

# IB Inquirer 3



Who Wants to be a  
Millionaire?

Unit 1



## Transdisciplinary Theme:

How We Organize Ourselves - economic activities and their impact on humankind and the environment

## Central Idea:

The economic choices we make affect others.

A study into (lines of inquiry):

- The purpose and use of money around the world (function)
- Goods and services (responsibility)
- Supply and demand (connection)

## Background:

Students will study supply and demand, and goods versus services. They will look at various types of advertising, and determine the effectiveness of different modes of communication. They will hear from guest speakers about business models and organizations involved in charitable giving.

## Student Final Project:

Students will create their own good/service, name it, and create a logo. They will choose a media element to promote their business.

## Technology Tie-In:

During this unit, students will be conducting market research using various websites, programs and apps and will have the option to use technology to create their logo.

### **Guest Speakers:**

Entrepreneurs from a variety of businesses will talk with students about setting up a business plan - and all the facets that must be taken into account to be successful.

### **Learner Profiles & Attitudes:**

After research and problem-solving, students will be confident in their choice of business. They will take a risk in "starting" their business, and independently find ways to make it successful. Students will understand the balance between supply and demand, and appreciate how this concept affects our daily life. Students will be enthusiastic in their presentation of their good or service - and understand how enthusiasm "sells."

### **Key Concepts:**

During this unit, students will study the function of money around the world. How do different cultures value and use money? They will understand the difference between a good and a service. Students will show their responsibility to the public by determining people's needs in order to create a good or service. They will explore the connections between money and purchasing power, supply and demand, advertising, and giving back to the community.

### **Approaches to Learning:**

After hearing about different business models, students will synthesize what they've learned, and use their thinking skills by applying this new knowledge when planning and creating their own businesses. Students will use their self-management skills to organize, develop, and carry out a business plan in a timely manner.

#### **TRY THIS!**

- Talk to your child about your place of employment. What IB learner profiles do you use in your job? What are your responsibilities? Does your company do any charitable giving? Where is your company located and why? What kind of customers do you serve? Are you able to meet your customers' needs - and how do you know if they're happy? What happens when a customer is not happy?
- Have your children help budget for the week's grocery list. Give them an amount to spend - and see what items they would include or leave off the list. Do their purchasing decisions change when they know how much money they have to spend?
- If your children ask you to buy them something - have them tell you how much it costs. Then, have them come up with a plan to earn the money. Have discussions along the way about how long it is taking to save. Is the item really worth it?

**Websites:** <http://kids.usa.gov/money/index.shtml>; <http://pbskids.org/dontbuyit/advertisingtricks>;  
[www.pebblego.com](http://www.pebblego.com) user name: coia; password: school (search for "All about Money" or "Jobs in the Community")

*PARENTS: Additionally, on the Media Center webpage, for each unit there will be suggested titles for more reading on the topics and ideas in the units. These books are available in the school library.*

# IB AT HOME

Name \_\_\_\_\_

Teacher \_\_\_\_\_

*Parents: please fill out any that apply and return to your child's teacher.*

My child is displaying the **learner profiles** from his/her IB unit (risk-taker, balanced). Here are some examples:

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Here is how my child is showing the IB **attitudes** (confidence, independence, enthusiasm, appreciation):

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My child has been demonstrating the **approaches to learning** (thinking, self-management) by:

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My child has taken **action** (additional investigations, trying to make a difference, reading more about the subject, doing an independent project, teaching others, etc.) regarding this unit. Here's how:

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IB Elements that Grade 3 students are focusing on during Unit 2/How the World Works:

Approaches to Learning

**Thinking Skills**



Acquisition of Knowledge

- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Dialectical Thought  
(thinking about different points of view)

Metacognition  
(thinking about how you think and learn)

**Research Skills**



Formulating Questions

- Observing
- Planning
- Collecting Data
- Recording Data
- Organizing Data
- Interpreting Data
- Presenting Research Findings


Attitudes

**Cooperation**




We cooperate, collaborate, and either lead or follow as the situation demands.

**Enthusiasm**



We enjoy learning and willingly put effort into the process.

**Curiosity**



We are curious about the nature of learning. We also wonder about the world, its people, and cultures.


**Confidence**



We are confident in our abilities. We have the courage to take risks, apply what we have learned, and make appropriate choices/decisions.


Learner Profiles

**INQUIRER**  
*I ask questions and do research to learn new things.*



I like to discover new things about the world. I am enthusiastic and curious. I work to find answers to my questions. I will carry this love of learning throughout my life.

**KNOWLEDGEABLE**  
*I try to learn about a variety of things.*



I explore many different ideas. I can tell you about/show you what I've learned. I am interested in issues that have local and global significance.

Key Concepts

**FORM**

**What is it like?**

Everything has a form with recognizable features which can be observed, identified, described and categorized.

- What is...?
- What are...?
- What kind of...?
- What is it like?
- What patterns do you see?
- How do you describe...?

**FUNCTION**

**How does it work?**

Everything has a purpose, a role, or a way of behaving which can be investigated.

- How important is \_\_\_\_\_?
- How do they work together?
- What do we use \_\_\_\_\_ for?
- Why do we \_\_\_\_\_?
- How do we use \_\_\_\_\_?
- How or why does it \_\_\_\_\_?

**CAUSATION**

**Why is it the way it is?**

Things do not just happen. There are causal relationships at work and actions have consequences.

- How did this begin?
- What caused this to happen?
- How did \_\_\_\_\_ lead to \_\_\_\_\_?
- What influenced...?
- How did \_\_\_\_\_ affect \_\_\_\_\_?