



# Grade 3

GRADE LEVEL GUIDE

2017 - 2018



30 YEARS OF LEARNING TO INSPIRE

# Message from the Grade 3 Team



Dear Parents of Grade 3 Students,

Welcome to Grade 3. We trust that you will find this guide informative and helpful. It is intended to give you an overview of Grade 3 and some hints to help you and your child prepare for and settle into this grade level.

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.

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

We look forward to working closely with you this year.

Yours sincerely,

**The Grade 3 Team**

**Christine (Chris) Boulden**

**Joshua Smith**

**Julia Hatch**

**Aaron Davis**

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## Grade 3 Subjects

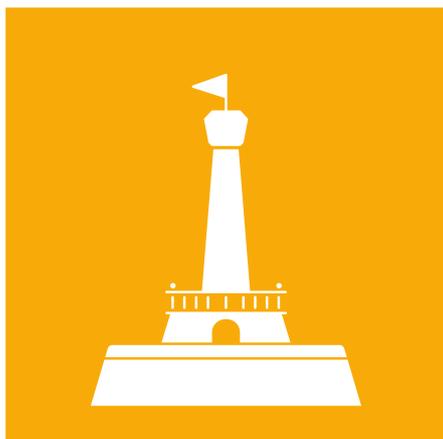
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# Who's Who in Grade 3

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
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<b>D-12 Psychologist</b>	Lee Cassidy		ecassidy@unishanoi.org
<b>Learning Support Assistant</b>	Dang Thanh Hoa		dthoa@unishanoi.org
<b>Counsellor</b>	Dylan Meikle		dmeikle@unishanoi.org
<b>Librarian</b>	Julie Conroy		eslibrarian@unishanoi.org
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# Grade 3 Procedures



## Home Learning Guidelines

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.

A large body of research tells us that the activity that has the most positive impact on students' academic success in Elementary School, is daily reading for pleasure. Our expectation is that students are reading daily at home, both in English and in their home language. Proficiency in mother tongue aids proficiency and success

in English language acquisition. Students should be encouraged to read on their own, to parents, in addition to having parents read to them regularly. Systems of monitoring daily reading as home learning will vary across grade levels and requires greater levels of student independence as they move up the school.

The best way for students to acquire mathematics skills is through game playing with siblings and parents - eg. Snakes & Ladders, Monopoly, Yahtzee, Cluedo, Sequence, card games, dice games etc. This has the additional benefit of children enjoying time with their parents away from screens and devices.

There are many other things that children should be engaging in that will have more of a positive impact than homework, including unstructured play, time outdoors, exercise, and family time.

## Field Trips

We shall be going on a number of field trips this year. Parent volunteers may be asked to come to help with supervision, to facilitate learning and function as the leader of a group.

# International Baccalaureate Primary Years Programme (PYP)



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 G3 the homeroom teacher teaches most of the subjects however the children attend specialist lessons for the Arts, Vietnamese, French, World Languages, Physical Education and Information Fluency.



## 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.

At UNIS Hanoi we are authorized to teach the International Baccalaureate Primary Years Programme (IBPYP). The IBPYP is an integrated curriculum framework 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.

## The IB Learner Profile



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.

# Grade 3 Programme of Inquiry

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
<p><b>Central idea:</b> Appreciating what people believe can enable us to become global citizens.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of a global citizen</li> <li>• Experiences that shape our beliefs</li> <li>• Similarities and differences among belief systems</li> </ul> <p><b>Key concepts:</b> perspective, connection, reflection</p> <p><b>Related concepts:</b> tolerance, religion, culture</p> <p><b>Subject focus:</b> PSEL</p>	<p><b>Central idea:</b> Our solar system and our understanding of it is constantly changing.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• Space exploration and discoveries impacts our lives</li> <li>• Earth is part of a larger interacting system</li> <li>• The solar system is constantly changing</li> </ul> <p><b>Key concepts:</b> connection, change, causation</p> <p><b>Related concepts:</b> exploration, space, cycles/time</p> <p><b>Subject focus:</b> Science</p>	<p><b>Central idea:</b> Artists choose from a variety of techniques to express their message.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• Artists communicate their ideas in a variety of ways</li> <li>• The choice of technique communicates an artist's message</li> <li>• Perspective influences an interpretation of the artist's message</li> </ul> <p><b>Key concepts:</b> form, causation, perspective</p> <p><b>Related concepts:</b> emotion, choice, message</p> <p><b>Subject focus:</b> Language, the Arts</p>	<p><b>Central idea:</b> Understanding forces can help humans to design effective machines.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• Types of forces</li> <li>• Simple machines in everyday lives</li> <li>• Applying science knowledge to create effective machines</li> </ul> <p><b>Key concepts:</b> form, function, causation</p> <p><b>Related concepts:</b> force, design</p> <p><b>Subject focus:</b> Science</p>	<p><b>Central idea:</b> Our economic activities affect people and impact the environment.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• Fairness and sustainability in growth and development</li> <li>• The effects of economic activities and globalization</li> <li>• Our power as consumers to effect change</li> </ul> <p><b>Key concepts:</b> causation, perspective, responsibility</p> <p><b>Related concepts:</b> choice, fairness</p> <p><b>Subject focus:</b> Social Studies</p>	<p><b>Central idea:</b> The struggle to share the environment impacts living things.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• How living things uniquely adapt for survival</li> <li>• The impact of changing environment</li> <li>• Human perspectives on conservation and the effect on living things</li> </ul> <p><b>Key concepts:</b> causation, connection, perspective</p> <p><b>Related concepts:</b> adaptation, conservation, loss</p> <p><b>Subject focus:</b> Science</p>

# English



language learning. Each strand is considered from both the receptive and expressive aspect.

## 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 Typing.com. Typing is promoted as a differentiated activity for students to access independently.

At UNIS Hanoi we believe that all teachers are language teachers. Learning language, learning through language and learning about language not only promote cognitive growth but also encourage students to develop into confident and reflective communicators and lifelong learners.

Language acquisition and development is fundamental to teaching and learning. Language is an integral and interconnected part of the UNIS Hanoi curriculum. We also believe personal development, cultural identity and intercultural understanding are integral to language learning.

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. These are taught in context within and outside of the units of inquiry. For further details related to the English standards used specifically within Grade 5, please visit your child's homeroom blog.

In English, the PYP has identified three strands - oral language, visual language, written language - that are learned across and throughout the curriculum, with each strand being an integral component of

Strand	Receptive - receiving and constructing meaning	Expressive - creating and sharing meaning
Oral language	Listening	Speaking
Visual language	Viewing	Presenting
Written language	Reading	Writing

# 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 may receive special classes outside of the homeroom; 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

This phase of support is for students who have been assessed to be at the EAL Advanced level and still may be in need of EAL services within the homeroom. In this phase of support EAL teachers monitor these students' English language usage within the mainstream grade-level class and provide academic English support on an individual basis as needed. The homeroom teacher has primary responsibility of English language development with the support of EAL teachers.

## 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



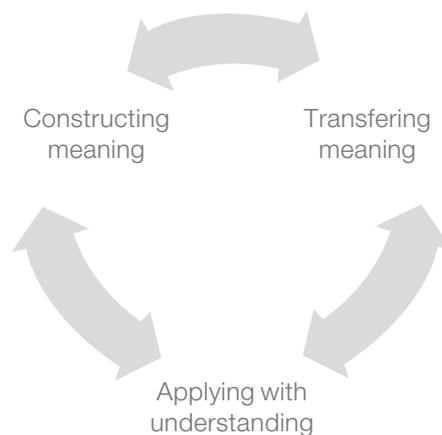
In the PYP, mathematics is viewed as a tool to support inquiry and provides a global language through which students make sense of the world around them. Mathematics helps explain the why and how, and is a process of thinking. The conceptual framework of the PYP promotes a deep understanding of mathematical principles and the use of transdisciplinary themes ensures that connections with the real world are made.

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. Further elaboration of these standards are available on your child's class blog.

The comprehensive philosophy and approach of the PYP's written, taught and assessed curriculum is highly visible within the eight "Standards for mathematical practice", drawn from the Common Core State Standards as evidenced in the following section.

As students investigate mathematics and its application to the real world, the PYP provides an authentic framework for exploring the eight mathematical practices.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



**Figure 1**  
*How children learn mathematics*

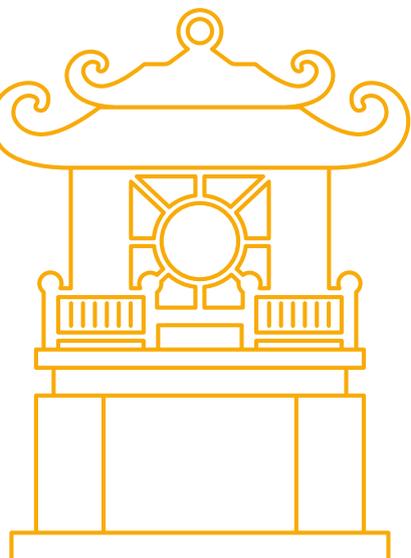
# Science



## PYP Science Skills

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

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 1-2 units of inquiry each year.



# Social Studies



UNIS Hanoi integrates the C3 Framework as an external set of curriculum standards. This is aligned with the PYP Social Studies strands and our programme of inquiry. Social Studies does not appear as a 'stand alone' subject on student timetables - rather, it is embedded within units of inquiry each year.

## Social organization and culture

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

1. Formulate and ask questions about the past, the future, places and society
2. Use and analyse evidence from a variety of historical, geographical and societal sources
3. Orientate in relation to place and time
4. Identify roles, rights and responsibilities in society
5. 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.

Student learning outcomes have been drawn from the Australian national curriculum and aligned with the PYP Arts scope and sequence.

## Creating

- Investigates artworks from different cultures and uses them as inspiration for their own representations
- Predicts and experiments with visual language and devices to enhance knowledge and practice with skills and techniques

## Responding

- Experiments with the display and exhibition of artworks
- Observes and makes connections between artist, artworks and audiences from different cultures and times

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 program 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 lifelong 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

- Develops aural skills by exploring, imitating and recognizing elements of music including dynamics, pitch and rhythm patterns
- Practices singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces
- Creates, performs and records melodies by selecting and organizing sounds, silence, tempo and volume

## Responding

- Listens and responds to a range of their own and others' music, considering where and why people make music

## Music Activities

Grade 3 students have the opportunity to take instrumental lessons as part of the After School Activities programme. These will be advertised and the contact person for Music is Ms Pham Thu Trang [umaofficer@unishanoi.org](mailto:umaofficer@unishanoi.org)

# World Languages (French, Vietnamese, Mandarin)



At UNIS, faculty D-12 incorporate the American Council of Teachers of Foreign Language (ACTFL) benchmarks in alignment with the IB framework. ACTFL describes how language learners use language across three main ranges of development (Novice, Intermediate, and Advanced). Students in the World Language program at the Elementary school will focus on Novice and Intermediate low proficiency outcomes.

Students are placed in sub-levels in the Novice and Intermediate range based on language proficiency.

## UNIS Novice One proficiency outcomes

Students will be able to:

- Communicate on some very familiar topics using single words and phrases that i have practiced and memorized.
- Present information about myself and some other very familiar topics using single words or memorized phrases.
- Copy some familiar words, characters or phrases.
- Recognize a few memorized word and phrases when i hear them spoken
- Recognize a few letters or characters and identify a few memorized words and phrases when i read.

At UNIS Hanoi in the Elementary School, World Languages (Vietnamese, French and Mandarin) is an optional choice for all students from Grade 1 to Grade 5 except EAL Beginners. In the UNIS Hanoi Elementary School the World Languages programmes focus on listening, speaking and reading skills for all grades, and writing is developed according to the language and proficiency level.

The aim of studying World Languages is not only acquiring the language but also enhancing transdisciplinary skills through the attributes of the IB Learner Profile. Whenever possible and appropriate the World Language programme supports or is integrated into the programme of inquiry. There are times when the World Language programme offers independent inquiry into related ideas and concepts or skill - based teaching.

The World Language programme includes:

- A specialist World Language teacher
- A language programme with diverse communicative activities that give the students opportunities to develop all language skills
- A cultural studies component which allows students opportunities to explore different aspects of the world language culture (food, clothing, lifestyle, geography, traditional celebrations, arts...)

A fundamental understanding of additional language programs is that students progress at varying rates based on prior exposure to the target language, frequency with which the additional language is used and the language environment at home and in the community.

## UNIS Novice Two proficiency outcomes

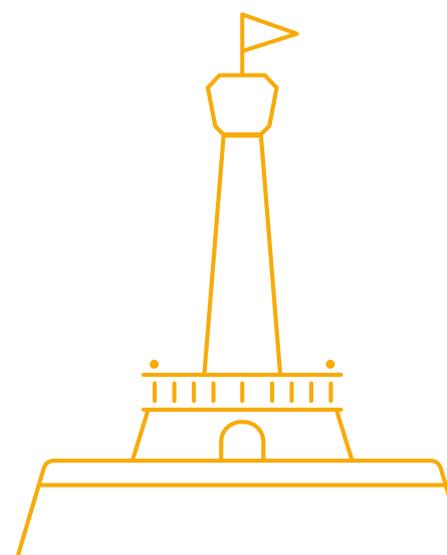
Students will be able to:

- Communicate on very familiar topics using a variety of words and phrases that i have practiced and memorized.
  - Present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
  - Write lists and memorized phrases on familiar topics.
  - Recognize some familiar words and phrases when i hear them spoken.
  - Recognize some letters or characters and understand some learned or memorized words and phrases when i read.
- Write short messages and notes on familiar topics related to everyday life.
  - Understand words, phrases, and simple sentences related to everyday life; recognize pieces of information and sometimes understand the main topic of what is being said.
  - Understand familiar words, phrases, and sentences within short and simple texts related to everyday life; sometimes understand the main idea of what i have read.

## UNIS Novice Three proficiency outcomes

Students will be able to:

- Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language; handle short social interactions in everyday situations by asking and answering simple questions.
- Present basic information on familiar topics using language I have practiced using phrases and simple sentences.



# Vietnamese Mother Tongue



At UNIS Hanoi in the Elementary 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 into real life. The aim of studying Vietnamese Mother Tongue is not only acquiring the language but also enhancing transdisciplinary skills through the attributes of the IB Learner Profile. Whenever possible and appropriate the Vietnamese Mother Tongue programme supports or is integrated into the programme of inquiry. There are times when the Vietnamese Mother Tongue programme offers independent inquiry into related ideas and concepts

or skill-based teaching. A fundamental understanding of Mother Tongue language program is that students progress at varying rates based on their exposure to the language, frequency with which the language is used and the language environment at home and in the community.

## The Vietnamese Mother Tongue Programme in Grade 3 includes:

- A specialist Vietnamese teacher.
- A mother tongue programme with diverse communicative activities (e.g. role-plays, games, songs, creative work) 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 place).

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 3 include:

### Listening and speaking

- Listens appropriately, responsively and participates in discussions.
- Listens and retells texts clearly with expression.
- Expresses their feelings, thoughts and opinions toward texts and in different situations

### Reading

- Reads texts clearly and fluently.
- Reads a variety of genres/ text types.
- Comprehends texts.

### Writing

- Uses correct spelling.
- Uses appropriate punctuation to support meaning.
- Begins to apply different writing formats.

# Home Language Programme



UNIS Hanoi believes in the value and importance of students maintaining and developing their home language. Research suggests that a high level of proficiency in the home language may exert important influences on academic and intellectual development (Cummins, 2000).

UNIS Hanoi will make a concerted effort to support home language development of all languages, by providing coordination for Home Language (including the Self-Taught Languages in the Diploma programme). Home Language programmes are paid for in full by the community members participating in the programme. This is in addition to the payment of full tuition and fees of the regular UNIS Hanoi programme.

Home Language community groups are self-formed and take the responsibility for finding a home language teacher. Home language classes can be organised to meet during the school day at times that fit within the UNIS Hanoi schedule, or

after school. The decision to participate in a Home Language class is up to the student and his/her family.

Home Language Groups at UNIS Hanoi

- Chinese
- Danish
- Dutch
- French
- German
- Japanese
- Korean
- Spanish
- Swedish
- Vietnamese

For information on organising a new group or joining an already existing Home Language class at UNIS Hanoi, please visit our school website and view the Home Language page.



# 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, Trick shots:**  
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 (for example, track and field, swimming, skating, skiing); recognizing a high level of achievement and how to improve a performance.
- **Movement composition- Gymnastics 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. (for example, gymnastics, dance, martial arts).

- **Games - Strike & Field, Invasion:** 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

- 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).
- Layers of clothing during cooler months so students can take a layer off after they start running around and warm up.
- 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:**

- Creativity and Innovation
- 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.

# Information Fluency



The UNIS Hanoi Elementary School (ES) Library programme strives to support and encourage students' academic pursuits and pleasure reading interests through a positive, stimulating and student centered environment. The ES Library programme 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 Hanoi 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.

## **Delivery of Information Fluency lessons by the ES Librarian and/or Homeroom teacher Information Fluency sessions; Grade 3 students learn to:**

- Demonstrate use of the Destiny catalog to find a CALL# number for a specific title with minimal or no help
- Understand, practice and communicate appropriate library behavior
- Show knowledge of how to

use encyclopedias and the concept of "volumes"

- Select books based upon review, reflection and reading level, using IPICK
- Locate E books independently, or with minimal help
- Locate JF books on the shelves with some help
- Locate nonfiction books on the shelves with minimal help
- Identify supporting details in a text, along with other components
- Independently identify and select books from various genres
- Demonstrate, with assistance, how to find specific call number, title, author, subject or series in the Destiny catalog
- With minimal or no help, use the self-checkout to borrow books and check borrowing status
- With assistance, demonstrate how to access and use UNIS subscription research databases
- Begin to understand the Dewey Decimal Classification system of nonfiction resources

# Personal, Social and Emotional Learning (PSEL)



## Interactions

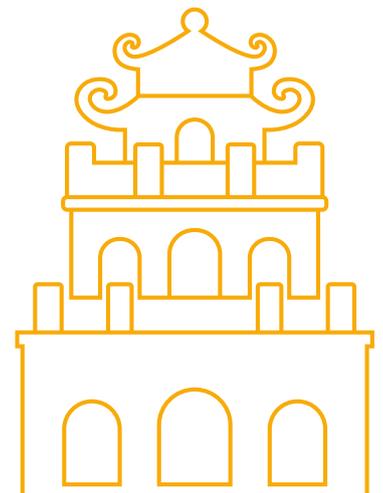
An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences;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

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.





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