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

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| **Grade** | **Grade 6** | **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 investigates the impact of advances in science and technology on our well-being and the environment. Students will examine the role of scientific innovations in personal health and wellness, as well as environmental protection while considering the responsibilities of both society and individuals. Furthermore, they will explore the environmental and social changes brought about by technological advancements and seek ways to foster a sustainable future. |
| **▪Transdisciplinary Topic** | How the world works |
| **▪Central Idea** | Advances in science and technology support humans’ well-being. |
| **▪Inquiry List** | Inquiry 1: Advances in science and technology (Change)  Inquiry 2: The relationship between science and technology and well-being (Cause and effect)  Inquiry 3: Applying scientific thinking for well-being (Connection) |
| **▪Core Concepts** | ⍌ Change ⍌ Cause and effect ⍌ Connection |
| **▪Related Concepts** | Science and technology (The human body, means of transportation, life, and culture)  Well-being (Clothing, food and shelter, healthy life)  Scientific thinking (Invention, implementation) |
| **▪Approaches to Learning (ATL)** | Self-management skills (management), thinking skills (transmission), communication skills (information exchange) |
| **▪Learner Profile** | Balanced, knowledgeable, communicative |
| **▪Action** | Keeping a well-being diary to practice well-being in everyday life; invention for a sustainable Earth |



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

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| **▪Korean** | [6KOR01-02] Understands arguments and evaluates whether the reasons or evidence are valid.  [6KOR02-04] Reads texts that offer different perspectives on the problem situation and uses them to solve the problem.  [6KOR03-02] Writes argumentative essays using appropriate evidence and citing sources.  [6KOR-03-04] Writes argumentative essays using appropriate evidence and suitable expressions. |
| **▪Social Studies** | [6SOC07-02] Takes examples to understand the changes in life and culture caused by democratization and industrialization.  [6SOC12-02] Identifies various problems threatening the global community and explores solutions for a sustainable future. |
| **▪Science** | [6SCI04-01] Can observe the shapes of bones and muscles and make their replicas to explain how the body moves.  [6SCI04-02] Can explore the structures and functions of the digestive, circulatory, respiratory, and excretory systems and explain the interrelationship of the various systems in our human body.  [6SCI04-03] Can research diseases related to different systems of our body and practice a healthy lifestyle.  [6SCI10-01] Understands that an object in motion changes its position with time and can express such change.  [6SCI10-02] Can measure the distance traveled by an object and the travel time to calculate the speed and compare velocities.  [6SCI10-03] Can share the results of the research on speed-related safety rules and devices and practice traffic safety in everyday life.  [6SCI16-01] Can research potential issues in future society and discuss means for science to contribute to solving such issues.  [6SCI16-02] Understands that science is related to various career paths and can explain their career path in relation to science. |
| **▪Practical Science** | [6PRA4-02] Understands the importance of digital technology in everyday life and uses digital devices and tools for creating digital content to make presentation materials, developing skills for utilizing digital devices.  [6PRA03-01] Understands the meaning of invention and searches for inventions that transform everyday life to recognize the importance and value of invention and technology.  [6PRA03-02] Understands inventive thinking skills and the process of solving a technical problem and designs and makes creative items for solving everyday problems using a range of materials to develop a practical attitude.  [6PRA03-03] Understands the relationship between invention and patents and looks at patent infringement cases to recognize the importance of intellectual property rights and use them appropriately.  [6PRA03-04] Explores different means of transportation in everyday life by understanding the meaning of transportation and the evolution of means of transportation.  [6PRA03-05] Understands the components of means of transportation and builds prototypes for various means of transportation powered by eco-friendly energy to recognize the value of transportation technology. |



**Management Plans for Mathematics and Dedicated Subjects**

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| **▪Mathematics** | Prisms and pyramids  The volume and surface area of a rectangular cuboid |
| **▪English** | - Writing a review of the English musical “Jungle Adventure”  - Learning key expressions that include “be going to”  - Exploring the names and locations of different countries on a world map and making travel plans for the summer holidays  - Writing an itinerary for a 2-day trip based on the research and holding an online travel fair |
| **▪Chinese** | - Making an information brochure about China with Book Creator and experiencing the tea ceremony |
| **▪Physical Education** | - (Record challenge) Enhancing teamwork by improving the relay race record and taking part in relay races with missions |
| **▪Literacy** | - Story relay 13 to 17: Storytelling  - Improving literacy 13: Arguments and connecting sentences  - Improving literacy 14: Grouping related paragraphs (Main paragraphs)  - Improving literacy 15: Understanding text structures  - Improving literacy 16: Interpreting visual materials  - *Mary Wears What She Wants*  - Pencil drawing: Observing and drawing in detail |



**Home Learning Support Guide**

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| **▪Home Learning** | We kindly ask you to engage in a few activities for your child’s home learning. Please guide them to write the tenth entry in their “I've Finished it! Well-being Diary.” Additionally, read a variety of books with them on science, technology, and well-being, and discuss them together. We also recommend watching videos on preventing school violence. |