



## Unit Premier:

### How We Express Ourselves

In this unit, your child will be inquiring and reflecting about how actions influence the world around them. Using a variety of sources, students will explore environmental and social issues locally and globally. They will be able to express themselves by making responsible choices that are environmentally friendly. Students will think like scientists and engineers in problem solving. By the end of the unit, your child will know how to take action and raise awareness about societal issues.

## IB Instructional Elements

### Theme-

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

- **How We Express Ourselves**—An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **Lincoln Curriculum Connection (LCC)**—Students will express themselves using their beliefs and feelings of societal issues.

### 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.
- **LCC**—Students will use wondering and questioning to conduct inquiry and research on our effect on environmental issues.
- **Communicators**—Students understand & express ideas & information confidently & creatively in more than one language & in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **LCC**—Students will work in teams to take action and raise awareness by creating a community service project to help reduce the amount of pollution that is being carried to the Great Pacific Garbage Patch. Students will create a commercial to persuade other students to follow their actions of civility. Commercial will air on JTV to raise awareness and encourage students to use new recycling bins on campus.
- **Caring**—Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **LCC**—Students will show compassion for our environment by initiating a school wide recycling reform.

### 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.
- **LCC**—Students will make a commitment to take the necessary action in keeping our environment clean and raise awareness in preventing further problems.
- **Respect**—Respect themselves, others and the world around them.
- **LCC**—Students will show respect for our community and environment by taking action.
- **Appreciation**—Appreciating the wonder and beauty of the world and its people.
- **LCC**—Appreciation of the wonder and beauty of the world and what we can do to preserve it for our future.

### 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.
- **LCC**—Throughout this unit students will develop an understanding that every action has a consequence. Students study the effects of causation through pollution and other environmental issues. Students will inquire and research the affects humans can have on the environment.
- **Form**—The understanding that everything has a form with recognizable features that can be observed, identified, described, and categorized.
- **LCC**—This unit students will be making observations on different types of pollution and categorizing them based on properties of matter.

### 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  
**LCC**—Students will express themselves by writing a letter to a community leader to raise awareness about an environmental issue.
- **Research skills** Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings
- **LCC**—Students will develop inquiry about the effects of trash pollution locally and globally.
- **Thinking** Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition
- **LCC**—Students will use information gained from research and investigation to make a recycled useful product.