

IB ESS YEAR 2

Teacher(s)	IB ESS PLC	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			
<ul style="list-style-type: none"> Students complete their rough and final drafts for the IA. 		<ul style="list-style-type: none"> IA rough draft with extensive written feedback IA final draft 			

INQUIRY: establishing the purpose of the unit

<p>Transfer Goals</p> <p><i>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.</i></p>
<p>Statement of Inquiry</p> <p>Students can apply what they have learned in this course to begin their own independent investigations into the natural world and human societies.</p>
<p>Phenomenon:</p> <p>Students choose the overarching phenomenon they will focus on.</p>
<p>Review Significant Ideas</p> <ul style="list-style-type: none"> The IA is an individual investigation of a student-designed research question related to environmental systems and societies.

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	their IA rough draft.
International Mindedness: 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)	Summative assessments: IA rough draft -- summative worth 5% of the course grade IA final draft -- summative worth 15% of the course grade
	Differentiation: <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 Details: <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>
Approaches to Learning (ATL) <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>	
<input checked="" type="checkbox"/> Thinking <input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> 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 <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>
<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 Details: Connections:	<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 Details:	<input checked="" type="checkbox"/> Creativity <input checked="" type="checkbox"/> Activity <input checked="" type="checkbox"/> 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