Marietta City Schools

2023–2024 District Unit Planner

Teacher(s)	IB ESS PLC	Subject Group and Course	Group 4 - ESS		
Course Part and Topic	IA Proposals	**SL or HL / Year 1 or 2**	SL Year 2	**Time**	2 weeks

Unit Description and Texts	DP Assessment(s) for Unit
Students will propose and begin Internal Assessment by writing a proposal, selecting a source of primary or secondary data, and beginning to collect data. Environmental Systems and Societies Oxford 2015 Phenomenon: students will explore the phenomena they choose as it relates to their research proposal.	● Formative/Summative assessment quizzes and activities/reports to check for understanding - Based in IB exam questions and format ● IA Proposal Submissions ● IA Proposal Individual Meetings ● IA Rough Draft Submissions

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: Students may apply their knowledge in primary and secondary data collection and ecosystems and societies to independently research a problem in ESS. Significant ideas: This is an opportunity for students to:

- Apply the skills they have learned
- Pursue personal interests
- Be creative
- Solve problems

ACTION: teaching and learning through inquiry

Content / Skills / Concepts - Essential Understandings	Learning Process
	Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.
<u>Students will know the following content:</u> ● The IA includes all topics, 1-8 <u>Students will develop the following skills:</u> ● Create a research question that has its foundations in the environment **and** society. ● Design and carry out an investigation. ● Write a report between 1,500 and 2,250 words. ● Practice proper references and citations in APA format.	Learning experiences and strategies/planning for self-supporting learning: ☐ Lecture ☐ Socratic seminar ☐ Small group/pair work ☐ PowerPoint lecture/notes ☒ Individual presentations ☐ Group presentations ☒ Student lecture/leading ☒ Interdisciplinary learning Details:

	Students will learn through a combination of presentations, team/small group work, activities surrounding threats to and conservation of freshwater and aquatic food production systems Other(s): Link and spiral other topics via projects
	Formative assessment(s): In class work sessions IA Proposals **Guidance:** The teacher will ● Explain the assessment criteria ● Explain the research guidelines ● Discuss initial ideas ● Review progress with students ● Read **one** full draft of the IA and give written and verbal advice ● Explain the academic honesty policy
International Mindedness: ● **Many students will use secondary data from outside the US.**	**Summative assessments:** IA Rough Draft IA Final Draft (later in year)
	Differentiation: ☒ Affirm identity - build self-esteem ☒ Value prior knowledge ☒ Scaffold learning ☒ Extend learning

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

	Details:
	- *SWD/504 – Accommodations Provided* - *ELL – Reading & Vocabulary Support* - *Intervention Support* - *Extensions – Enrichment Tasks and Project*

Approaches to Learning (ATL)

Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.

☒ Thinking

☒ Social

☒ Communication

☒ Self-management

☒ Research

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

Language and Learning	TOK Connections	CAS Connections
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.	*Check the boxes for any explicit TOK connections made during the unit*	*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.*

Published: August, 2023

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

4

☒ Activating background knowledge ☒ Scaffolding for new learning ☒ Acquisition of new learning through practice ☐ Demonstrating proficiency Details:	☒ Personal and shared knowledge ☒ Ways of knowing ☒ Areas of knowledge ☒ The knowledge framework Details:	☒ Creativity ☒ Activity ☒ Service Details:

Resources

List and attach (if applicable) any resources used in this unit

- 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

- IB ESS inThinking site

Published: August, 2023

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

5

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

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