



“There are far, far better things ahead than any we leave behind”
 - C.S. Lewis

Our goal for our children is to follow these profound words. We want to raise children that understand that their choices have an impact, just like so many that have gone before us and changed our societies.

In our Where They Are In Place and Time unit, students will begin to understand that changes impact individuals in the societies they have left and the ones they are traveling to. We will look at the explorers that have shaped our societies and helped to design our systems and laws. Students will explore weather patterns and the impact they have on the development of new societies and customs.

Just like your children have adapted to our classroom communities, our hope is they will understand that hundreds have gone before them and adapted to new times and places that have forever changed our futures.

IB Instructional Elements

Theme-

Our IB curriculum is comprised of six transdisciplinary units that have global significance and offers students the opportunity to explore human experiences.

- **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 the interconnectedness of individuals and civilizations, from local and global perspectives.
- **Lincoln Curriculum Connection**— Students learn how change impacts individuals and their communities.

Learner Profile

The Learner Profile is a set of attributes that, taken as a whole, lay the foundation upon which international-mindedness will develop and flourish

- **Caring**— They show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Lincoln Curriculum Connection**— Students show respect and understanding as they learn about the histories of their ancestors.
- **Open-Minded**— They critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and are willing to grow from the experience.
- **Lincoln Curriculum Connection**— Students listen and empathize with their peers as they share about their families’ histories during morning meetings.
- **Courageous**— They approach uncertainly with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.
- **Lincoln Curriculum Connection**— Students become knowledgeable about the trials and tribulations that explorers faced during migrations.

Attitudes

Attitudes are expressions of fundamental values, beliefs and feelings about learning, the environment and people.

- **Empathy**— is imagining themselves in another’s situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
- **Lincoln Curriculum Connection**— Students discuss what it would be like to have been an explorer migrating and how those emotions would have impacted their decisions.
- **Tolerance**— is being sensitive about differences and diversity in the world and being responsive to the needs of others.
- **Lincoln Curriculum Connection**— Students collaborate on an inquiry-based project to create a new establishment for a family that migrates because of a situation beyond their control.

Key Concepts

Key Concepts are 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.

- **Function**— The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
- **Lincoln Curriculum Connection**— Students help develop the classroom essential agreements that will serve as the framework for behavior in the classroom community.
- **Change**— The understanding that change is the process of movement from one state to another. It is universal and inevitable.
- **Lincoln Curriculum Connection**— Students understand that humans adapt to new environments.
- **Connection**— The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
- **Lincoln Curriculum Connection**— Students develop an understanding of how communities function with multiple systems working at once.

Transdisciplinary Skills

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

- **Research Skills**— Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.
- **Lincoln Curriculum Connection**— Students will monitor and chart weather patterns.
- **Social Skills**— Working cooperatively in a group; being courteous to others; sharing materials; taking turns
- **Lincoln Curriculum Connection**— Students will cooperate and work collaboratively to make group decisions about the shelter they will design