



Unit Premier: Who We Are

In this unit your child will learn how knowledge helps us gain insight into personal challenges. Students will experience how people approach obstacles in a variety of ways as they attempt to solve a variety of challenges including tracking and locating a lost Iditarod musher and locating resources using mapping and geography skills. Students will explore concepts of time, energy, problem and solution and use their experiences to shape their perspectives, beliefs, and relationships.

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 nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
 - **Lincoln Curriculum Connection (LCC)**– Students will acknowledge and reflect on their growth and successes by facing and overcoming a series of challenges.

Learner Profile

- A set of attributes that, taken as a whole, lay the foundation upon which international-mindedness will develop and flourish
- **Thinker**– Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
 - **LCC**– Students will use critical thinking to locate a lost Iditarod musher.
 - **Reflective**– Students will 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 journal successes and personal changes over the course of the unit.
 - **Knowledgeable**– Students will explore concepts, ideas and issues that local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
 - **LCC**– Students will learn about the tradition of the Iditarod races, including tracking a real musher in that year’s race.

Attitudes

- Expressions of fundamental values, beliefs and feelings about learning, the environment and people.
- **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 perspectives of others.
 - **LCC**– Students will reflect on how others approached each challenge and put themselves in the shoes of Edward from our read aloud story, The Miraculous Journey of Edward Tulane.
 - **Enthusiasm**– Enjoy learning and willingly putting the effort into the process.
 - **LCC**– As each challenge is overcome students are excited to complete another.
 - **Integrity**–Being honest and demonstrating a considered sense of fairness.
 - **LCC**– Students develop within themselves a sense of fairness for all through the completion of each problem set.

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.
- **Perspective**—The understanding that knowledge is moderated by perspectives, different perspectives lead to different interpretations, understanding and findings; perspectives may be individual group, cultural or disciplinary.
 - **LCC**– Students will use the opinions of their challenge task team members in order to locate lost mushers.
 - **Function**– The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
 - **LCC**– Students will create a device that use light energy and reflection or refraction to locate lost mushers.
 - **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**– Each student will journal their emotional growth and successes over the course of this unit.

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 use cooperation, in the form of oral, written and nonverbal communication to develop a plan and implement ways to overcome each challenge.
 - **Social**–Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, adopting a variety of group roles.
 - **LCC**– Students will take on each challenge and work as a team to solve each task.
 - **Thinking** Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition
 - **LCC**– Students will acquire knowledge and evaluate clues and maps to determine the location of their mushers. Team members will