



Unit Premier:
Where Are in Place and Time.

"Sailing across the sea of possibility, I see a world of opportunity in front of me."

Our third graders will embark on a journey of discovery to study how the environment influences the development of settlements. Thinking about the IB theme "Where we are in place and time," students will evaluate how the relationships between humans and the environment are interconnected locally and globally.

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 time and place – 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 (LCC)– Students will create a brochure for a new settlement. Students will write an explanation within their brochure about which environmental features influenced their choice of settlement.

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

Learner Profile Attributes

Well Balanced: Students will express themselves orally and in writing; take turns with their communication and learn other languages in addition to their own.

LCC: Students will explore and utilize the different physical and cultural features to create their new sustainable settlement.

Courageous: Students venture to improve their language; strive to learn new writing, reading and speaking skills through practice and feedback; and strive to acquire a new language.

LCC: Students will present their new settlement to their peers and explain their reasoning for including each different feature.

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

Curiosity: Being curious about the nature of learning, about the world, its people and cultures.

LCC: Students will be researching questions they have about different cultures.

Independence: Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.

LCC: Students will think and act independently by creating their new settlements.

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: Students will research characteristics of areas that influence settlements, specifically Canada, Mexico, United States and the Caribbean Islands.

Connection– The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

LCC: Plants, animals and people have physical and behavioral characteristics that enable them to survive. Students will conduct an experiment- about plant growth with 2 types of soil. Students will graph and analyze data about best condition for plant growth. Students will experiment with transpiration using celery and food coloring. Students will observe and record changes in the celery over the course of three days.

Change: The understanding that change is the process of movement from one state to another. It is universal and inevitable.

LCC: Settlements have changed over time as natural resources and technology deplete and evolve. Students will research how a variety of settlements have changed over time. Students will reflect on how these settlements changed using the Colonial Times webquest.

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.

Social skills Accepting responsibility, respecting others, cooperating, group decision-making resolving conflict, a variety of group roles.

LCC: Group Decision Making – student groups will discuss ideas about what infrastructure is needed in their new colony to support plant and animal life.

Research Skills -Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings.

LCC: Planning – students will plan a vacation based on selected settlement criteria. Students will plan a new sustainable settlement based on researched information.

Communication: Listening, speaking, reading, writing, viewing, presenting, non-verbal communication

LCC: Reading a Variety of Sources - Students will use a variety of nonfiction text and multimedia to learn about physical and behavioral characterizes of plants and animals.