

POI Grade 4

Who we are

Area of TD Theme	<ul style="list-style-type: none">• personal, physical, mental, social and spiritual health
Central Idea	Understanding different ways of learning enables people to respond to their own learning needs as well as those of others.
Key Concepts	Function, Responsibility Perspective
Related concepts	Diversity, motivation, discovery
Lines of Inquiry	<ul style="list-style-type: none">• Learning communities• How people construct knowledge• How learning styles impact the way people engage in a learning community
Learner Profile	Reflective, thinker, open-minded
How Singapore will be used to facilitate the inquiry	Look into Singapore schooling
Teacher Provocations	How best do we learn? Introduce learning style survey.
Subject Focus	PSPE, Science, Performing Arts
Subject Specific Knowledge	PE: <ul style="list-style-type: none">• How our communities effect and impact our activities
Core ATL's (TD Skills)	Social Skills, Self Management
Integrators contributions	Community of learners and sportsmen in PSPE

What does a Grade Level appropriate understanding of this central idea look like?	Students will be able to understand how their learning style enables them to learn and develop personally.
The essence of this unit in less than 20 words	Students will be able to understand how their learning style enables them to learn and develop personally.

Where we are in place and time

Area of TD Theme	<ul style="list-style-type: none"> ● the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
Central Idea	Explorations lead to discoveries, opportunities and new understandings
Key Concepts	Perspective, Reflection, Causation
Related concepts	Values, influence, bias, validity
Lines of Inquiry	<ul style="list-style-type: none"> ● Reasons for exploration ● Consequences of explorations ● New discoveries and understanding from exploration
Learner Profile	Communicator, Inquirer, Knowledgeable

How Singapore will be used to facilitate the inquiry	History of Singapore including the founder, Stamford Raffles
Teacher Provocations	Singapore Museum trip exploring the history of Singapore
Subject Focus	Humanities, Mathematics
Subject Specific skills	<p>Mapping and Directions - Students will be able to:</p> <ul style="list-style-type: none"> - Locate a place using various tools and use of directional language - Use of google maps and google Earth
Subject Specific Knowledge	<p>Students will learn how to use various tools to locate a place. They will inquire into different ways of traveling and use various tools to support their locating of places.</p>
Core ATLs (TD Skills)	Research Skills, Thinking Skills
What does a Grade Level appropriate understanding of this central idea look like?	Students to understand how exploration in the past has led to opportunities and new understandings today.
The essence of this unit in less than 20 words	Students to understand how exploration in the past has led to opportunities and new understandings today.

How we express ourselves

Area of TD Theme	<ul style="list-style-type: none">● the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
Central Idea	The way we communicate perspectives can impact their influence on others.
Key Concepts	Function, Connection, Perspective
Related concepts	Behaviour, expression and communication
Lines Inquiry	<ul style="list-style-type: none">● How concepts are expressed● The relationship between message and delivery● The role of the arts in society
Learner Profile	Caring, Communicator, Principled
How Singapore will be used to facilitate the inquiry	Singapore's culture controls communication
Teacher Provocations	Show students a newspaper article looking at what is the message and how is it being delivered.
Subject Focus	Visual Arts, PSPE, Performing Arts
Subject Specific skills	Visual Arts: <ul style="list-style-type: none">● Identify and consider the contexts in which artworks were made● Use their knowledge and experiences to make informed interpretations of artworks

Subject Specific Knowledge	<p>Visual Arts:</p> <ul style="list-style-type: none"> • Through observation, infer information about time, place, and culture in which a work of art was created <p>PE:</p> <ul style="list-style-type: none"> • How our relationships affect how activities • The effect our message and delivery has on our teammates and opponents during sport
Core ATL's (TD Skills)	Communication Skills, Social Skills
Integrators contributions	Visual Arts: Understanding how perspectives were influenced through the study of art history.
What does a Grade Level appropriate understanding of this central idea look like?	To be able to understand the importance of perspective in different medium forms, in a local and global level.
The essence of this unit in less than 20 words	To be able to understand the importance of perspective in different medium forms, in a local and global level.

How the world works

Area of TD Theme	<ul style="list-style-type: none"> • the natural world and its laws • the interaction between the natural world (physical and biological) and human societies
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Central Idea	The earth is part of a vast universe much of which is still unknown.
Key Concepts	Form, Function, Causation
Related concepts	Climate, gravity, system, movement, space, atmosphere, structure
Lines Inquiry	<ul style="list-style-type: none"> ● The structure and arrangement of our solar system and universe. ● How human curiosity has led to the important contribution to the advancement of science.
Learner Profile	Inquirer, Knowledgeable
How Singapore will be used to facilitate the inquiry	Singapore space station, look into the first singaporean into space.
Teacher Provocations	What is the Earth's role in the universe.
Subject Focus	Science, Humanities, Mathematics
Subject Specific skills	Scientific method and Inquiry
Subject Specific Knowledge	<p>Reflecting on methods used in investigations and their effectiveness</p> <p>Making justified predictions</p> <p>Proposing ideas or simple theories that may be explored or tested</p>

Core ATL's (TD Skills)	Research Skills, Thinking Skills
What does a Grade Level appropriate understanding of this central idea look like?	Students to be able to understand the Earth's role in the universe and what the universe consists of.
The essence of this unit in less than 20 words	To be able to understand the importance of perspective in different medium forms, in a local and global level.

How we organize ourselves

Area of TD Theme	<ul style="list-style-type: none">• the structure and function of organizations• societal decision-making
Central Idea	Government systems influence the lives of citizens.
Key Concepts	Function, Change, Causation
Related concepts	Communication, choice and citizenship
Lines Inquiry	<ul style="list-style-type: none">• How government systems function• Decision making processes• The impact of government on citizens
Learner Profile	Principled, Communicator, Risk-taker
How Singapore will be used to facilitate the inquiry	Singapore government inquiry
Teacher Provocations	Visit Singapore Parliament House, Look at different government buildings/structures from around the world.
Subject Focus	Humanities, Mathematics
Subject Specific skills	Inquiring into government systems, rules, leadership styles and decision making processes

Subject Specific Knowledge	The impact of Lee Kuan Yew on the development of Singapore Significance of people and how they have contributed to the development of a country
Core ATL's (TD Skills)	Communication skills
What does a Grade Level appropriate understanding of this central idea look like?	Students to be able to show an understanding of how government systems affect their lives. Looking at local and global government structures around the world.
The essence of this unit in less than 20 words	Students to be able to show an understanding of how government systems affect their lives. Looking at local and global government structures around the world.

Sharing the planet

Area of TD Theme	<ul style="list-style-type: none">● 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
Central Idea	Inequality can be solved through tolerance and conflict resolution
Key Concepts	Causation, Change and Perspective
Related concepts	Conflict, rights and responsibilities
Lines Inquiry	<ul style="list-style-type: none">● Global issues● Local responsibilities
Learner Profile	Balanced, principled, Caring
How Singapore will be used to facilitate the inquiry	Explore Singapore's relationships with other countries in South East Asia in solving conflict around resources.
Teacher Provocations	Look into headlines which show conflict and/or resolution in regards to inequality.
Subject Focus	Science, Humanities
Subject Specific skills	Observe and summarise how human decisions impact

	our environment
Subject Specific Knowledge	Environmental impact of human made decisions Responsibility of communities Fair trade
Core ATL's (TD Skills)	Social Skills, Research Skills, Communication Skills
What does a Grade Level appropriate understanding of this central idea look like?	Students to be able to differentiate the rights and responsibilities of finite resources amongst communities on a local and global level.
The essence of this unit in less than 20 words	Students to be able to differentiate the rights and responsibilities of finite resources amongst communities on a local and global level.