# DP unit planner 1

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| **Teacher(s)**  | Adam Lerch, Niko Kaikkonen | **Subject group and course** | Biology SL & HL |
| **Course part and topic** | IA | **SL or HL/Year 1 or 2** | Year 2 | **Dates** | Term 2 or 4 |
| **Unit description and texts** | **DP assessment(s) for unit** |
| Physiology IB Biology Course Companion | IA assessment |

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

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| **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.*  |
| Candidates spend approximately three weeks’ worth of lessons (10 hours) working on the practical side of their IAs. This is followed by drafting a report, receiving feedback on the draft and finally composing and submitting a final IA report. The candidates may have to transfer all sorts of skills acquired during the studies up to now, including the practical use of laboratory equipment, use of computing software and online information retrieval, to name a few. Candidates will need to transfer theoretical concepts into practical means for carrying out the IA. |

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

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| **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.* |
| Students will know the following content:What is required for the IA investigation and reporting.The important concepts of their own personal investigations.Students will develop the following skills:Laboratory technique skills.Skills involved in the academic writing process. Students will grasp the following concepts:The connection between the theoretical and practical in the natural sciences. Communication (Writing in academic voice) Cycles: (Writing and revision).Citations and Referencing. \*\*All of these skills will have already been practiced during the EE process.The connection between theory and practice | **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 learningDetails: [ ] Other/s:  |
| **Formative assessment:****This will primarily take place in the form of a commenting on the initial research question / plan, face to face feedback and discussions as the practical work is being carried out, face to face feedback sessions with all students based on their report drafts.**  |
| **Summative assessment:****The IA assessment and its moderation.** |
| Differentiation:[ ] Affirm identity—build self-esteem[ ] Value prior knowledge[ ] Scaffold learning[ ] Extend learningDetails: |
| **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*](http://ibpublishing.ibo.org/dpatl/guide.html)*.* |
| [ ] Thinking[ ] Social[ ] Communication[ ] Self-management[ ] ResearchDetails:  |
| **Language and learning***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*](http://ibpublishing.ibo.org/dpatl/guide.html)*.* | **TOK connections***Check the boxes for any explicit TOK connections made during the unit* | **CAS connections***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.* |
| [ ] Activating background knowledge[ ] Scaffolding for new learning[ ] Acquisition of new learning through practice[ ] Demonstrating proficiencyDetails: | [ ] Personal and shared knowledge[ ] Ways of knowing[ ] Areas of knowledge[ ] The knowledge frameworkDetails: Sliding filament theory is a good example of how we know things in science even if we cannot necessarily directly view them. | [ ] Creativity[ ] Activity[ ] ServiceDetails:  |
| **Resources***List and attach (if applicable) any resources used in this unit* |
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***Stage 3: Reflection—considering the planning, process and impact of the inquiry***

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