

**Oulu International School PYP Gr 1-6
Programme of Inquiry 2022-2023**

GRADE 6

Age / Grade	Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
12-13 6 th	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>Title: 1 Shelf management Weeks 33-37 Focus: FMT (Puhe, vaikuttava puhe, persuasive speech, oikeinkirjoitus) English (Fantasy book) Env.Studies (Self-management skills, PYP ATL) Stand alone: History (Middle Ages) Central Idea: By studying our self-management skills and habits, we can promote our own growth. An Inquiry Into: Key concepts: - Change - Responsibility Self management chart link: Woodleigh School</p>	<p>Title: 5 Hear me, here me Weeks: 15-20 Focus: English (debate) History (explorations) Env.Studies (Geography) Central Idea: There are multiple perspectives and experiences around the world that lead to controversy and debate. An Inquiry Into: - Loco to globo Key concepts: Perspective Causation Debate intro videos for English: https://www.youtube.com/watch?v=A6zuLii2jIQ https://www.youtube.com/watch?v=LesGw274Kjo</p>	<p>Title: 2 What is beautiful is good, and who is good will soon be beautiful. — Sappho Weeks: 40-47 Focus: English (Wonder, Soul, figurative language, precepts, expression, creativity) FMT (Rambo, henkilöanalyysi) Ethics/Religion History (renaissance) Central Idea: <i>What is beautiful is good, and who is good will soon be beautiful. —Sappho</i> An Inquiry Into: - Kindness - Values - Respecting yourself and others *Laser cutter connection to math and history STEAM!!! Key concepts: Perspective, Connection</p>	<p>Title: 4 Winter and Yrityskylä Out of this world Weeks 2-7 Focus: Env.Studies (The Earth [+local environments] and space) English (Sci-Fi) FMT (Sci-fi, tiedonhankinta, lähteet) Stand alone: History (Vikings) Central Idea: Creativity sparks human innovation and takes us out of this world. An Inquiry Into: Key concepts: Connection, Form, Responsibility</p>	<p>Title: 3 Information highway Weeks: Weeks 8-12 Focus: History (Finnish history, primary sources), English (Informative texts, register, history of English language) (Yrityskylä), Environmental studies: Sex ed (Function and change) Stand alone: FMT Central Idea: Keeping informed is the best way to stay on the path. An Inquiry Into: - Language as a liberating freedom - On the high way you encounter and learn different things - Information, education and language as a force of change - Highway in history Key concepts: Causation, change</p>	<p>Exhibition 6 Weeks: 38-39, 48-49, 5, EnvSt lessons wk 13-14, E-day 14.4 Focus: Up to each individual student Central Idea: Modified by the student An Inquiry Into: Up to each individual student Key Concepts: Responsibility Change</p>

GRADE 5

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11 - 12 5 th	<p>Title: (3) ongoing?</p> <p>Respect yourself</p> <p>Focus:</p> <p>English (Flour Babies)</p> <p>Civics, Env. St. (human body), PE</p> <p>Central Idea:</p> <p>Learning more about how humans function helps us live more responsibly.</p> <p>An Inquiry Into:</p> <ul style="list-style-type: none"> Human bodies systems Diary writing (reflecting on own experiences) Family responsibilities (Civics) Tunnetaidot? <p>Concepts:</p> <ul style="list-style-type: none"> Responsibility Function 	<p>Title: 2</p> <p>History detectives</p> <p>Focus:</p> <p>Finnish, History, Civics</p> <p>Central Idea:</p> <p>By connecting different pieces of history, we can get closer to the whole story.</p> <p>An Inquiry Into:</p> <ul style="list-style-type: none"> Local history (Referencing sources) Paraphrasing, reading scientific texts “Kirjastoreitti” - gathering information Family histories and professions Biographies <p>Concepts:</p> <ul style="list-style-type: none"> Connection Perspective (during the same time, English focuses on Visual literacy; Comics and essays/referencing; Science – Self Management, mental health and puberty) 	<p>Title: 6</p> <p>Science rules</p> <p>Focus:</p> <p>English (Biographies of Scientists)</p> <p>Civics, Env. St.</p> <p>Central Idea:</p> <p>Scientific innovations and developments are used to improve our way of life</p> <p>An Inquiry Into:</p> <ul style="list-style-type: none"> Forces Entrepreneurs hip Referencing sources <p>Concepts:</p> <ul style="list-style-type: none"> Causation Function 	<p>Title: 5</p> <p>Sounds good</p> <p>Focus:</p> <p>Music, Crafts, Env. St. (English)</p> <p>Central Idea:</p> <p>Through innovation of forms we can change sounds.</p> <p>An Inquiry Into:</p> <ul style="list-style-type: none"> Sound as scientific phenomena Instruments <p>Concepts:</p> <ul style="list-style-type: none"> Form Change (during the same time, English focuses on passive and active voice; scientific register; reading texts related to unit? Plus learning how to change and modify our voices to change our expression – reading with expression) 	<p>Title: 4</p> <p>My news</p> <p>Focus:</p> <p>English (Lion, Witch and the Wardrobe)</p> <p>Civics</p> <p>Central Idea:</p> <p>We are investigating how media literacy can help us understand the wider world from many points of view.</p> <p>An Inquiry Into:</p> <ul style="list-style-type: none"> Media literacy Critical thinking Newspaper article writing Perspective writing Reading novel <p>Concepts:</p> <ul style="list-style-type: none"> Perspective Connection (Geography in SSS) 	<p>Title: 1</p> <p>A walk in the forest</p> <p>Focus:</p> <p>Languages</p> <p>SSS, Civics, PE (orienteeering)</p> <p>Central Idea:</p> <p>Interactions within the different environments affect the world around us.</p> <p>An Inquiry Into:</p> <ul style="list-style-type: none"> Communities Rights and responsibilities Forest habitats Local habitats <p>Concepts:</p> <ul style="list-style-type: none"> Connection Responsibility

GRADE 4

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<p>10 - 11 4th</p>	<p>Title 6: (ongoing) Healthy Mind in a Healthy Body Focus: Science, English, Finnish, Art Social Studies strand: Social organization and culture Science strand: -Living things (systems and behaviours of humans) - Materials and matter (behaviour and uses of material) Central Idea: Well-being affects our growth, development and relationships. An Inquiry Into:</p> <ul style="list-style-type: none"> • mental and physical well-being affect my growth (Causation) • changes we go through as we grow up (Change) • Caring for our well-being and that of others <p>Concepts: Causation Change</p>	<p>Title 2: Destination Nordic Focus: Social Studies, English, Finnish, Art Social science strand: -Human systems and economic activities -Social organization and cultures Science Strand: -Earth -Living things Central Idea: Geographic location and shared seas impacts the nature and cultures of the Nordic region. An Inquiry Into:</p> <ul style="list-style-type: none"> • How climate and Geography affect nature and people's lives and culture • Common characteristics of the Nordic and Baltic countries • Thing that unite the Nordic countries <p>Concepts: Connection Function Causation</p>	<p>Title 4: Making a difference Focus: Civics, Ethics, Religion Central Idea: Different beliefs and values influence us and the society around us. An Inquiry Into:</p> <ul style="list-style-type: none"> • The function, purpose, and values of Finnish society. • Understanding the basics of democratic decision-making. • Different ways of influencing and using media sensibly. • Earning and using money, being responsible consumer. <p>Concepts: Perspective Function</p>	<p>Title 1: Green Sleeves Focus: Science, English, Finnish, Art Social Studies Strand: -Human and natural environments Science Strand: -Living things -Material and matter -Simple research format Central Idea: We can learn about our surroundings by researching living things and various ecosystems. An Inquiry Into:</p> <ul style="list-style-type: none"> • Ecosystems of meadows, roadsides (and forests) • Identifying and classifying flora and fauna • Interaction of living things with each other and their environment. <p>Concepts: Form Causation Connection</p>	<p>Title 3: Heureka! Focus: Science, Crafts, Social Science Strand: -Human and natural environments Science Strand: -Materials and matter (natural and human made materials and how they are manipulated to suit a purpose) Central Idea: Understanding scientific principles and laws; simple machines can help us solve daily problems An Inquiry Into:</p> <ul style="list-style-type: none"> • Familiarizing with scientific principles and laws of the world and simple machines. • Using knowledge of these to solve everyday practical problems • Using knowledge of these to observe and understand the built environment around us and how the technologies work. <p>Concepts: Function Form Connection</p>	<p>Title 5: Sustainable Communities Focus: Ethics, Religion Social Studies Strand: -Continuity and change through time Science Strand: -Forces and energy Central Idea: We can take actions to build a sustainable future. An Inquiry Into:</p> <ul style="list-style-type: none"> • Sustainable use of energy • Sustainable use of water • Consequences of our actions: smart consumerism <p>Concepts: Perspective Responsibility Causation</p>

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<p>9-10 3rd</p>	<p>Title 4: Be Safe, Be Happy! Focus: Social Studies, PE, Crafts, Music Central Idea: We can keep ourselves and others safe by acting in a responsible manner. An Inquiry Into:</p> <ul style="list-style-type: none"> • Safety at home and elsewhere • Being responsible for our own and others' safety • Acting and helping in a serious situation <p>Concepts: Responsibility Function</p>	<p>Title 3: The Land of a Thousand Lakes Focus: Science, Visual Arts, Mathematics (scale), Finnish Central Idea: Maps and other geomeidia help us to understand Finland. Geomeidia and informative texts help us to understand Finland. An Inquiry Into:</p> <ul style="list-style-type: none"> • Maps and map symbols - > green gold unit! • Geomeidia • Natural environment and action of humans in relation to nature in Finland • map of Finland • geomeidia (diagrams, maps and digital maps, pictures, video, statistics) • Special characteristics of Finland <p>Concepts: Form, Function, perspective</p>	<p>Ongoing unit Know Yourself Focus: Finnish and English, Visual Arts, Religion/Ethics, Social Studies Central Idea: We can better act based on our values when we understand our feelings. An Inquiry Into:</p> <ul style="list-style-type: none"> • Recognising and expressing feelings • Messages of body and mind (thoughts, needs, attitudes and values) • What supports our own learning as an individual? <p>Concepts: Responsibility Perspective</p>	<p>Title 2: Rain or Shine? Focus: Science, Crafts, Finnish and English Central Idea: Water and air work together to produce weather. An Inquiry Into:</p> <ul style="list-style-type: none"> • Water cycle and preservation of substance (water) • attributes of air and measuring temperature • Qualities of air • Measuring temperature <p>Concepts: Function Change</p>	<p>Title 1: Be Beside the Riverside Focus: Science, Mathematics (measurement), Visual Arts Central Idea: We can research into animals and plants found in water. Changed -> We can study animals and plants found in and around water. An Inquiry Into:</p> <ul style="list-style-type: none"> • Life forms found in and around river estuary • Scientific research on water and coastal systems (animals and plants) • Investigating water and coastal systems (animals and plants) • Making a herbarium together <p>Concepts: Form, Causation</p>	<p>Title 5: Green Gold Focus: Science, Finnish and English, Social Studies, Ethics/Religion Central Idea: We have rights and responsibilities in our use of nature. An Inquiry Into:</p> <ul style="list-style-type: none"> • The impact of local environments on our well-being • Our impact on the local environment • Enjoying the local environment <p>From land of thous.. Unit Maps and map symbols, points of the compass, cardinal directions</p> <p>Concepts: Connection Responsibility</p>

GRADE 2

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8-9 2 nd	<p>Title 2: Me as a Human</p> <p>Focus: Social studies, Science, PE, Visual Art, Music, Language</p> <p>Central Idea: The human body is an amazing machine.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • how my organs work • general growth of a Grade 2 child • how this compares to younger and to older children • Nutrition & healthy habits <p>Concepts: Function Form</p>	<p>Title 4: Human Habitats</p> <p>Focus: Social studies, Science (sources of energy, heat, electricity), Visual Art, Craft, Mathematics (shape and measurement)</p> <p>Central Idea: Humans design homes according to their needs and environment.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Homes in the host country and around the world. • The historical changes human habitats have gone through • making houses strong and safe based on location, environment and resources available • Yard map skills <p>Concepts: Form, Causation</p>	<p>Title 3: Sense Perception</p> <p>Focus: Science, Visual Art, Music, Language, PE</p> <p>Central Idea: We use our senses to experience, explain, and appreciate the world around us.</p> <p>An Inquiry Into:</p> <ul style="list-style-type: none"> • The senses and knowing • How people manage with the loss of a sense • How the community supports people with the loss of a sense • humans' interactions with each other <p>Concepts: Function Perspective</p>	<p>Ongoing unit Cycles in Nature</p> <p>Focus: Science, Visual Art, Mathematics, Language</p> <p>Central Idea: Seasonal changes affect our way of life</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • changes in nature throughout the year • the effect of seasons on people and society • Seasonal safety skills <p>Concepts: Change Causation</p>	<p>Title 5: ECO Agents!</p> <p>Focus: Science, Language, Religion/Ethics, Arts & Crafts, Music</p> <p>Central idea: We can care for the environment by recycling and managing our waste.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • organizing waste • reducing waste and consumption • consequences of not taking action <p>Concepts: Responsibility perspective</p>	<p>Title 1: The Journey of Food</p> <p>Focus: Science, Visual Art, Craft, Language, Religion/Ethics</p> <p>Central idea: The food cycle supports living things in different ways</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • plant reproduction • Food production and distribution • food trails • local food • nutrition <p>Concepts: Function Connection</p>

GRADE 1

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<p>7-8 1st</p>	<p>Unit 4: My BIG Feelings Focus: Social Studies, Science, Language, Music Central idea: I can choose what to do with my big feelings. An Inquiry into:</p> <ul style="list-style-type: none"> • Taking care of our mind and body while respecting others’ • Managing changing feelings • Making mistakes and practicing a growth mindset <p>Concepts: Change Connection Learner Profile: Balanced Caring</p>	<p>Unit 2: The History of Me Focus: Social Studies, Language, Visual Art, Music, Mathematics Central Idea: Our personal history affects who we are today. An Inquiry Into:</p> <ul style="list-style-type: none"> • Our family tree and cultural heritage • The history of people closest us • How have things changed over time and how are they the same <p>Concepts: Connection Perspective Learner Profile: Inquirer Open-minded</p>	<p>Title 5: Wonder Workshop Focus: Social studies, Language, Visual Art, Craft, Music, PE, Religion/Ethics Central Idea: People communicate ideas through words, music, and visual arts. An Inquiry Into:</p> <ul style="list-style-type: none"> • the reasons people tell stories • Different forms of expression • Different mediums for presenting stories, e.g drama, dance, music, puppetry, images, emojis <p>Concepts: Function Form Learner Profile: Communicator Reflective</p>	<p>Unit 6: Living Things Focus: Science, Language, Mathematics, Visual Art, Religion/Ethics Central Idea: We can care for living things by exploring their characteristics and needs. An Inquiry Into:</p> <ul style="list-style-type: none"> • most common local species of plants, mushrooms and animals • characteristics of different animal groups • what is needed for plant & animal growth (sun, air, water) <p>Concepts: Change Form Learner Profile: Knowledgeable Caring</p>	<p>Unit 1 / Ongoing unit Safety First! Focus: Social Studies, Language, Mathematics, Religion/Ethics, Visual Art Central idea: I can take care of myself and others by making safe choices. An Inquiry into:</p> <ul style="list-style-type: none"> • The safety risks we face at home, school, and while traveling [Function] • Ways to reduce risks [Responsibility] • How to behave at school and in case of an emergency [Function, Responsibility] <p>Concepts: Causation Responsibility Learner Profile: Responsibility</p>	<p>Unit 3: Stronger Together Focus: Social Studies, Language, Visual Art Central idea: Everyone has a role to play in a community. An Inquiry into:</p> <ul style="list-style-type: none"> • Different roles and jobs in the community • Contributing to communal well-being • Taking action in the school community <p>Concepts: Responsibility Function Learner Profile Risk-Taker Caring</p>