

OPIS PROGRAMME OF INQUIRY - PYP 4 (2021-22)

PYP 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Transdisciplinary Theme	Who we are 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.	Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	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 and the interconnectedness of individuals and civilizations, from local and global perspectives.	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	How the world works An inquiry into the natural world and its laws ; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity ; our appreciation of the aesthetic.
Unit Title	Role Models	Earth's Resources	Explorations	What does the future look like?	What is force?	Let me tell you a story
Central Idea	Taking action inspires people to become responsible global citizens.	People can establish practices in order to sustain and maintain the Earth's resources.	Explorations lead to discoveries, opportunities, and new understandings	Technology impacts on the world of work and leisure	Human beings use their scientific understanding of the forces of motion to create machines, tools and devices useful for their everyday life.	People around the world create stories to express emotions, ideas and values.
Literacy	Genre/Text type: Biographical Non-fiction, some fictional texts with examples of role models.	Genre/Text Type: Non-fiction reference material, Research articles.	Genre/ Text: Non-Fiction historical references, Articles about exploration, Historical fiction (stories of those who moved)	Genre/text type: Media & Tech focus	Genre/Text: Non-fictional research texts, informative sources, How-to videos Report/ informational Writing	Genre/Text: Fictional novels about personal growth, fictional biographical stories, non-fictional biographies Story writing: descriptive writing
Key and related concepts	Form: What is it like? What makes someone a role model? The students are going to explore different role models in different communities, identify similarities and differences to define what a role model is. Causation: Why is it like that? Exploring the different situations within a community that allow people to become role models.	Connection: How is it connected to other things? The world is full of interacting systems that depend on each other to form a working whole. Causation: Why is it like this? What causes the exploitation of human resources? What are the consequences?	Causation: Why is it like this? The effect brought about by an intended or unintended action or reaction. Perspective: What are the different points of view? Events and findings can be interpreted differently, depending on knowledge, experience and motives. The difference between empirically proven facts and supposition must be emphasized.	Function: How does it work? The special activities, properties or purposes, natural or endowed, of a creature or thing. Form: What is it like? The types of activities and inventions that exist in our world. Connection: How is it connected to other things? The world is full of interacting systems that depend on each other to form a working whole.	Function: How does it work? Everything has a purpose, a role, or a way of behaving that can be investigated Causation: Why is it like this? The effect brought about by an intended or unintended action or reaction. Connection: How is it connected to other things? The world is full of interacting systems that depend on each other to form a working whole	Perspective: What are the different points of view? Stories can be comprehended and written with different perspectives Form: What is it like? There are many genres of stories around the world. Connection: How is it connected to other things? Stories enable us to learn and adapt to the morals and lessons in our lives.

	<p>Responsibility : What is our responsibility? Students will reflect on how they can be role models in their community and globally. Why is it our responsibility to be a positive role model?</p> <p>Related concept:</p> <p>Global Citizen: Someone who has an active role in their community and works with others to make our world more peaceful, sustainable and fairer</p> <p>Community (we belong to different types of community)</p>	<p>Responsibility: What is our responsibility? We have a responsibility to the world in which we live. This involves being aware of how scientific knowledge can be used to improve or worsen the quality of life of all living things. Responsibility entails action as well as awareness.</p> <p>Related concepts: lifestyle, resources, erosion</p>	<p>Change: How is it changing? What are the results or changes that happened due to exploration?</p> <p>Related concepts: space, solar system, discovery</p>	<p>Related concepts: cycles, adaptation</p>	<p>Related concepts: friction, gravity, lift, thrust</p>	<p>Related concepts: fiction, genre, theme</p>
Lines of Enquiry	<ul style="list-style-type: none"> • An inquiry into role models in different communities • An inquiry into the circumstances that cause people to become role models • An inquiry into my role in my community and how to create change. 	<ul style="list-style-type: none"> • Life styles and use of natural resources • Causes and consequences of human exploitation of human resources • Societal choices that can help sustain the environment 	<ul style="list-style-type: none"> • Reasons for exploration • How explorations have taken place over time • Impact/results of exploration 	<ul style="list-style-type: none"> • Technology and inventions of the home, school and leisure activities • Circumstances that lead to the development of important inventions and their impact. • How technology impacts sustainability 	<ul style="list-style-type: none"> • How forces are made or created • The characteristics of forces found in nature • Ways in which forces impact our world 	<ul style="list-style-type: none"> • Components of fictional tales • Reasons why people create fairytales • The effect of fairy tales on our thinking
Learner Profile	Principled Open-minded Risk-taker	Inquirer Balanced	Knowledgeable Inquirers Open-minded Risk-takers	Open-minded Reflective Thinker	Inquirer Thinker Risk-taker	Communicative Knowledgeable Thinker
ATL Focus	<p>Communication:</p> <ul style="list-style-type: none"> • Exchanging Information • Literacy Skills <p>Thinking:</p> <ul style="list-style-type: none"> • Critical Thinking 	<p>Thinking:</p> <ul style="list-style-type: none"> • Critical Thinking • Creative Thinking <p>Research:</p> <ul style="list-style-type: none"> • Information Literacy <p>Self-Management:</p> <ul style="list-style-type: none"> • Organizational • States of Mind 	<p>Communication:</p> <ul style="list-style-type: none"> • Exchanging Information • Literacy Skills <p>Thinking:</p> <ul style="list-style-type: none"> • Critical Thinking <p>Research:</p> <ul style="list-style-type: none"> • Information Literacy 	<p>Communication:</p> <ul style="list-style-type: none"> • Exchanging Information 	<p>Thinking:</p> <ul style="list-style-type: none"> • Critical Thinking <p>Research:</p> <ul style="list-style-type: none"> • Informational-Literacy Skills <p>Self-Management:</p> <ul style="list-style-type: none"> • Organizational 	<p>Communication:</p> <ul style="list-style-type: none"> • Exchanging Information • Literacy Skills • ICT Skills



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International Schools



Subjects	Social Studies, PSPE, Language (English & Arabic)	Science, Language (English & Arabic), Social Studies, Math	Science, Social Studies, Language (English & Arabic), Math	Social Studies, Language (English & Arabic), Math, Visual Arts	Science, Maths, (English & Arabic)	Language (English & Arabic), French, Visual Arts, Music
Length	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	5 weeks