

## Marietta City Schools

### 2023–2024 District Unit Planner

Teacher(s)	IB Chemistry PLC	Subject Group and Course	Group 4 - Chemistry		
Course Part and Topic	Internal Assessment IB Chemistry SL subtopics 11.1 and 11.2	SL or HL / Year 1 or 2	SL Year 2	Dates	Ongoing through Semester 1
Unit Description and Texts		DP Assessment(s) for Unit			
<ul style="list-style-type: none"> <li>Murphy et al. <i>Oxford IB Diploma Programme: Chemistry Course Companion</i>, 2014 edition.</li> <li>Brown and Ford. <i>Pearson Baccalaureate Standard Level Chemistry</i>, 2nd edition.</li> <li>Talbot. <i>Internal Assessment for Chemistry - Skills for Success</i>, 2018 edition.</li> </ul>		<ul style="list-style-type: none"> <li>Internal Assessment (<i>final draft will be marked by Teacher and submitted to IB for moderation</i>)</li> </ul>			

### ***INQUIRY: establishing the purpose of the unit***

Transfer Goals
<p>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.</p>
<ol style="list-style-type: none"> <li><b>Students can</b> design an experiment based on a topic of their choice that includes a proper research question, hypothesis, variables, and procedure.</li> <li><b>Students can</b> analyze the data collected in their experiment to the appropriate level of precision.</li> <li><b>Students can</b> evaluate the data collected in their experiment, including evaluation of experimental error and suggestions for improvement.</li> <li><b>Students can</b> complete a fully focused and properly detailed lab report based on their experiment for their Internal Assessment.</li> </ol>

***ACTION: teaching and learning through inquiry***

Content / Skills / Concepts - Essential Understandings	Learning Process
<ul style="list-style-type: none"> <li>Development and completion of the IB Chemistry Internal Assessment</li> </ul>	<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"> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Socratic seminar</li> <li><input type="checkbox"/> Small group/pair work</li> <li><input type="checkbox"/> PowerPoint lecture/notes</li> <li><input checked="" type="checkbox"/> Individual presentations</li> <li><input type="checkbox"/> Group presentations</li> <li><input type="checkbox"/> Student lecture/leading</li> <li><input type="checkbox"/> Interdisciplinary learning</li> </ul> <p>Details:</p> <p><i>Students will complete their Internal Assessment independently, with feedback from teacher and peers.</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Other(s): <i>lab work</i></li> </ul> <p><b>Formative assessment(s):</b></p>

	<p><i>Checkpoints include IA Proposal and IA Rough Draft</i></p>
	<p><b>Summative assessments:</b></p> <p><i>Final draft of Internal Assessment</i></p>
	<p><b>Differentiation:</b></p> <p><input checked="" type="checkbox"/> Affirm identity - build self-esteem</p> <p><input checked="" type="checkbox"/> Value prior knowledge</p> <p><input checked="" type="checkbox"/> Scaffold learning</p> <p><input checked="" type="checkbox"/> Extend learning</p> <p><b>Details:</b></p> <ul style="list-style-type: none"> <li>• <i>SWD/504 – Accommodations Provided</i></li> <li>• <i>ELL – Reading &amp; Vocabulary Support</i></li> <li>• <i>Intervention Support</i></li> <li>• <i>Extensions – Enrichment Tasks and Project</i></li> </ul>
<p><b>Approaches to Learning (ATL)</b></p> <p><i>Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see <a href="#">the guide</a>.</i></p>	
<p><input checked="" type="checkbox"/> Thinking</p> <p><input type="checkbox"/> Social</p> <p><input checked="" type="checkbox"/> Communication</p> <p><input checked="" type="checkbox"/> Self-management</p>	

☒ Research

Details:

*Students will be continuously challenged to develop higher-order thinking skills as they take prior knowledge, combine it with new content, and synthesize a lab report.*

*Students will communicate their findings to their peers in the form of small-group presentations.*

*Students must use self-management skills to complete the project in a timely and accurate manner.*

*Students will complete background research for their lab report.*

<b>Language and Learning</b> <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 <a href="#">the guide</a>.</i>	<b>TOK Connections</b> <i>Check the boxes for any explicit TOK connections made during the unit</i>	<b>CAS Connections</b> <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>
<p><input checked="" type="checkbox"/> Activating background knowledge</p> <p><input type="checkbox"/> Scaffolding for new learning</p> <p><input type="checkbox"/> Acquisition of new learning through practice</p> <p><input checked="" type="checkbox"/> Demonstrating proficiency</p> <p>Details:</p> <p><i>Content and vocabulary introduced in previous science courses will be used in this unit.</i></p>	<p><input checked="" type="checkbox"/> Personal and shared knowledge</p> <p><input type="checkbox"/> Ways of knowing</p> <p><input type="checkbox"/> Areas of knowledge</p> <p><input type="checkbox"/> The knowledge framework</p> <p>Details:</p> <p><i>Students will share knowledge in their IA.</i></p>	<p><input checked="" type="checkbox"/> Creativity</p> <p><input checked="" type="checkbox"/> Activity</p> <p><input checked="" type="checkbox"/> Service</p> <p>Details:</p> <p><i>Students may apply creativity in their lab work.</i></p> <p><i>The application of their lab work may be used for Activity and Service. A connection to the "real world" and possible extensions are</i></p>

<i>Students will demonstrate their proficiency with scientific language in their IA.</i>		<i>expected in the lab report.</i>
<b>Resources</b> <i>List and attach (if applicable) any resources used in this unit</i>		
<ul style="list-style-type: none"> <li>● Exemplar IA reports on Schoology</li> <li>● Textbooks (Oxford and Pearson - see page 1)</li> <li>● Laboratory resources</li> <li>● Online notes and videos (Schoology)</li> </ul>		

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

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