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| **IB PYP Gunseo Global School**  **2024 IB Program Unit of Inquiry Guide** |

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| **Grade** | **Grade 3** | **Duration** | **June 11, 2024 to July 17, 2024** |

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| **Dear Parents,**  **This guide outlines the operation of the IB Unit of Inquiry at Gunseo Global School.**   |  |  | | --- | --- | | IB Unit of Inquiry  Information video for parents |  |   **Our aim is to provide you with information on how the IB Unit of Inquiry will be conducted during the specified period. Please review the provided information on how the curriculum operates to best support your child's learning at home.**  **We appreciate your interest and cooperation!**  **※ Schedule and details may change depending on class situations.**  **Gunseo Global School** |



**Overview of the Unit of Inquiry**

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| **▪ Description of the Unit of Inquiry** | This Unit of Inquiry will explore cultural diversity in our school and, more broadly, in our everyday lives, examining the impact of cultural diversity on our lives. As evidenced by the long-lasting popularity of malatang and tanghulu among children, the cultures of various countries are no longer unfamiliar to us. However, many children experience cultures unconsciously or without critical thinking in everyday life, which leaves something to be desired. **To help our children, who are growing into global citizens, develop a sound worldview, we want to provide them with opportunities to conduct intellectual activities. These activities will include researching and summarizing the cultures they enjoy and understanding how such experiences affect their personal lives and the community. Additionally, with the aim of teaching the basics of inquiry activities, the class will focus on methods to find the desired information in books and online resources, effectively organize it as visual materials using Canva, and produce inquiry results by working with other team members.** |
| **▪Transdisciplinary Topic** | Who are we? |
| **▪Central Idea** | Respecting cultural diversity contributes to the peace and prosperity of the community. |
| **▪Inquiry List** | * Inquiry 1: Cultural diversity (Form) * Inquiry 2: Cultural diversity in our everyday lives (Connection) * Inquiry 3: Cultural diversity and communities |
| **▪Core Concepts** | ⍌ Form ⍌ Connection ⍌ Change |
| **▪Related Concepts** | Cultural diversity, impact, respect, prosperity |
| **▪Approaches to Learning (ATL)** | Research skills (media literacy skills), interpersonal skills (interpersonal relationship), self-management skills (mindset) |
| **▪Learner Profile** | Inquiring, caring, open-minded |
| **▪Action** | Each team chooses a method to share the content of their inquiry with the community and implement it. |



**Academic Achievement Criteria for the Unit of Inquiry**

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| **▪Korean** | [4KOR02-06] Builds a desirable reading habit and confidence in reading.  [4KOR03-04] Writes text that conveys one’s emotion to the reader considering the purpose and topic.  [4KOR04-03] Understands the basic structure of sentences and applies it in an appropriate manner.  [4KOR03-05] Examines one’s writing process and gains confidence in writing. |
| **▪Social Studies** | [4SOC03-01] Identifies the patterns and characteristics of recent social changes and explores the changes they brought to everyday life.  [4SOC03-02] Analyzes the positive effects and problems brought by the dissemination of various cultures in our society and develops an attitude of respect for people or cultures of groups that are different from oneself. |
| **▪Mathematics** | [4MAT04-01] Can collect resources and visualize and interpret them as diagrams and bar graphs.  [4MAT04-03] Can collect and organize resources to solve the inquiry question and express and interpret them as bar or line graphs. |
| **▪Ethics** | [4ETH02-02] Searches for ways to build ethical relationships with a caring mind in everyday life based on a correct understanding of caring for friends.  [ETH02-03] Understands why an empathetic attitude is required and inquires into and practices ways of sharing emotions considering the object of empathy and circumstances, based on ethical imagination. |



**Management Plans for Mathematics and Dedicated Subjects**

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| **▪Mathematics** | - Understanding problem-solving situations with multiplication  - Understanding the units of length and time and applying them in everyday life |
| **▪English** | - Culture and countries |
| **▪Chinese** | - Exploring the means of transportation in China  - Comparing China and Korea  - Learning relevant speaking expressions |
| **▪Physical Education** | - Developing body movement skills through challenges and expression activities  - Understanding the meaning and importance of health in everyday life |
| **▪Art & Play** | - Creating roleplays about appropriate ways to express emotions and how to give a sincere apology  - Learning the correct posture for playing the recorder and its fingerings  - Exploring how to make beautiful sounds with the recorder (tonguing techniques) |



**Home Learning Support Guide**

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| **▪Home Learning** | **- Sharing Various Cultural Experiences:** Share various cultural experiences with your child at home. For example, you may cook dishes from various countries together and talk about the culture and history of such countries. If your child likes foods like malatang and tanghulu, the origin and cultural background of the food can be a great topic to discuss.  **- Respecting Cultural Diversity:** Guide your child to respect and be considerate of diverse cultures in everyday life. Talk with them continuously at home to foster in them an attitude of understanding and respect for other cultures. |