

# Unit Premier: Who We Are



In this unit, your child will be challenged to consider the needs of others in their community and make a difference with their action. As we explore, your child will acquire knowledge through inquiry and will participate in creating a community garden. Students will work together to make fair decisions that are based on equality while sharing the

## IB Instructional Elements

### Theme-

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

**How the World Works-** human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Lincoln Curriculum Connection-** *Developing social and self-management skills, conducting science investigations and understanding scientific knowledge, to explore communities of human experience and relationships.*

### Learner Profile

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

- **Balanced:** They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.  
**LCC-** Students will consider the well-being of others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.  
**LCC-** Students will reflect on the rules to follow and their responsibilities.
- **Caring:** They 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 make a personal commitment to service.

### 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 take responsibility for our community.
- **Empathy-** 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 perspective of others.  
**LCC-** Students will demonstrate understanding the plight of community problems.

### 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.

- **Responsibility-** The understanding that people make choices based on their understanding and the actions they take as a result do make a difference.  
**LCC-** Students will gain a responsibilities of citizens towards their communities.
- **Reflection-** The understanding that there are different ways of knowing, and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.  
**LCC-** Students will learn fairness in society and ways communities solve problems.

### 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-** Working cooperatively in a group to take a share of the responsibilities, while making decisions based on fairness and equality.  
**LCC-** Students will demonstrate accepting responsibility, respecting others, and cooperation.
- **Self- Management-** Selecting an appropriate course of action or behavior in order to achieve a balanced lifestyle; while knowing and appropriate rules or operating procedures of groups of people.  
**LCC-** Students will learn about healthy lifestyles, codes of behavior, and making informed choices.