



GRADE 4

International Baccalaureate Programme of Inquiry

Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> • Physical, emotional and spiritual health. • Relationships and belonging. • Learning and growing. 	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> • Periods, events and artifacts. • Communities, heritage, culture and environment. • Natural and human drivers of movement, adaptation and transformation. 	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> • Inspiration, imagination, creativity. • Personal, social, and cultural notes and practices of communication. • Intentions, perceptions, interpretations and responses. 	<p>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> • Patterns, cycles, systems. • Diverse practices, methods and tools. • Discovery, design, innovation, possibilities and impacts. 	<p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> • Interactions with and between social and ecological systems. • Approaches to livelihoods and trade practice – intended and unintended consequences; • Representation, collaboration and decision making. 	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> • Rights, responsibilities and dignity of all. • Pathways to just, peaceful and reimagined futures. • Nature, complexity, coexistence and wisdom.
<p>Central Idea:</p> <p>Personal experiences help us to understand our sense of self.</p>	<p>Central Idea:</p> <p>By learning about those that came before us, we can better understand our lives today.</p>	<p>Central Idea:</p> <p>Creative expressions are influenced by individuals, cultures and values, allowing us to communicate ideas, beliefs, and emotions.</p>	<p>Central Idea:</p> <p>The transformation and use of energy drive human progress and influence sustainable practices.</p>	<p>Central Idea:</p> <p>Organizations empower people to collaborate and address shared goals and challenges.</p>	<p>Central Idea:</p> <p>The growth, change, and health of living things depend on their needs and our shared responsibilities.</p>
<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Personal experiences and cultural backgrounds shape our identity and perspective. • The choices we make reflect our values and affect our sense of responsibility. • Developing and maintaining healthy relationships contribute to our personal growth and sense of responsibility. 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The evolution of civilizations and their impact on the present world. • Migration and its influence on cultural exchange and societal development. • The contributions of individuals and civilizations to global society. 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Celebrations around the world connect to each other. • People use art and artifacts to share and preserve tradition. • Individuals, communities, and cultures celebrate in different ways. 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The characteristics and types of energy sources (Form) • The ways energy is transformed and utilized (Change) • The importance of sustainable energy practices (Responsibility) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The reasons people create organizations (Causation) • How organizations operate to achieve their goals (Function) • The roles and responsibilities of individuals and groups within organizations (Responsibility) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The needs and lifecycles of living things (Change) • The interdependence of living organisms and their environments (Connection) • Our role in sustaining the health and balance of living things (Responsibility)
<p>Key Concepts:</p> <p>Form Responsibility Perspective</p>	<p>Key Concepts:</p> <p>Perspective Causation Connection</p>	<p>Key Concepts:</p> <p>Perspective Form Function</p>	<p>Key Concepts:</p> <p>Form Change Responsibility</p>	<p>Key Concepts:</p> <p>Causation Function Responsibility</p>	<p>Key Concepts:</p> <p>Change Connection Responsibility</p>

BUILDING MINDS, BRIDGING WORLDS



TRANSDISCIPLINARY SUBJECTS AREAS:

ENGLISH: In Grade 4 English Language Arts, students build on their reading, writing, and grammar skills to become more confident and critical thinkers. They read a variety of fiction and nonfiction texts, focusing on understanding themes, summarizing details, and interpreting characters and events. Writing tasks include opinion pieces, informative essays, and narratives with clear structure and rich details. Grammar instruction emphasizes proper use of relative pronouns, verb tenses, adjectives, adverbs, prepositional phrases, and punctuation, including commas and quotation marks. Students also practice speaking and listening skills through discussions and presentations, developing their ability to express ideas clearly and thoughtfully.

MATH: In Grade 4 Math, students deepen their understanding of numbers, operations, and problem-solving. They work with larger whole numbers, learning to add, subtract, multiply, and divide multi-digit numbers. Students explore fractions, including comparing, adding, and subtracting them, and begin working with decimals. Geometry concepts include classifying shapes by their properties and understanding angles. They also learn to interpret data, use measurement units, and solve word problems involving area and perimeter. Through these skills, students strengthen their ability to reason mathematically and solve real-world problems.

SCIENCE: In Grade 4 Science, students explore topics in life, Earth, and physical sciences through hands-on investigations and critical thinking. They study Earth's processes, including how natural forces like erosion and weathering shape the land over time. Students learn about energy, motion, and how forces interact to cause changes, as well as how energy is transferred through sound, light, heat, and electricity. They also examine ecosystems, focusing on the roles of organisms and how living things adapt to changes in their environment. By engaging in scientific inquiry, students develop skills in observation, experimentation, and data analysis, enhancing their understanding of the world.

SOCIAL STUDIES: In Grade 4 Social Studies, students focus on understanding the connections between geography, history, and culture to explore the development of communities and regions. They study physical and human geography, including how landforms and resources shape human activities and settlements. Students learn about significant historical events, cultural traditions, and influential figures, drawing connections to their own lives. They examine government structures, civic responsibilities, and economic concepts like trade and production. Through these studies, students develop a deeper understanding of how people and places influence one another and how they can participate actively in their communities.

Music - Art - PE – French or Mandarin - Myanmar Studies – Technology - Swimming - Social and Emotional Learning