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

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| **Grade** | **Grade 2** | **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** | * There once was a small child who loved sunsets. Time passed, and the child came to love the crisp dawn, the kind that leaves the tip of the nose cold. No one can guarantee that your interests will remain the same next month or next year. That’s why it is important to record and express what you are thinking at the moment. We hope that you grow up to be a person who can use various methods to discover your interests and understand what’s in your mind. * For some, black might be the color of comfort, while for others it might signify sorrow or even hope. We plan to provide students with many opportunities to communicate with others so they can deeply understand people. We also intend to ensure diversity in expression methods so students can realize that there are no limitations to means of communication. It is our hope that this UOI leaves their thinking more expanded than before. |
| **▪Transdisciplinary Topic** | How to express oneself |
| **▪Central Idea** | People’s interests can inspire artistic expression. |
| **▪Inquiry List** | * Inquiry 1: Discovering an interest (Perspective) * Inquiry 2: Artistic expression of one’s interest (Change) * Inquiry 3: Artistic practice (Cause and effect) |
| **▪Core Concepts** | ⍌ Perspective ⍌ Change ⍌ Cause and effect |
| **▪Related Concepts** | Interests (Language, gesture, art)  Expression (Color, expression techniques, materials)  Inspiration (Relationship between interests) |
| **▪Approaches to Learning (ATL)** | Communication skills (information exchange), research skills (media literacy), thinking skills (creative thinking) |
| **▪Learner Profile** | Open-minded, inquiring, thinking |
| **▪Action** | Understand art beyond the boundaries of time and countries, and express one’s ideas in a creative way based on such an understanding. |



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

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| **▪Korean** | [2KOR02-05] Develops an interest in reading and takes an attitude of enjoying reading.  [2KOR06-01] Develops interests in various forms of media and media resources in everyday life. |
| **▪Integrated Subjects** | [2ETH04-02] Establishes an open attitude toward diverse ideas and opinions.  [2KOR02-04] Imagines what a character would be feeling or thinking and compares it to oneself while reading.  [2WIS03-03] Explores the past and present of the subject of interest and imagines its future.  [2KOR05-03] Imagines characters’ appearances, actions, and feelings and expresses them in various forms such as poetry, songs, stories, and pictures.  [2WIS04-02] Visualizes one’s imagination using various media and materials.  [2ENJ04-02] Plays by freely unleashing one’s imagination. |



**Management Plans for Mathematics and Dedicated Subjects**

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| **▪Mathematics** | 4. Measuring Length  Understanding 1 cm, measuring with a ruler, estimating length  5. Categorization  Categorizing based on standards, explaining the result of categorization  6. Multiplication  Understanding the principles of multiplication, learning the multiples of 2. |
| **▪English** | 1. Watch a clip from Zootopia and talk about what exists and is required in our town.  2. Work on activity sheets to study words used in the clip.  3. Create the ideal town through decoration.  4. Introduce one’s utopia to the class. |
| **▪Chinese** | \*我的一天: A day in my life  -学习肢体语言与口语表达&游戏对猜。  - Speaking with body language and learning through quiz games  \*尊重长辈，友爱同学。  - Respect adults and treasure friends.  -看图说话(Talking about a picture)  \*中国童谣- Learning Chinese with children’s songs |
| **▪Physical Education** | Playing traditional games using materials decorated with one’s favorite shapes and colors. |
| **▪Art & Play** | - Learning the appropriate ways to express emotions: Action, Feeling, and Wish (AFW)  - Learning how to make a sincere apology: Admit, Apologize, and Promise(AAP)  - Expressing AFW and AAP through roleplaying |



**Home Learning Support Guide**

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| **▪Home Learning** | [Reading Books on Expressing One’s Mind]  Reading books on the inquiry topic with your child at home  will enrich their inquiry experience even more. | |
| *Magic Candies* by Heena Baek | *A Cloud* by Jong Jong |
| *Nine-year-old Mind Dictionary* by Sungwoo Park | *The Mind Train* by Boram |
| *Emotionary: Say what you feel*  by Cristina Núñez Pereira | *What Is This Pitapat of My Heart?* by Sesil Kim |
| *The Colour Monster* by Anna Llenas | *Name Your Emotions* by Iraila |