



## Unit Premier: Colonizing A New Earth

In this unit, your child will be exploring the impact of human migration and colonization of new places. At the end of the unit, we will colonize a new planet that is geologically and physically similar to the Earth, but has not yet been touched by human hands and has not felt the impact of our choices. We will use our knowledge of resources, advantages for life, and climate to colonize a piece of this planet. This is directly impacted by students’ knowledge of the Learner Profile, where the aim is to develop internationally minded people who recognize the shared guardianship of a place, or in this case a planet, to help create a better and more peaceful world.

### IB Instructional Elements

**THEME**

Six transdisciplinary units that: have global significance and offer students the opportunity to explore the communities of human experience.

- Where We Are in Place and Time**—An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- Lincoln Curriculum Connection**—Students will embark on a journey through history, exploring human migration and its effects on our environment. Students will learn how they connect with people, from both local and global perspectives. Building that interconnectedness between individuals and their feelings gives students the opportunity to stand up and take action.

**LEARNER PROFILE**

A set of attributes that, taken as a whole, lay the foundation upon which international-mindedness will develop and flourish.

- Inquirer**—Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.  
⇒ **Lincoln Curriculum Connection**—Students will use wondering and questioning to conduct inquiry, research sustainability and how geographical features and resources influence migration.
- Communicators**— Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.  
⇒ **Lincoln Curriculum Connection**—Students will work in teams to create an Earth-like planet. Students must collaborate and combine ideas using their communication skills to create a new planet that can sustain life. Students will explore the reasons behind and the effects of human migration. This will be done through communication in a variety of ways including dialogue, hands-on activities, research, and presentation skills.
- Knowledgeable**—Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.  
⇒ **Lincoln Curriculum Connection**—Students will become knowledgeable as they dig into the effects of human migrations and its impact on societies and the environment. Through inquiry and research students will begin to develop connections with migrators, from both a local and global perspective.

**ATTITUDES**

Expressions of fundamental values, beliefs and feelings about learning, the environment and people.

- Commitment**—Being committed to their own learning, persevering and showing self-discipline and responsibility.  
⇒ **Lincoln Curriculum Connection**—Students must commit to their team that they will do their part in each task. In order to assure accountability, each student will have their own packet to keep up with and fill out throughout each task.
- Creativity**—Being creative and imaginative in their thinking and in their approach to problems and dilemmas.  
⇒ **Lincoln Curriculum Connection**—Students will work as a team to develop an Earth-like planet. They will be asked to create a year calendar based off of their new planets lunar cycle and rotational and revolutionary period. Students will have to reflect and modify in order to solve problems that may occur.
- Confidence**—Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.  
⇒ **Lincoln Curriculum Connection**—Students are forced to take risks throughout their summative tasks. Through reflection and modification students will build a sense of confidence when applying their new knowledge to make appropriate decisions for their developing colony on the new planet.

**KEY CONCEPTS**

Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.

- Causation**—The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.  
⇒ **Lincoln Curriculum Connection**—Throughout this unit students will develop an understanding that every action has a consequence. Students study the effects of causation through human migration. Students will inquire and research the affects human migrations have on societies and the environment.
- Connection**—The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.  
⇒ **Lincoln Curriculum Connection**—This unit makes many connections to our everyday life. Students will begin to develop an interconnectedness between individuals and their feelings from both a local and global perspective. Through our class read aloud “Home of the Brave”, students begin to understand that we develop different perspectives based off of our cultural upbringing, where we were raised, and what we believe in. This affects how we as individuals interpret different situations.
- Responsibility**—The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.  
⇒ **Lincoln Curriculum Connection**—Each student is held responsible for keeping track of all their materials and research and completing the tasks in the time-allowed.

**Transdisciplinary Skills**

Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.

- Communication**—Listening, speaking, reading, writing, viewing, presenting, non-verbal communication  
⇒ **Lincoln Curriculum Connection**—Students must be able to communicate with their classmates using a variety of different communication skills. This unit teaches the students how to collaborate as a group. Students will learn to speak and listen in a group while using positive phrasing. Students will communicate with one another through an iBook presentation allowing students to express their thoughts and ideas through reading, writing, and other non-verbal communication skills.
- Research skills**—Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings  
⇒ **Lincoln Curriculum Connection**—The students will be quite the inquirers at the end of this unit. Students will use their research skills daily as they complete their summative tasks. Students are required to plan, collect data, and present their research findings of their inquiries to their team almost daily throughout the unit. If there is a problem or dilemma the students must reflect and modify using inquiry to figure out a solution.
- Self-Management**—Gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior, informed choices  
⇒ **Lincoln Curriculum Connection**—This is a major skill in this unit. Students will organize their research and keep track of their personal and team data collected throughout the unit. Students will be given deadlines and in order to meet these deadlines students will use/develop their time management skills. To help them do so, each team will be given a stop watch to manage their time by setting agreed-upon time limits for each section of the tasks .