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

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| **Grade** | **Grade 4** | **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 the topic of self-expression. Students will transform their ideas into art, experience various forms of art, and investigate how art is connected to their lives. Furthermore, they will collaborate with their group and class to prepare for a play and concert, participating in artistic activities to build a sense of community. By understanding that art involves both an artist and a viewer, and seeing how it connects the two, they will grasp the core idea that art enables them to express themselves and connect with others. |
| **▪Transdisciplinary Topic** | How to express oneself |
| **▪Central Idea** | Art expresses and connects oneself and others |
| **▪Inquiry List** | Inquiry 1: Forms of artistic expression (Form)  Inquiry 2: The connection between art and life (Connection)  Inquiry 3: Artistic activities for a sense of community (Responsibility) |
| **▪Core Concepts** | ⍌ Form ⍌ Connection ⍌ Responsibility |
| **▪Related Concepts** | Art (Inquiry into various forms of art, such as literature, music, visual arts, and sports)  Expression (Expressing one’s ideas and emotions through art)  Connection (Inquiry into how art is connected to people’s lives) |
| **▪Approaches to Learning (ATL)** | Communication skills (information exchange), thinking skills (creative thinking ability), interpersonal skills (interpersonal relationship) |
| **▪Learner Profile** | Knowledgeable, balanced, caring |
| **▪Action** | Inquire into the connection between the forms of artistic expression and life by preparing for an outreach concert |



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

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| **▪Korean** | [4KOR01-03] Listens and speaks using paralinguistic and non-verbal expressions suitable for the situation.  [4KOR02-01] Fluently reads texts, understanding their meaning.  [4KOR05-01] Appreciates works focusing on the characters and storyline.  [4KOR05-03] Listens to or reads works and introduces one’s favorite among them.  [4KOR05-05] Develops an attitude of enjoying and appreciating works while feeling joyful and emotionally moved. |
| **▪Science** | [4SCI07-01] Can make sounds using different objects and explain that objects produce sounds by vibrating.  [4SCI07-02] Can distinguish loud and quiet sounds as well as high-pitched and low-pitched sounds and produce sounds of varying intensities and pitches.  [4SCI07-03] Can observe how sound travels through various materials and find ways of reducing noise that can be implemented in everyday life. |
| **▪Art** | [MUSICAL01-05] Learns how to express one’s thoughts and feelings using speech and body.  [P01-03] Can express in various ways the feelings and ideas resulting from self-reflection.  [ART02-01] Develops an interest in and researches artistic elements. |



**Management Plans for Mathematics and Dedicated Subjects**

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| **▪Mathematics** | Unit 5: Bar Graphs  - Understanding the content of bar graphs and creating them  - Conducting research and visualizing it as bar graphs to convey one’s idea  Unit 6: Finding Rules  - Finding rules in number and shape sequences and equations  - Finding equations that have rules in everyday life |
| **▪English** | 1. It's okay to be different: Explore the differences between you and your friend.  2. Write lyrics to the song *“Yes, I can”* and sing it.  3. Create a gender equality poster and present it. |
| **▪Chinese** | Roleplays set in a Chinese market and related speaking expressions; analyzing the prices of goods in China |
| **▪Physical Education** | (Record challenge) Enhancing teamwork by improving the relay race record and taking part in relay races with missions |
| **▪Literacy** | \* Story relay: Storytelling  \* Fables for reflection: The secret to happiness  \* Improving literacy: Arguments and connecting sentences; grouping related paragraphs (main paragraphs); understanding text structures; interpreting visual materials  \* Pencil drawing: Observing and drawing in detail |



**Home Learning Support Guide**

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| **▪Home Learning** | Please apply for principal-approved experiential learning at least 3 days before the scheduled date. Failure to do so will result in an unapproved absence (unexcused absence), so we kindly request that you allow sufficient time for the application process. Additionally, please remember to submit an experiential learning report after the activity.  We extend our gratitude to all families who participated in the open class and meeting. As discussed during the meeting, please utilize home learning materials and educational platforms such as EBS and Hi Learning to promote self-directed learning. |