any notes, suggestions, or considerations for the future teaching of this unit</i></p>