



Extended Essay

City High Middle School

What is the extended essay?

- × **Unique** opportunity for students to explore an academic area in which they have a personal interest
- × **Independent** written research paper that allows students to demonstrate their passion, enthusiasm, and intellectual initiative
- × **Formal** piece of sustained academic writing containing no more than 4,000 accompanied by a reflection of no more than 500 words.





Who is involved?

IB Coordinator (Mr. Antuma), EE Coordinators (Ms. Jones and Ms. Emperor), Mentor, Student

- × Mentor and student meet for informal and formal meetings to go over current progress. Total = 3-5 hours together.
- × Complete EE/RPPF Formal Reflection document together (to be sent to IB with EE).
- × This reflection is worth 4 pts on your rubric.



***Real picture of Ms. Jones and Ms. Emperor**

**Your friendly neighborhood
EE coordinators**

Why does it matter?

- × **STUDENTS MUST PASS THE EE TO GET THE IB DIPLOMA!**
- × Helps prepare you to write subject specific essays in college.
- × A great way to explore interesting topics you only begin to discuss in class.
- × Demonstrate personal expression and research skills.



What class do I do this in?

The EE is NOT associated with a specific class. It is an **independent responsibility** of the student.

EE lessons and support will be provided in Junior & Senior **CORE ADVISORY classes**.

What is the process like?

- × Through guided lessons in your junior and senior year 8th hour (Core Advisory) classes, you will select a subject, topic, research, and write.
- × **Junior year**- primarily explore your subject guide and topic, meet with your mentor and create an outline.
- × **Senior year**-focus on writing the essay, editing the essay, and polishing it for submission
- × **Finally** meetings with mentors in order to add to reflections and understanding of the process.

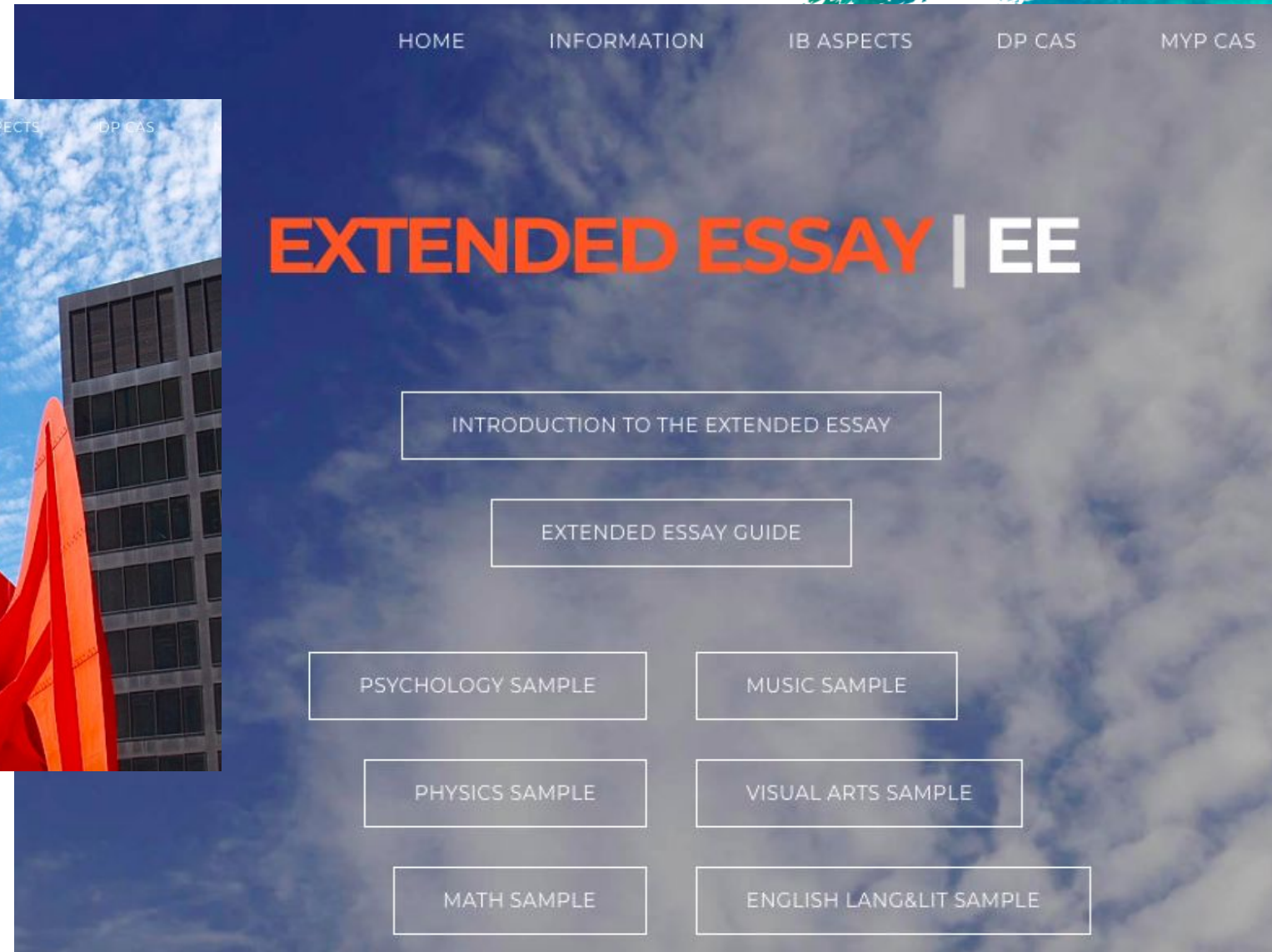
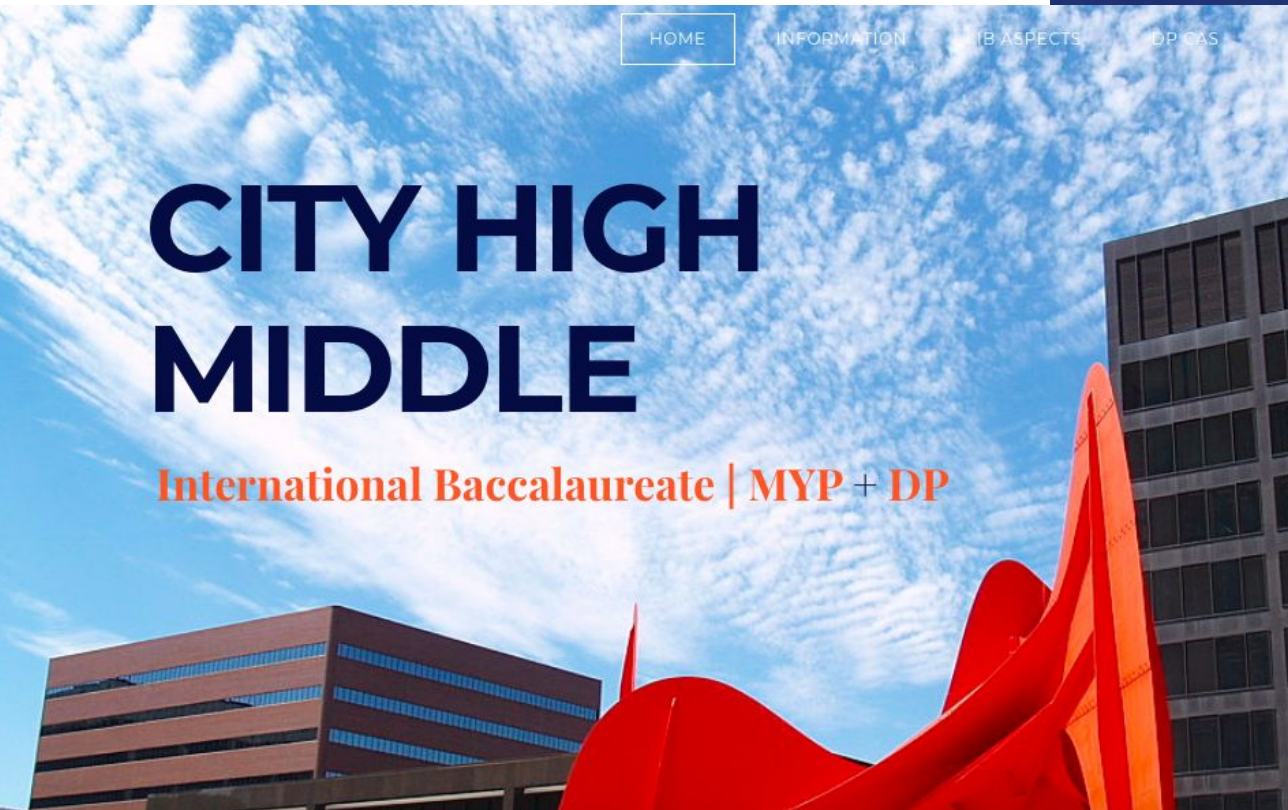


How am I graded?

- × Externally assessed by the IB!
- × Each subject has a subject guide students can use as a guidebook.
- × **Rubric:**
 - × Criterion A: Framework- **6**
 - × Criterion B: Knowledge & Understanding- **6**
 - × Criterion C: Analysis and Line of Understanding- **6**
 - × Criterion D: Discussion and Evaluation- **8**
 - × Criterion E: Reflection- **4 = 30 points IB Score**
- × **Internal checkpoints:**
Core Advisory and TOK grades

Where can I find more info?

CHMSIB.COM



Accountability

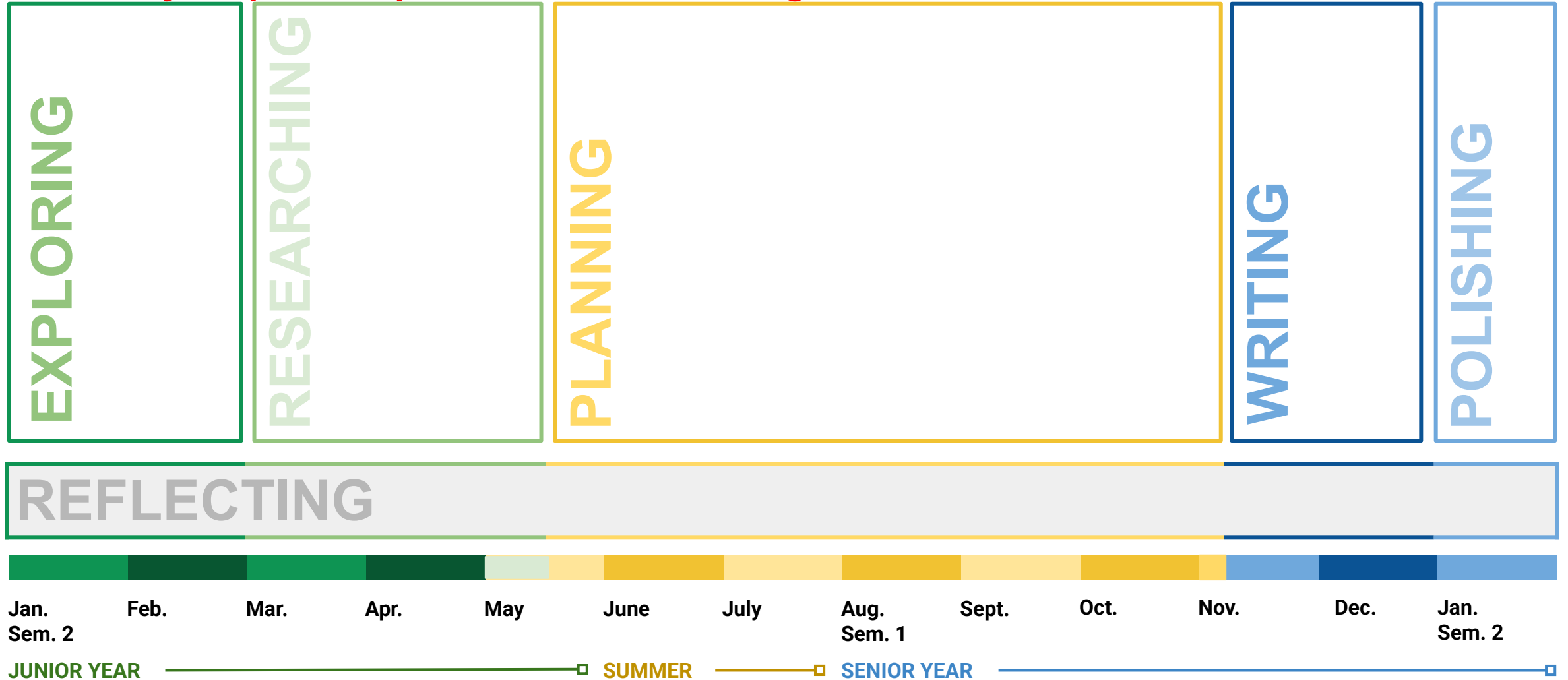
If a student fails to meet deadlines: outline, draft, final submission, then an Accountability Meeting will be scheduled with all stakeholders involved: student, parent, mentor, EE Coordinator(s), and IB Coordinator.

This meeting is held to address the reason why the student is currently off track in the EE process and to develop a strategy for success. This meeting is designed to ensure accountability and support.

It is clearly understood that the completion of the Extended Essay is a graduation requirement of City High Middle and necessary for achieving the IB diploma.

EXTENDED ESSAY | PHASES

Majority of the process is researching!



Starting next week...

EE Checkpoints in Core Advisory designed to help you explore and make decisions about a subject and a topic so that you can begin your research journey!



Step 1: Choose a subject area

× **You MUST write in a subject you are taking in DP:**

- × English
- × Language B
- × History
- × Sciences: Biology, Physics, Chemistry, ESS
- × Mathematics
- × Psychology
- × Visual Arts
- × Music
- × Film
- × Global Politics?



Step 2: Required Reading

To begin the EE process, students must all read...

- × Assessment Criteria/RUBRIC
- × Subject-Specific Guide
- × IB Academic Honesty Policy



Step 3: Start Research

Read as much as you can of what has already been written about your topic!

This will guide and improve their work. It will help them to:

- × Contextualize their research question and subsequent findings
- × Meet criterion B: demonstrating knowledge and understanding.
- × Keep a research log and annotated bibliographies as asked.
- × Research databases provided by school -- GALE
- × Responsible to **cite properly** the resources they use and to check their work for plagiarism.
- × All subjects use APA except for English, which uses MLA and History uses Chicago.
- × It is a good idea for students to have **at least** 10-15 sources that support their topic.



Step 4: Finalize Topic

Students first need to identify the broad area of inquiry they are interested in.

Sources of ideas may include:

- × Work already undertaken as part of the course
- × Preliminary reading of academic journals and reputable scholarly e-resources.
- × Conversations with teachers, fellow students, and librarians can help refine topic.



Step 5: Mentor Assignment

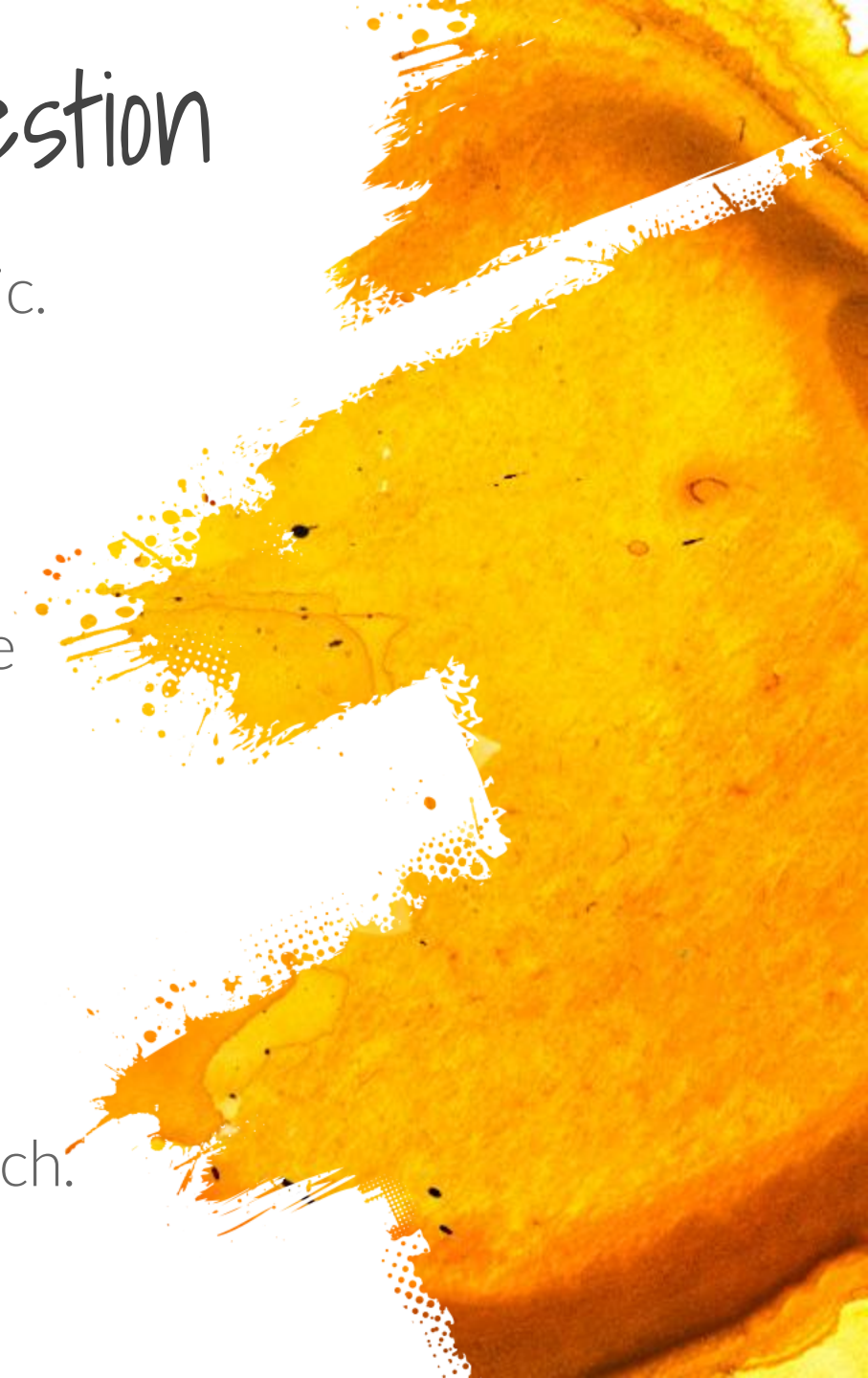
In order for students to be successful in the completion of the extended essay, the process needs to be structured and must incorporate a supervision process of 2-4 recommended hours to include three formal reflection sessions between the student and the supervisor as well as supervision sessions called check-in sessions.

Mentors are chosen for students, based on subject and availability.



Step 6: Develop a Research Question

- × **Clear and focused** question centred on a research topic.
- × NOT a hypothesis or statement of intent is not acceptable.
- × Providing a path through which students will undertake the research and writing process.
- × Sometimes students may need to revise their research question; should be considered provisional until final submission.
- × Should account for their analysis as well as their research.



Step 7: Outlining the Essay

- × Students are given an outline organizer in order to plug in and organize their research.
- × Students are required, before the summer break to organize their ideas, analysis, and research in a document sent to their mentor.
- × This way students can continue to work on and research their subject throughout the summer.

Name: _____
Date: _____
EPIC Teacher: _____
EE Mentor: _____

Extended Essay Outline

Please complete the relevant components of the Extended Essay outline in a detailed and comprehensive fashion. **The goal of the outline is for you to capture the research you have acquired this school year and organize your thoughts in a linear fashion.** When possible, include actual evidence (quotes) from your research in order to support your argument. Make sure that all of your arguments connected back to your thesis statement and research question.


Although this outline template is intended to be universal and be generally relevant to all subject areas, there may be specific requirements for a subject area that differ; it is difficult to create a "one size fits all" outline that perfectly aligns with all subject requirements. **Please pay close attention provided to you by your subject guide and mentor. Some subject-specific requirements can also be found on the last page of this document.**

This document should be saved in your Extended Essay Google Drive folder, where you are documenting your entire EE process. **This will be counted as a summative assessment in TOK and a grade in EPIC in the fourth marking period.**

Extended Essay Outline must be emailed to your EE Mentor by 11:59 pm on May 23, 2019.

Essay Subject:

Essay Topic:

here to search 

Step 8: Drafting the Essay

- × Encouraged to draft the essay throughout the summer and during the year
- × Two days in October and three days in
× December, in order to draft and proof the essay
- × By working on Internal assessments during the year, students can gain insight into writing their Extended Essay.
- × Workdays are intensive and needed to work on the essay and receive support from mentors and coordinators



Step 9: Feedback from Mentor

- × Students are required to meet with their mentors formally 3 times and informally at least 2 times.
- ×
- × The formal meetings will have reflection piece of the students process growing as a writer and learner.
- × Students can receive advice on their essay at any time.



Step 10: Polish Draft - Final Submission!

- × Students will receive the opportunity to work on polishing their essay.
 - × Adding evidence to prove their arguments
 - × Checking citations
 - × Checking the presentation of their essay
 - × Meeting with their mentors in order to ask any late minute questions
 - × Proofreading and meeting peers to finish essay
- × Discussing the rubric and requirements of the subject guide
- × The end of this week, students will formally submit their essay to turn-it-in and their mentor

Step II: Viva Voce

- × After the writing process, students have had time to think about the creation and research they have done for their essay.
- ×× Helps students reflect on their writing and research process and concludes the interview and writing process
- × Not only does this help the student on the aspect of the reflection rubric but allows the mentor to reflect for the examiner on the holistic aspect of the rubric.



Examples

Subjects, Topics, and
Suggested Approaches



English

Topic	The treatment of prejudice in novels
Research question	How far are the approaches to prejudice and discrimination different in <i>To Kill a Mockingbird</i> and <i>The Kite Runner</i> ?
Approach	The identification of types of prejudice (religious, racial, caste, gender, as appropriate) in the novels and the selection of detailed incidents and/or character studies for close analysis. Some background research into 1950s America and Afghanistan between 1970 and the mid-1990s may be helpful in establishing a context for the argument and a comparative element to the discussion.

Language Acquisition

Language	Mandarin
Topic	The influence of information technology on Mandarin vocabulary
Research question	How has the common terminology of information technology been incorporated into everyday Mandarin?
Approach	A study of the use of foreign terms compared to native terms in information technology and how those terms have become accepted in standard Mandarin.

History

Topic	The origins of the Cold War in Europe 1945-48
Research question	How far was the Christian Democrat victory in the Italian elections of 1948 influenced by Cold War tensions?
Approach	Reading is undertaken to fully understand the context and the importance of this election as the first in post-war republican Italy. More detailed research may be carried out to determine the methods used by the Italian Communist Party and the Christian Democrats to rally their supporters and also any role played by the USSR and the US in influencing the outcome. Both primary and secondary sources would be accessible and should be used. An examination, and evaluation, of different interpretations would be carried out as well as consideration of domestic factors to be weighed against the influence of the Cold War, allowing a conclusion to be reached.

Sciences- Physics

Topic	The relationship between the dimensions of an exhaust pipe and the sound it emits
Research question	What is the relationship between the length of an exhaust pipe and the frequency of the sound it emits?
Approach	A clear opportunity for theory here and this can be supported by a student-designed simulation. Conducting the experiments may be difficult but can be achieved by analysing the recorded sound.

Sciences- ESS

Topic	The economic impact of the 1995 reintroduction of grey wolves to Yellowstone National Park
Research question	To what extent has the 1995 reintroduction of grey wolves (<i>Canis lupus</i>) in Yellowstone National Park affected ecotourism in the Greater Yellowstone area?
Approach	<ul style="list-style-type: none">● You would need to start with how many wolves were there before and after the reintroduction.● What marker of Ecotourism will be used?● Could we use the visitors in the park?● How would we quantify this?● Could we use this as a marker to see if there is a correlation between ecotourism and whether that increased the wolf population?

Sciences- Biology

Topic	Urease from Soy Beans
Research question	How does the level of urease activity differ between dried and fresh soy beans?
Approach	The enzyme is extracted from dried and fresh soy beans. Urease activity is measured by monitoring the pH of the solution using a suitable approach such as a pH probe or indicator.

Sciences- Chemistry

Topic	A spectrophotometric investigation into the effect of temperature on the kinetics of a photochromic dye fading.
Research question	What is the effect of decreasing the temperature on the reaction rate and rate constant of fading of a photochromic dye?
Approach	<ul style="list-style-type: none">● A discussion of terms and a defining of how they relate to the topic.● Research would be need on kinetics and photochromic dye fading.● What temperatures will affect the dye and what will not?● Are there situations in which they dye will not be affected?● What is the importance of this study and who will benefit from it?

Mathematics

Topic	The exponential function and the measurement of age and growth
Research question	How does the exponential function, and its calculus, inform areas of science such as nuclear physics, geology, anthropology or demography?
Approach	Use one of the settings where exponential growth applies, perhaps modelling the world's population, to describe the phenomenon. Show how it is applicable in mathematical models of other real situations.

Visual Arts

Topic	Cultural influences on Pablo Picasso's work
Research question	Picasso: individual genius or cultural thief?
Approach	An investigation of the extent to which selected images in Picasso's work may have been appropriated from other cultural sources.

Music

Topic	Ennio Morricone's film music
Research question	What compositional techniques support characterization in the music Ennio Morricone wrote for the film <i>The Mission</i> ?
Approach	<ul style="list-style-type: none">• A study of pitch, motives, orchestration and texture used in three pieces from the soundtrack to <i>The Mission</i> (musical analysis).• An investigation to determine and discuss how Ennio Morricone's use of musical elements and compositional devices support characterization in the film (eg comparative analysis, questionnaires, literature review).

Psychology

Topic	Gender-related colour choices
Research question	To what extent is preferred colour choice acquired in young children?
Approach	<ul style="list-style-type: none">• Recent fashions in the colours of children's clothing, furnishings and toys seem to have reverted from gender-neutral schemes to pink for girls and blue for boys. This provides material for investigating the question of the extent to which such choices are the result of socialization or of innate predisposition.• A comparison of evaluated published research findings supporting each type of explanation, having linked the studies to relevant psychological theory.• Findings and related interpretations regarding the research question from different decades and/or cultural groups could be compared and evaluative commentary provided, focusing on addressing the "To what extent" aspect of the question, culminating in an informed summary conclusion.

Timeline

Class of 2026



Timeline - Junior Year

Date	Day	Student Checkpoints	Phase
Junior Year (2025)			
Feb. 13	Thursday	Extended Essay Overview Presentation - Core Advisory	Exploring
Feb. 27	Thursday	EE Checkpoint #1 - Overview Presentation Follow-up	
Mar. 20	Thursday	EE Checkpoint #2 - Topic Brainstorming	
Apr. 3	Thursday	EE Checkpoint #3: Subject Guide Dig	
		Independent Brainstorm Window <ul style="list-style-type: none"> ● Exploring research available for topics ● General googling of potential topics ● Conversations with teachers and other adults about topics 	

Timeline - Junior Year

Spring Break			
Apr 24	Thursday	EE Checkpoint #4: Subject Area Workshop (Switching out 4 for 7, as a way to eliminate any confusion) Subject-specific workshops via Recorded Messages from each Subject Area Discuss specific details of an EE in this subject Read an essay sample in your subject Teachers new to subject areas can also view videos.	
Apr 25	Thursday	SUBJECT AREA SELECTION FORM DUE	
May 1	Thursday	EE Checkpoint #5: Topic Exploration	
Before May 9		Meet your mentor day! Informal Meeting #1 Meet mentor, discuss your topic viability, set first meeting time	
May 8	Thursday	EE Checkpoint #6: Start bibliography creation EE Note Taking and Research Template	
May 15 May 22	Thursday	Independent Research Window <ul style="list-style-type: none"> - Finding researching related to topic - Reading research and taking notes - Building bibliography 	Researching
May 29	Thursday	Independent Research Window	
May 29	Thursday	EE BIBLIOGRAPHY due at 8 pm to mentor and 8th hour teacher	

Timeline - Senior Year

Senior Year (2025-2026)			
Sept 8-11		Informal mentor meeting #2 Review sources and where you think you are going, moving into the outlining phase	Planning
Sept 11	Thursday	EE Checkpoint #8 - EE Research Question Lesson	
Sept 18	Thursday	EE checkpoint #9 - Criterion E Lesson	
Sept-Nov	Thursdays	Senior Core Assignment: Spend at least one-half of an hour researching in 8th hour	
Nov 25	Tuesday	Outline Workday - full day	
Nov 25	Tuesday	DETAILED outline DUE @ 11:00pm to mentor	
Thanksgiving Break			
Before Dec 12	Friday	Formal mentor meeting #1 Get feedback on Outline from Mentor Complete Box #1 on EE/RPPF Document (Edit using Doc Hub)	
Dec 18	Thursday	Independent Research/Refine Window <ul style="list-style-type: none"> - Bulk up your research - Find new sources - Add to/edit/revise your Outline - Make a plan for drafting 	

Timeline - Senior Year

Senior Year (2025-2026)			
Sept 8-11		Informal mentor meeting #2 Review sources and where you think you are going, moving into the outlining phase	Planning
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Thanksgiving Break			
Before Dec 12	Friday	Formal mentor meeting #1 Get feedback on Outline from Mentor Complete Box #1 on EE/RPPF Document (Edit using Doc Hub)	
Dec 18	Thursday	Independent Research/Refine Window <ul style="list-style-type: none"> - Bulk up your research - Find new sources - Add to/edit/revise your Outline - Make a plan for drafting 	

Timeline - Senior Year

Winter Break			
Jan. 8 and 15		Independent Research/Refine Window <ul style="list-style-type: none"> - Bulk up your research - Find new sources - Add to/edit/revise your Outline - Make a plan for drafting 	
Jan 21 Jan 22	Wednesday and Thursday	Draft Writing Days <ul style="list-style-type: none"> - Criterion D lesson - EE Rubric Lesson 	Writing
Jan 22	Thursday	EE Draft Due @ 11:00 PM to mentor via TurnItIn	
Before Feb. 13		Formal mentor meeting #2 Receive feedback from mentor about DRAFT Complete Box #2 on EE/RPPF Document	
		Independent Revision Window <ul style="list-style-type: none"> - Begin transforming your first draft into your final draft - Create a personal writing schedule - Seek feedback from peers 	Revising
Feb 17	Tuesday	EE Polish Day	
Feb 17	Tuesday	EE Final Draft Due @ 11:00 pm to mentor via TurnItIn	

Timeline - Senior Year

Feb 20	Friday	EE Party Time!	
Feb 23 Mar 10		Viva Voce Complete Box #3 on EE/RPPF Document Reflective conversation with mentor about your engagement in the process of writing the EE	Reflecting