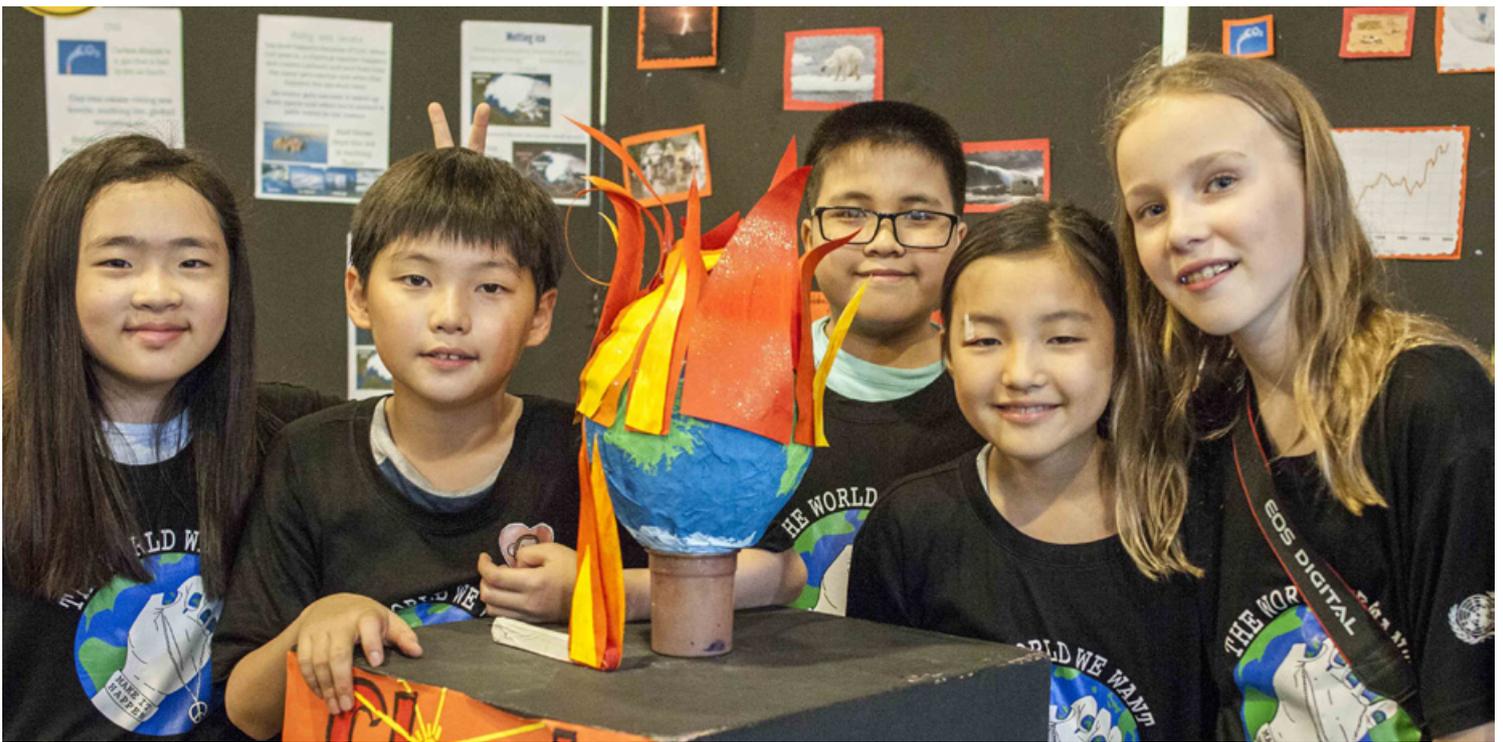




Grade 5

GRADE LEVEL GUIDE

2016 - 2017



LEARNING TO INSPIRE

Message from the Grade 5 Team

Dear Parents of Grade 5 Students,

Welcome to Grade 5. We trust that you will find this guide informative and helpful. It is intended to give you an overview of what to expect in Grade 5 and to help you and your child prepare for the year.

The Grade Level teachers will communicate with you on a regular basis throughout the year. We will also be inviting you to visit the school to celebrate your child's learning and progress at regular intervals.

Please do not hesitate to contact your child's teacher if you have any need for clarification or further information.

It is our hope that we can build a partnership this year through keeping all possible channels between the home and school as open as possible.

We look forward to working closely with you this year.

Yours sincerely,

The Grade 5 Team

Tina Carew
Angela Brienza
Daniel Lucardie
Ibironke Bearzi



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Who's Who in Grade 5

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
Class Teacher	Ibironke (Ronke) Bearzi	5A	ibearzi@unishanoi.org
Class Teacher	Angela Brienza	5B	abrienza@unishanoi.org
Class Teacher	Daniel Lucardie	5C	mslaught@unishanoi.org
Class Teacher and Grade Leader	Tina Carew	5D	tcarew@unishanoi.org
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English as an Additional Language (EAL)	Kristi Belete		kbelete1@unishanoi.org
EAL Assistant	Le Thi Hoang Linh		lthlinh@unishanoi.org
Visual Arts	Andrea Heinz		aheinz@unishanoi.org
Music	Sally Oxenberry		nsandhu@unishanoi.org
	Noor Sandhu		aramsey@unishanoi.org
Art and Music Assistant	Nguyen Thi Thanh Mai		nttmai@unishanoi.org
Information Technology	Michelle Matias		mmatias@unishanoi.org
Information Tech Assistant	Nguyen Thi Thanh Nhan		nttnhan@unishanoi.org
Physical Education (PE)	Cameron McHale		cmchale@unishanoi.org
	Clare Albertson		calbertson@unishanoi.org
Swimming (PE)	Ella Healy		ehealy@unishanoi.org
PE Assistant	Nguyen Van Pho		nvpho@unishanoi.org
Vietnamese Language Vietnamese Mother Tongue	Nguyen Thi Thu Huyen		ntthuyen@unishanoi.org
	Tran Thi Xuan		ttxuan@unishanoi.org
	Tran Kim Dung		tkdung@unishanoi.org
French	Allison Rabeau		arabeau@unishanoi.org
	Claire Holbein		cholbein@unishanoi.org
	Laurie Rombaut-Pierlovsi		lrombaut@unishanoi.org
Mandarin	Aiqin Li		ali@unishanoi.org

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
Learning Support	Melanie Knudson		mknudson@unishanoi.org
Speech and Language Pathologist	Joan Hargrave		jhargrave@unishanoi.org
Learning Support Assistant	Dang Thanh Hoa		dthoa@unishanoi.org
Counselor	Anissa Zotos		azotos@unishanoi.org
Educational Psychologist	Megan O'Connor		moconnor@unishanoi.org
Librarian	Julie Conroy		eslibrarian@unishanoi.org
Library Assistant	Le Bach Quynh		lbquynh@unishanoi.org
D-5 Extension and Enrichment Coach	Elizabeth Murray		emurray@unishanoi.org

Grade 5 Procedures

Expectations

Students in Grade 5 are always encouraged to perform at their personal best. It is the student's responsibility to be organized each day with writing tools, books, PE kit, and a charged Tablet.

It is the student's responsibility to find out about home learning and class work that has been missed due to an absence. Students are expected to check their school email daily at school.

Code of Conduct: Essential Agreements

In Grade 5, each class collaboratively agrees to a set of essential agreements. These rights and responsibilities are created, reviewed and decided upon by the Grade 5 students and teacher. They are then published and publicized in the classroom as reminders of appropriate behaviour.



Technology

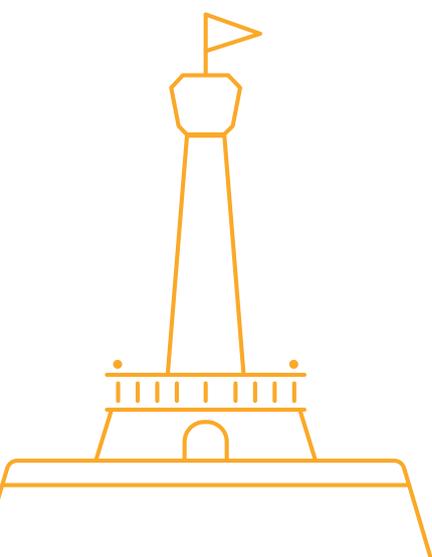
Students are expected to read and follow the ES Student Technology Handbook. All students are to abide by the Responsible Use Agreement and Accessibility of Responsibility document. Students are required to bring personal headphones with them daily.

Each student has a personal blog, and a grade 5 level blog to communicate with the community. Parents are able to access the grade level blog and their child's blog. The grade level blog includes updated information related to curriculum notices and special events.

Portfolios

Portfolios are a collection of your child's work that is designed to demonstrate successes, growth, higher order thinking, creativity, assessment strategies and reflection. Pieces are included that have been selected by students and the homeroom teacher. Pieces to include in the portfolio are collected throughout the school year from all subject areas.

Parents will be able to access digital portfolios at any time during the year. Parents are able to discuss and reflect on portfolio entries with their child.





Home Learning Guidelines

Our ES homework practices will be under review in 2016/2017 as we look to create Home Learning experiences that are supported by best practices as laid out in current educational research. Further information will be shared with parents by grade level teams.

We aim to give students as much choice and control over their own learning as possible, and this includes the independent learning they do at home. We also want to work with the students, and their parents, to ensure that well-being and balance is maintained.

One of the biggest indicators of academic success for students, is daily reading for pleasure, and that the quantity of reading being undertaken by students directly correlates to positive academic gains. For these reasons, daily reading will remain the core of our home learning practices as we move forward.

Please ensure that students are reading, or being read to, every day.

Grade 5 Camp

Grade 5 students go on camp to the V Resort for three days two nights, located in a rural mountain setting, approximately two and a half hours outside of Hanoi. The students will have the opportunity to experience a part of Vietnam different from Hanoi. The purpose of the camp is to build relationships across the Grade 5 cohort, develop and enhance social skills and provide opportunities to engage in service learning at a higher level off-campus.

Classroom Assistance

At times during the year, communication from the grade may be sent asking for your assistance in relation to guest speakers for a particular unit of inquiry. You, as a parent, may be able to share your expertise or knowledge relevant to the Grade 5 students. You may also know of someone who could provide information to the Grade 5 students. Please read blog notices carefully and assist where possible.

International Baccalaureate Primary Years Programme (PYP)



At UNIS Hanoi we are authorized to teach the International Baccalaureate Primary Years Programme (IBPYP). The IBPYP is an integrated curriculum that is relevant, challenging and engaging for learners from Discovery to Grade 5. It is an inquiry-driven, concept-based curriculum framework that actively encourages students to ask questions and seek answers about the world around them.

Inquiry-based learning involves:

- Exploring, wondering and questioning;
- Experimenting and playing with possibilities;
- Making connections between previous learning and current learning;
- Making predictions and acting purposefully to see what happens;

- Collecting data and reporting findings;
- Clarifying existing ideas and reappraising perceptions of events;
- Deepening understanding through the application of a concept;
- Making and testing theories;
- Researching and seeking information;
- Taking and defending a position; and
- Solving problems in a variety of ways.

Much of the curriculum is arranged and taught through large, cross-curricular units of study known as units of inquiry. Throughout the elementary school these units of inquiry are arranged under six themes. These same themes are repeated every grade level. The themes are:

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry

All curriculum areas are integrated where appropriate however single subject teaching also occurs separately. In G5 the homeroom teacher teaches most of the subjects however the children attend specialist lessons for the Arts, World Languages, Physical Education and Library.

PYP Exhibition

The Exhibition is scheduled during the fourth quarter. During the PYP Exhibition students demonstrate engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling.

The Exhibition is your child's opportunity to demonstrate an ability to initiate and manage his/her depth of understanding and inquiry into their topic. The students not only will demonstrate an accumulation of skills learned throughout the Primary Years Programme, but will embark on the journey from a more guided setting to that which is more independent. It is an exciting and challenging time for all students, teachers and parents of Grade 5.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Programme of Inquiry: Grade 5

WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
<p>An inquiry into:</p> <ul style="list-style-type: none"> 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>Central idea:</p> <p>We can each make a difference to the world through community action.</p>	<p>An inquiry into:</p> <ul style="list-style-type: none"> 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>Central idea:</p> <p>Human migration affects communities, cultures and individuals.</p>	<p>An inquiry into:</p> <ul style="list-style-type: none"> 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>Central idea:</p> <p>Beliefs and opinions can be expressed in many ways to influence others.</p>

HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
<p>An inquiry into:</p> <ul style="list-style-type: none"> 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>Central idea:</p> <p>Electrical energy can be transferred, transformed and controlled.</p>	<p>An inquiry into:</p> <ul style="list-style-type: none"> 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>Central idea:</p> <p>Transitions from one state to another involve changes that require adaptation.</p>	<p>An inquiry into:</p> <ul style="list-style-type: none"> 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>Central idea:</p> <p>Perspective on climate change can be shaped by many different factors.</p>

English

UNIS Hanoi has a set of curriculum standards for English which are taught within the PYP framework. Our standards are drawn from the Australian national curriculum.

Year 5 Content Descriptions

Reading and viewing

Language

Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)

Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)

Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)

Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)

Writing

Language

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)

Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)

Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513)

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

Literature

Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)

Speaking and listening

Language

Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)

Literature

Present a point of view about particular literary texts using appropriate metalinguage, and reflecting on the viewpoints of others (ACELT1609)

Use metalinguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)

Literacy

Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)



Literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)



Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)



Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)



Literacy

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)



Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)



Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)

Literacy

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)



Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)



Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)



Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)



Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)



Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)



Handwriting & Typing

It is recognized that there are a variety of different styles which your child may have been previously taught before coming to UNIS. Teachers allow these different styles. We offer support to students for touch-typing with Mavis Beacon's "Type to Learn". Typing is promoted as a differentiated activity for students to access independently.

English as an Additional Language (EAL)

What is the aim of the EAL Programme?

As a programme committed to excellence in EAL education, the ES EAL Programme will provide each EAL student with the English language support they need to be academically and socially successful at UNIS Hanoi while striving to respect the integrity of each student's cultural identity and promoting the use of the Home Language.

What is the EAL Methodology?

The EAL Programme will reach its aim through a 'whole-school' approach to the education of EAL students based on current theories of additional language learning for the specific needs of the UNIS-Hanoi ES EAL school population.

How are students identified and placed in the EAL Programme?

The majority of students whose home language is not English must sit for standardized English language testing. These test results and student background information provide the data used to determine English language proficiency and placement within or out the EAL Programme.

What are the levels of EAL Support?

EAL Beginner

EAL Beginner students attend regular scheduled EAL classes instead of World Language or Home Language classes during the week as determined by the EAL teacher. EAL Beginner

classes are self-contained; some materials and activities are related to those being used in the grade-level classroom. In general, the goal of EAL Beginner classes is to develop survival, basic social and academic English skills as related to supporting success in the mainstream classes and social environment of the school. In addition, EAL teachers also support EAL Beginner students in the grade-level classes during the day.

EAL Intermediate

EAL Intermediate students receive special "pull-out" classes; the activities and materials may relate to those being used in the grade-level classroom. The goal of EAL Intermediate classes is to further develop academic English skills that will support success in the mainstream class' academic environment. EAL Intermediate students will receive support from EAL teachers in the grade-level classes during the day as well. EAL Intermediate students will attend either Home Language or World Language classes, however UNIS Hanoi encourages students to study their home language at this stage of English language development.

EAL Advanced

EAL Advanced students receive special English language support both in grade-level classes and in special "pull-out" classes to meet their specific English language needs, as determined by the EAL teacher. The goal of EAL Advanced classes is to provide special academic English support that targets

higher-level language instruction focusing on academic reading and writing skills as they are directly related to the taught curriculum of the respective grade levels. EAL Advanced students will attend Home Language or World Language classes.

EAL Monitoring

This phase of support is for students who have exited the EAL Programme or for new students who have been assessed to be above 'proficient' but still may be in need of minor EAL services. In this phase of support EAL teachers monitor these students' English language usage within the mainstream grade-level class and provide minor academic English support on an individual basis as needed.

How is English language progress assessed?

An EAL student's language learning progress is measured systematically through a variety of in-class performance assessments and standardized testing on a regular basis. When a student has demonstrated that they have the requisite benchmarked skills to advance within or exit out of the EAL Programme, they are promoted to the next level of support which can occur at any time in the academic year.

Mathematics

UNIS Hanoi has a set of curriculum standards for Mathematics which are taught within the PYP framework. Our standards are drawn from the Australian National Curriculum.

Year 5 Content Descriptions

Number and Algebra

Number and place value

Identify and describe factors and multiples of whole numbers and use them to solve problems (ACMNA098)



Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099)



Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100)



Solve problems involving division by a one digit number, including those that result in a remainder (ACMNA101)



Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291)



Fractions and decimals

Compare and order common unit fractions and locate and represent them on a number line (ACMNA102)



Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA103)



Measurement and Geometry

Using units of measurement

Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108)



Calculate perimeter and area of rectangles using familiar metric units (ACMMG109)



Compare 12- and 24-hour time systems and convert between them (ACMMG110)



Shape

Connect three-dimensional objects with their nets and other two-dimensional representations (ACMMG111)



Location and transformation

Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)



Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries (ACMMG114)



Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original (ACMMG115)



Statistics and Probability

Chance

List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions (ACMSP116)



Recognise that probabilities range from 0 to 1 (ACMSP117)



Data representation and interpretation

Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)



Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)



Describe and interpret different data sets in context (ACMSP120)



Recognise that the place value system can be extended beyond hundredths (ACMNA104)



Compare, order and represent decimals (ACMNA105)



Money and financial mathematics

Create simple financial plans (ACMNA106)



Patterns and algebra

Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction (ACMNA107)



Find unknown quantities in number sentences involving multiplication and division and identify equivalent number sentences involving multiplication and division (ACMNA121)



Geometric reasoning

Estimate, measure and compare angles using degrees. Construct angles using a protractor (ACMMG112)



Science



UNIS Hanoi has a set of curriculum standards for Science which are taught within the PYP framework. Our standards are drawn from the Australian national curriculum and are taught as part of integrated Units of Inquiry. Science does not appear as a 'stand alone' subject on student timetables - rather, it is embedded within units of inquiry each year.

Living things

The study of the characteristics, systems and behaviours humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

Earth and space

The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it ; the infinite and finite resources of the planet.

Materials and matter

The student of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

Forces and energy

The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

PYP Science Skills

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions
- Consider scientific models and applications of these models (including their limitations)

Social Studies

UNIS Hanoi is currently undertaking a curriculum review for Social Studies throughout the school and are in the process of adopting an external set of curriculum standards. Social Studies does not appear as a 'stand alone' subject on student timetables - rather, it is embedded within 1-2 units of inquiry each year.

Human systems and economic activities

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

Social organization and culture

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

Continuity and change through time

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.



Human and natural environments

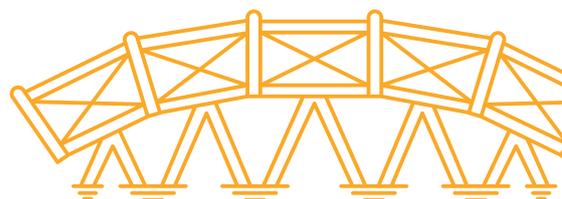
The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

Resources and the environment

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

Social studies skills

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources.



Visual Arts

Visual Arts plays a fundamental part in the education of the whole child. It provides students with a unique means of communicating what they see, think and feel whereby students come to know and appreciate the world around them.

The Visual Arts curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, learn about theoretical and practical aspects of art and design, study and appreciate a range of works. They will develop their understanding of the role that visual arts play in society and cultures.

Whenever possible and appropriate, the Arts subjects support or are integrated into the Programme of Inquiry. However, there are times when these subjects offer independent inquiry into arts-related knowledge, concepts and skills.

The following student learning outcomes have been drawn from the UNIS Arts curriculum.

Creating

- Explores ideas and practices used by artists to represent different views and opinions

- Applies visual language and devices in their artwork with an understanding of skills, techniques and processes

Responding

- Plans the display of artworks that demonstrates an awareness of audience
- Compares and analyzes artworks from different social, cultural and historical contexts

Years 5 and 6 Content Descriptions

Examples of knowledge and skill

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)



Develop and apply techniques and processes when making their artworks (ACAVAM115)



Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)



Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)



Visual arts plays a crucial role in the education and development of the whole child. Visual art classes at UNIS include the development and skills to use many different types of art mediums as well as an art history education and appreciation. Our programme provides students with:

- Opportunities to develop and refine fine motor skills
- Inspiration and the means to enhance their creativity

- The ability to rejoice in building confidence and self-esteem
- A unique way of communicating what they see, think, and feel
- An appreciation of the world around them
- Opportunities to reach higher levels of thinking and learning through creation and critical thinking
- A way to express their creativity and what makes them unique
- Daily problem solving skills and responsibility

The visual arts curriculum is arranged into two strands of creating and responding. Through these, students will develop their imagination and creativity, learn about theoretical and practical aspects of art and design, study and appreciate a range of works, and respond and reflect on their artistic process. As a result, they will develop their understanding of the role that visual arts play in society and cultures. Students will utilize process journals as a means to showcase their creative thinking, reflections, and progress.

Music

Music is a fundamental form of both personal and cultural expression. It allows us to express our feelings and ideas about ourselves and our place in the world. Through music, students can appreciate and understand aspects of their own culture as well as the culture of others.

The Music curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, their practical skills and their ability to communicate through music.

They will also develop their ability to understand and appreciate music so that it can provide a life-long source of enjoyment and satisfaction.

Whenever possible and appropriate, the Arts subjects support or are integrated into the Programme of Inquiry. However, there are times when these subjects offer independent inquiry into arts-related knowledge, concepts and skills.

The following student learning outcomes have been drawn from the UNIS Hanoi Arts curriculum.

Creating

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns.
- Develop technical and expressive

skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community.

- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience.

Responding

- Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts.

Years 5 and 6 Content Descriptions

Examples of knowledge and skills

Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088)



Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089)



Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)



Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)



Vietnamese Foreign Language

At UNIS Hanoi in the Elementary School, Vietnamese is an optional language choice from Grade 1 to Grade 5. Vietnamese Language is offered to all students, except those enrolled in EAL Beginner.

The Grade Five Vietnamese Foreign Language programme focuses on listening and speaking using Vietnamese language. The aim of studying Vietnamese is not only acquiring language, but also developing thinking skills that reflect the IB Learner Profile.

Vietnamese Foreign Language in Grade 5 includes:

- Specialist Vietnamese teacher.
- A language programme with diverse communicative activities (e.g. role-plays, games, songs, creative work) that give the students the opportunity to develop listening and speaking skills, as well as reading and writing skills.
- A cultural studies component which allow students opportunities to explore different aspects of Vietnamese culture (food, clothing, lifestyle, traditional celebrations, performing arts, customs, religions, and field trips to significant places).

Whenever possible and appropriate the programme supports or is integrated into the programme of inquiry. However there are times when the programme offers independent inquiry into related ideas and concepts or skill based teaching.



The outcomes in Grade 5 include:

Speaking and Listening

- Speaks Vietnamese clearly and audibly
- Asks and gives appropriate responses in familiar contexts
- Identifies key points of information from short-spoken texts and dialogue

Reading

- Gains specific vocabulary related to the unit studied
- Reads Vietnamese tones audibly
- Reads and comprehends texts

Writing

- Uses Vietnamese tones in writing tasks
- Applies linguistic structures in various writing tasks
- Writes short simple texts

The units studied allow students to engage in conversations on everyday life. The following units will be covered throughout the year: Portraits, Fashion, Sports, Entertainment, The House and Home, and Tourism.

Vietnamese Mother Tongue

School, Vietnamese Mother Tongue is an optional language choice for Vietnamese students from Grade 1 to Grade 5.

We believe that the Vietnamese Mother Tongue Programme plays an important part of a child's education. It is necessary for students to not only learn their mother tongue, but also maintain culture and traditions.

The students will focus on listening, speaking, reading and writing skills. Through their learning, they will understand and respect the beauty of language and be able to apply their learning. The aim of studying Vietnamese Mother Tongue is not only acquiring language, but also developing thinking skills that reflect the IB Learner Profile.

Vietnamese Mother Tongue in Grade 5 includes:

- A specialist Vietnamese teacher.
- A mother tongue programme with diverse communicative activities (e.g. role-plays, games, songs, creative work) gives the students the opportunity to develop listening, speaking, reading and writing skills.
- A cultural studies component which allows students opportunities to explore different aspects of Vietnamese culture (food, clothing, lifestyle, traditional celebrations, performing arts, customs, religions, and field trips to significant places).

Whenever possible and appropriate, the programme supports or is integrated into the Programme of Inquiry. However, there are times when the programme offers independent inquiry into related ideas and concepts or skill-based teaching.



The outcomes in Grade 5 include:

Listening and Speaking

- Is a responsive listener
- Uses discussions to generate, modify and present ideas
- Participates in various discussions and complex topics

Reading

- Reads independently and fluently with understanding
- Reads widely across genres and shows an interest in a variety of literature
- Uses a variety of reading strategies to comprehend texts

Writing

- Is able to type in Vietnamese
- Uses a range of writing genres and applies an appropriate writing process independently
- Uses grammar and punctuation more accurately
- Edits and proofreads their own writing

The units studied allow students to engage in conversations on everyday life. The following topics will be covered throughout the year. The units are: Journey to the Past, You and Nature, Peace, and A Peaceful Life.

French (World Language)



At UNIS Hanoi in the Elementary School, French is an optional language choice from Grade 1 to Grade 5.

The Grade 5 French Language programme focuses on listening and speaking, reading and writing using French language. The aim of studying French is not only acquiring the language, but also developing thinking skills that reflect the IB learner profile.

The French Language Programme in Grade 5 includes:

- A specialist French teacher, native speaker.
- A language programme with diverse communicative activities (e.g. role-plays, games, songs, creative work,

photo stories) that give the students the opportunity to develop listening and speaking skills, as well as reading and writing skills.

- A cultural studies component which allows students opportunities to explore different aspects of French or Francophone culture (food, clothing, lifestyle, geography, technology, arts). This is supported by an exchange with the students at Alexandre Yersin School.

Whenever possible and appropriate the French programme supports or is integrated into the programme of inquiry. However there are times when the French programme offers independent inquiry into related ideas and concepts or skill based teaching.

The outcomes for students in French Beginner group in Grade 5 include:

Listening and speaking

- Understands a small dialogue or presentation
- Understands instruction in French class and act consequently
- Answers simple questions in French
- Communicates in French in classroom situation
- Has correct pronunciation.

Reading

- Read audibly a short text
- Understand a small text or dialogue

Writing

- Communicates ideas through small text or dialogue
- Use appropriate grammar structures for sentences
- Spell accurately the words learnt

The outcomes for students in French Intermediate group in Grade 5 include:

Listening and speaking

- Understands a small dialogue or presentation
- Understands instruction in French class and acts
- Answers simple questions in French
- Communicates in French in classroom situations
- Has correct pronunciation

Reading

- Read audibly a short text
- Understand a small text or dialogue.

Writing

- Communicates ideas through small text or dialogue
- Uses appropriate grammar structures for sentences
- Spells accurately the words learnt

The outcomes for students in French Advanced group in Grade 5 include:

Listening and speaking

- Understands dialogues or presentations
- Understands complex instructions in French class and acts
- Answers questions in French clearly
- Communicates in French most of the time in classroom situation
- Has correct pronunciation

Reading

- Reads texts audibly
- Understands texts or dialogues

Writing

- Communicates ideas through small text or dialogue
- Uses appropriate grammar structures for sentences
- Spells accurately the words learnt

The topics studied allow students to engage in conversation on everyday life. Topics are personal information, my body, activities, the Calendar, fashion, food and daily activities.

Mandarin (World Language)



At UNIS Hanoi in the Elementary School, Mandarin is an optional language choice from Grade 1 to Grade 5. The Mandarin Language Programme is offered to all EAL students, except those enrolled in EAL I.

In the Elementary School at UNIS Hanoi the Grade 5 Mandarin Language programme focuses on listening and speaking, reading and writing using Chinese language. The aim of studying Mandarin is not only acquiring the language, but also developing thinking skills that reflect the IB learner profile.

Mandarin Language in Grade 5 includes:

- A specialist Mandarin teacher, native speaker.
- A language programme with diverse communicative activities (e.g. role-plays, games, songs, creative work, photo stories) that give the students

the opportunity to develop listening and speaking skills, as well as reading and writing skills.

- A cultural studies component which allow students opportunities to explore different aspects of Chinese culture (food, clothing, lifestyle, geography, technology, arts).

Whenever possible and appropriate the Mandarin programme supports or is integrated into the programme of inquiry. However there are times when the Mandarin programme offers independent inquiry into related ideas and concepts or skill based teaching.

The outcomes for students in Mandarin Beginner group in Grade 5 include:

Listening and speaking

- Understands a small dialogue or presentation
- Understands instruction in Mandarin class and act consequently
- Answers simple questions in Mandarin
- Communicates in Mandarin in classroom situation
- Has correct pronunciation

Reading

- Read audibly a short text
- Understand a small text or dialogue

Writing

- Communicates ideas through small text or dialogue, mixing pinyin and Chinese characters
- Use appropriate grammar structures for sentences

Physical Education



In Physical Education, students will learn through and about movement in an environment that promotes a lifelong love of being physically active.

Students will have the following learning experiences in Physical Education:

- **Individual pursuits - Athletics & Swimming:** The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities; recognizing a high level of achievement and how to improve a performance.
- **Movement composition - Cultural Sequence:** Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/ or criteria and can communicate feelings, emotions and ideas.

- **Games - Hockey, badminton, table tennis and tennis:** Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.
- **Adventure challenges:** A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.
- **Health-related fitness:** Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.

What to Wear

Grade 5 students are expected to change into their PE kit for lessons, and change back into their casual clothes afterwards.

- Appropriate sport shoes (sandals, crocs or flip flops are not acceptable PE Shoes)
- A UNIS Hanoi T-shirt, or House t-shirt
- Sport shorts/skorts or trousers (jeans and skirts are not acceptable PE clothes)
- A hat for sun protection. Sun screen and a light rain jacket when required
- A labelled water bottle

During swimming units students should bring

- One piece swimsuit and a towel (please ensure they are named)
- Goggles
- A swim cap is compulsory for swimmers with medium to long hair.

Sickness and/or medical concerns

Please send a medical certificate if your child is unable to participate in a PE lesson.

Information and Communication Technology (ICT)



UNIS Hanoi recognizes the impact of information and communication technology (ICT) in the educational process. We believe that when used appropriately, technology provides opportunities to support, engage, enhance and transform student learning.

The Elementary school strives to create learning experiences where technology is integrated through all curriculum areas and are learned in meaningful ways in the context of classroom learning. Using a variety of multimedia resources such as laptops, digital/video cameras and other mobile devices, the students are equipped with the skills and knowledge they need as they prepare to learn and live productively in an increasingly digital world.

The ICT skills and knowledge are evaluated using the following NETS Standards for students:

- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

UNIS Hanoi Elementary has adopted a flexible learning model that encourages teachers to collaboratively identify and agree on the aims and uses of ICT before integrating technology in the classrooms. To provide more student support, the homeroom teachers work together with the Technology Coordinator in integrating technology into the curriculum.

In addition, ICT plays a significant role in the Arts subjects where students are given opportunities to create and respond to, and using, a variety of digital media.

The following student learning outcomes have been drawn from the UNIS Hanoi Technology (Media Arts) curriculum.

Creating

- Investigate and devise representations of people in their community, including themselves, through visual media
- Use media technologies to create images, sounds and text to tell stories
- Plans, creates and presents media artworks for specific audiences.

Responding

- Identifies intended purposes and meanings of media artworks using media arts key concepts.

Information Fluency

The UNIS Hanoi Elementary School (ES) Library program strives to support and encourage students' academic pursuits and pleasure reading interests through a positive, stimulating and student centered environment. The ES Library program serves students in grades Discovery to grade 5 and is the foundation for all PYP areas of curriculum by providing Library resources to the classroom which support Units of Inquiry (UOI). The ES UNIS Library has adopted a flexible learning model in which teachers work to collaboratively identify the uses and integration of Information Fluency skills in the classrooms. The Elementary Librarian supports teaching and learning in the classroom through the collaborative efforts shared with Homeroom (HR) and other Specialist teachers. Information Fluency skills, guided by the American Library Association School Library curriculum, are integrated into appropriately connected UOI's to provide meaningful and practical learning experiences.

Students are encouraged to become independent Library users and lifelong readers through the development of a love of literacy.



Through Information Fluency lessons delivered by the ES Librarian and/or Homeroom teacher, Grade 5 students learn to:

- Begin to use critical thinking skills when determining accuracy of information
- Demonstrate knowledge of appropriate use of digital resources including the Internet and UNIS subscription research databases
- Access all UNIS Hanoi Library subscription research databases and understand why they are the preferred method for online research
- Deepen their understanding of the Destiny Quest interface by creating digital book reviews, digitally recommending book titles to others, placing titles on hold, etc.
- Independently use Self check-out to borrow books and check borrowing status
- Further their knowledge of how to perform Boolean searches in Destiny and Advanced searches in Google
- Perform keyword searches
- Further understand concepts of plagiarism and the need for citation and attribution
- Create citations for: books, magazines and websites
- Create a Works Cited and Bibliography
- Become familiar with layout and collection of both ES and MSHS libraries

Personal, Social and Emotional Learning (PSEL)

Personal, Social and Emotional Learning (PSEL) offers students the opportunity to learn about themselves and about how they relate to others. Students are constantly learning about themselves and about others across the curriculum but there are also specific lessons and units where age-appropriate topics and issues can be explored in more depth. Learning in PSEL enables students to develop the attributes represented in the IB Learner Profile.

PYP strands

Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.



Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.





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