

# **IB ESS YEAR 2**

Teacher(s)	IB ESS PLC	Subject Group and Course	Subject Group and Course Group 4 - ESS		
Course Part and Topic	IA Work 2	SL or HL / Year 1 or 2	SL Year 2	Dates	2 weeks
Unit Description and Texts		DP Assessment(s) for Unit			
Students complete their rough and final drafts for the IA.		<ul> <li>IA rough draft with extensive written feedback</li> <li>IA final draft</li> </ul>			

## 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 can apply what they have learned in this course to begin their own independent investigations into the natural world and human societies.

#### Phenomenon:

Students choose the overarching phenomenon they will focus on.

## **Review Significant Ideas**

• The IA is an individual investigation of a student-designed research question related to environmental systems and societies.



# 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.	
<ul> <li>Students will know the following content - Knowledge and Understanding:         <ul> <li>Research can be accomplished through a number of school and online databases accessed through the Cobb County Library catalog system or through the open internet.</li> <li>Experimental design for the IA follows a rigorous set of standards for independent variables, dependent variables, and controls.</li> </ul> </li> <li>Life sciences use the APA citation format for bibliographies and in-text citations.</li> <li>Students will develop the following applications and skills:         <ul> <li>Research using academic catalog resources.</li> </ul> </li> <li>Experimental design</li> </ul>	Learning experiences and strategies/planning for self-supporting learning:	
Writing for a formal academic summative paper		
	Formative assessment(s):	
	IA rough draft	
	Guidance:	
	Students will receive informal guidance in class	
	Students will receive extensive written feedback on	



	their IA rough draft.				
	Summative assessments:				
International Mindedness:	IA rough draft summative worth 5% of the course grade				
Most of the students' secondary IAs will be focused on comparing national-level demographic and environmental data. (See Y1 Unit 3 for the Human Development Data Project)	IA final draft summative worth 15% of the course grade				
	Differentiation:				
	☑ Affirm identity - build self-esteem				
	☑ Value prior knowledge				
	⊠ Scaffold learning				
	⊠ Extend learning				
	Details:				
	<ul> <li>SWD/504 – Accommodations Provided</li> <li>ELL – Reading &amp; Vocabulary Support</li> </ul>				
	<ul> <li>Intervention Support</li> <li>Extensions – Enrichment Tasks and Project</li> </ul>				
	,				
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

SEP: Asking Questions and Defining Problems

Developing and Using Models

Analyzing and Interpreting Data

Engage in Argument from Evidence

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.
<ul> <li>☑ Activating background knowledge</li> <li>☑ Scaffolding for new learning</li> <li>☑ Acquisition of new learning through practice</li> <li>□ Demonstrating proficiency</li> </ul>	<ul> <li>✓ Personal and shared knowledge</li> <li>✓ Ways of knowing</li> <li>✓ Areas of knowledge</li> <li>✓ The knowledge framework</li> </ul>	<ul><li>☑ Creativity</li><li>☑ Activity</li><li>☑ Service</li></ul>
Details:	Details:	Details:
Connections:		



#### 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