



Grade 1

GRADE LEVEL GUIDE

2019 - 2020



LEARNING TO INSPIRE

Message from the Grade 1 Team

Dear Parents of G1 Students,

Welcome to G1. The purpose of this guide is to give you an overview of Grade 1. We trust that you will find it informative and helpful.

The G1 teachers will communicate with you on a regular basis, primarily through the blog. 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 work in partnership with you, the parents, by keeping communication a two-way process between home and school.

Yours sincerely,

The Grade 1 Team

Anna Murray

Jenny-Lee Moore

Kristen McAuliffe

Jill Landretti

Kristin Partridge

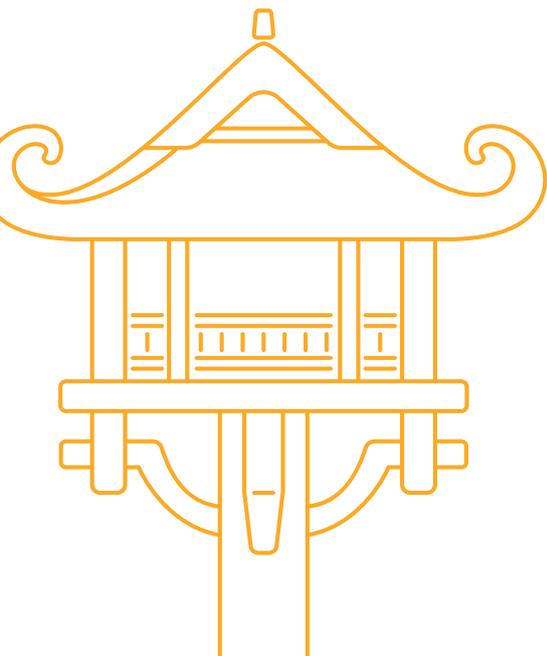


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Who's Who in Grade 1

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
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D-5 Instructional Coach - Literacy	Angela Brienza		abrienza@unishanoi.org

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.

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

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

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 G1 the homeroom



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

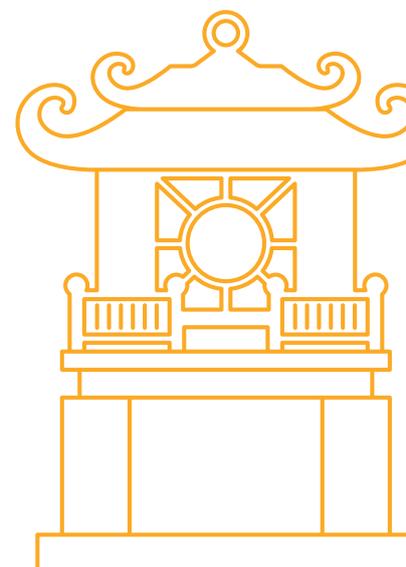
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

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 1 Programme of Inquiry

WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
<p>Central idea: Balance in our lives can promote health and well-being.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Ways we take care of ourselves • A balanced lifestyle • How our choices impact our health <p>Key concepts: form, causation</p> <p>Related concepts: choice, well-being, balance</p> <p>Subject focus: Science, PSEL, Social Studies, PE</p>	<p>Central idea: The contributions of significant people affect the world.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Our personal histories • Why a person becomes significant • The effect of significant people on our lives <p>Key concepts: change, perspective, connection</p> <p>Related concepts: contribution, impact</p> <p>Subject focus: Social Studies, Visual Art</p>	<p>Central idea: Artists express ideas and emotions for different purposes.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Artists and Musicians • Elements of a performance <p>Key concepts: form, reflection</p> <p>Related concepts: expression, audience, voice</p> <p>Subject focus: Literacy, Performing Arts</p>

HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
<p>Central idea: Artificial sound and light allows us to experience our world.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The sources and properties of artificial light and sound • The manipulation of light and sound • Scientists use methods to help answer questions <p>Key concepts: form, function, causation</p> <p>Related concepts: properties, impact, forms of energy</p> <p>Subject focus: Science, Performing Arts</p>	<p>Central idea: Languages is a cultural schema that we use to communicate.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • How routines and systems work • The effect of routines and systems on communities • How our choices impact a system and the community <p>Key concepts: causation, function, responsibility</p> <p>Related concepts: systems, cooperation, organization</p> <p>Subject focus: Personal Social, Physical Education, Language</p>	<p>Central idea: Understanding living things helps us share our environment and resources.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The environment of different environments • External features of living things • Impact of humans on living things <p>Key concepts: form, connection, responsibility</p> <p>Related concepts: impact, inter- connectedness</p> <p>Subject focus: Social Studies, Science</p>

English

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 1, please visit your child's homeroom blog.

In English, the PYP has identified three strands - oral language, visual

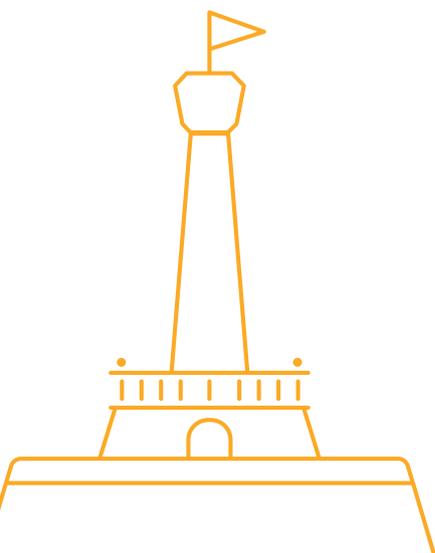


language, written language - that are learned across and throughout the curriculum, with each strand being an integral component of language learning. Each strand is considered from both the receptive and expressive aspect.

Handwriting

It is recognized that there are a variety of different styles which your child may have been previously taught before coming to UNIS Hanoi. Teachers allow these different styles.

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 provides each EAL student with the English language support they need to be academically and socially successful at UNIS Hanoi. It also strives to respect the integrity of each student's cultural identity and promotes the use of the home language.

What is the EAL Methodology?

The EAL Programme reaches its aim through a 'whole-school' approach to the education of EAL students based on current theories of additional language learning.

How are students identified and placed in the EAL Programme?

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

What are the levels of EAL Support?

EAL Beginner

EAL Beginner students attend regular scheduled EAL classes each week as well as EAL classes during World Language or Home

Language times. EAL Beginner classes are self-contained but content is related to that being taught in the homeroom. In general, the goal of EAL Beginner classes is to develop social and academic English skills to support success in the homeroom classes and social environment of the school. In addition, EAL teachers also support EAL Beginner students in the homeroom classes.

EAL Intermediate

EAL Intermediate students receive support in the homeroom. The goal is to further develop academic English skills that will support success with the curriculum. 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

In this phase of support, students receive academic English support from the homeroom teacher and are monitored by the EAL teacher.

How is English language progress assessed?

An EAL student's language learning progress is measured through a variety of in-class performance assessments and standardized testing. When a student has demonstrated they have the required skills to advance within or exit the EAL Programme, they are promoted to the next level.

Play Based Learning



In Grade 1, Play Based learning happens four times a week during the last period of the day.

We believe that play looks different to what it might look like in Discovery or Kindergarten, but that it is still an important part of helping our children become self directed learners. By incorporating the curriculum into our intentional play, the children are building on discoveries and connections made in the classroom.

Children possess an innate curiosity to wonder and to ask questions, to search for meaning and the interconnectedness of their surroundings and experiences.

Through Play Based Learning, we foster children's natural curiosity by creating rich learning environments and intentionally designed experiences.



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.

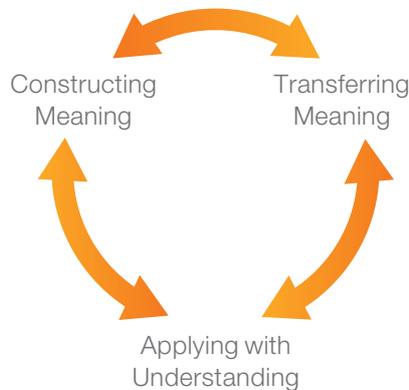


Figure 1

How children learn mathematics

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of other
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.

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 throughout the 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

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)

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.

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.

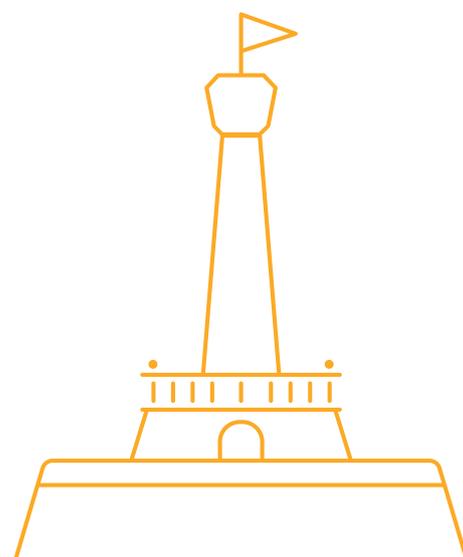
Resources and the environment

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

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, explore materials and techniques, learn about practical aspects of art and design, develop their observational skills and appreciate artists and art works.

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

- Represents their ideas visually by creating art and designing works based on their experiences, imagination and observations
- Explores and experiments with a diversity of materials, techniques, technologies and processes to make their art works using safe practices

Responding

- Explains and shares their art works with others
- Describes other artists' art works, and their practices, using visual language



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 and online platforms 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 Music curriculum.

Creating

- Investigate sound and imitates pitch and rhythm patterns using voice, instruments and movement
- Sing, play instruments and move to a range of music, learning a repertoire of chants, songs and rhymes
- Display vocal control when participating in a variety of songs
- Create and improvise short compositions and communicates musical ideas through performance and with both non-traditional and traditional symbols



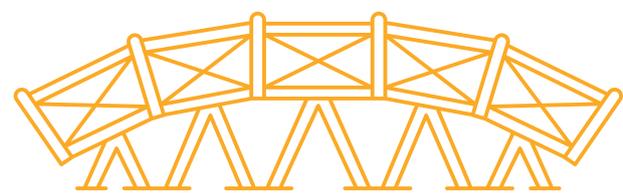
- Use a variety of Orff tuned and untuned instruments with care and control

Responding

- Listen and respond to a range of their own and others' music, considering where and why people make music
- Use prior knowledge and imagination to create compositions as an ensemble
- Become more familiar with reading and using traditional and non traditional notation when performing
- Identify motion in different songs
- Begin to use appropriate vocabulary to describe songs

Music Activities

Grade One students have the opportunity to take instrumental and vocal lessons as part of the After School Activities programme. These will be advertised and the contact person for Music is Ms Le Thi Thanh Xuan umaofficer@unishanoi.org.



World Languages

(French, Vietnamese, Mandarin)



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 approaches to learning 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 learning.

The World Language programme includes:

- A specialist World Language teacher
- A language programme with diverse communicative learning engagement 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.

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 they have practiced and memorized.
- Present information about self 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 they hear them spoken
- Recognize a few letters or characters and identify a few memorized words and phrases when they read.

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 1 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 study 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 place).

The outcomes in Grade 1 include:

Listening and speaking

- Listens attentively and responsively in class activities and in different situations.
- Listens and begins to retell simple texts using pictures and prompts.
- Asks questions and gives appropriate answers.

Reading

- Decodes simple words.
- Reads aloud simple texts with clear pronunciation
- Recognizes simple words and responds to what has been read.

Writing

- Sounds out basic words correctly.
- Writes lower-case letters legibly.
- Writes simple sentences.

Home Language Programme



Home Language Groups at UNIS Hanoi

- Chinese
- Danish
- Dutch
- German
- Japanese
- Korean
- Swedish
- Polish

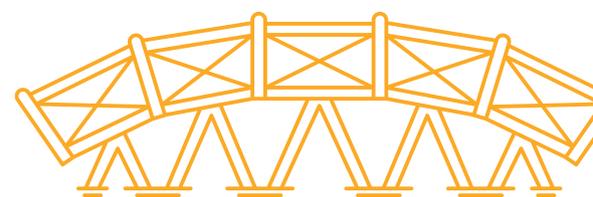
For information on organising a new group or joining an already existing Home Language class at UNIS Hanoi, please visit our school website and view the Home Language page.

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.



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 - Cycling & 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 (for example, track and field, swimming, skating, skiing); recognizing a high level of achievement and how to improve a performance.
- **Movement composition - Gymnastics:** 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:** 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. Sunscreen 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

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 International Society for Technology in Education (ISTE) 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



- Selecting resources from the library that enhance their learning through the use of Destiny Discover
- Demonstrating an understanding of how knowledge can be transferred between tools
- Using digital tools to find information on topics of interest
- Becoming familiar with age appropriate criteria for evaluating digital content
- Practising responsible use of technology
- Learning about ownership and how to respect the work of others
- Understanding the importance of keeping their information private.

The primary goals of the Elementary School library programme are to foster a love of reading among students and to support the inquiry-based curriculum by providing instruction in information literacy and research skills..

The Elementary Teacher Librarian supports teaching and learning in the classroom through collaboration with Homeroom and other Specialist teachers. PYP Units of Inquiry offer numerous opportunities to integrate information literacy and research skills with the skills and dispositions described in the PYP Approaches to Learning.

Students are encouraged to become independent Library users and lifelong readers through the development of a love of literacy and whilst the language of instruction is English, the Library has an extensive collection of books in other languages which students are encouraged to borrow.

The skills to be covered during this year include:

- Identifying a problem and selecting appropriate resources to explore and find solutions
- Breaking a problem into parts and identifying ways to solve the problem
- Exploring how technology can make a task easier
- Reading in multiple media types for pleasure and pursuit of interests
- Asking questions, suggesting solutions, testing ideas and sharing their learning
- Designing research through a step by step process
- Using digital tools to connect with others
- Communicating with others and looking at problems from different perspectives
- Sharing ideas in multiple ways - visual, audio, etc
- Engaging in conversations that explore different viewpoints

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

Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that

make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Interactions

Learners recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.



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