



# Grade 4

GRADE LEVEL GUIDE

**2019- 2020**



LEARNING TO INSPIRE

# Message from the Grade 4 Team

Dear Parents of Grade 4 Students,

Welcome to Grade 4. We trust that you will find this guide informative and helpful. It is intended to give you an overview of Grade 4 and help you and your child prepare for and to 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.

Please do not hesitate to contact your child's teachers or the Grade Level Team Leader 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 4 Team**

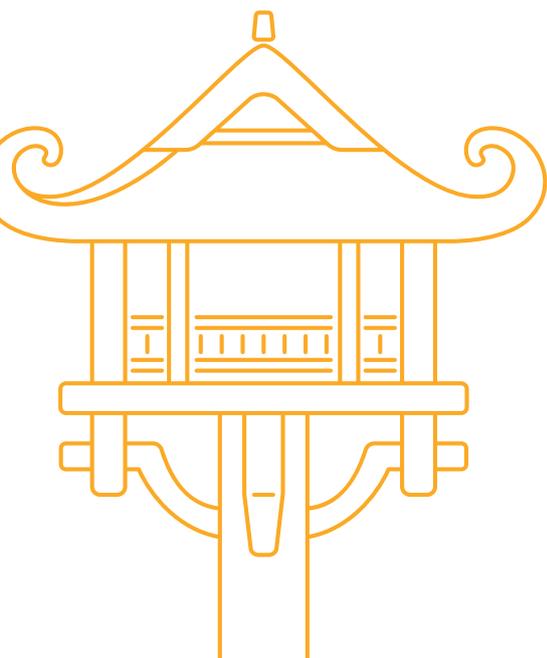
**Margaret Lewis**

**David Logue**

**Darren Radu**

**Christy Heitmiller**

**Nicole Moodie**



# Table of Contents

<b>Message from The Grade 4 Team</b>	<b>3</b>	<b>Grade 4 Subjects</b>	
<b>Who's Who in Grade 4</b>	<b>5</b>	<b>English</b>	<b>11</b>
<b>Grade 4 Procedures</b>	<b>6</b>	<b>English as an Additional Language: EAL</b>	<b>13</b>
Expectations		<b>Mathematics</b>	<b>14</b>
Code of Conduct: Class Agreements Portfolios		<b>Science</b>	<b>16</b>
Home Learning Guidelines		<b>Social Studies</b>	<b>17</b>
<b>International Baccalaureate Primary Years</b>	<b>8</b>	<b>Visual Arts</b>	<b>18</b>
<b>Programme (PYP)</b>		<b>Music</b>	<b>19</b>
<b>The Programme of Inquiry for Grade 4</b>	<b>10</b>	<b>World Languages</b>	<b>20</b>
		<b>Vietnamese Mother Tongue</b>	<b>21</b>
		<b>Home Language Programme</b>	<b>23</b>
		<b>Physical Education</b>	<b>24</b>
		<b>Information &amp; Communication Technology (ICT)</b>	<b>25</b>
		<b>Information Fluency</b>	<b>26</b>
		<b>Personal, Social &amp; Emotional Learning (PSEL)</b>	<b>27</b>

# Who's Who in Grade 4

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
<b>Class Teacher</b>	Margaret Lewis	4A	mlewis@unishanoi.org
<b>Class Teacher</b>	David Logue	4B	dlogue@unishanoi.org
<b>Class Teacher</b>	Darren Radu	4C	dradu@unishanoi.org
<b>Class Teacher and Grade Leader</b>	Christy Heitmiller	4D	cheitmiller@unishanoi.org
<b>Teacher Assistant</b>	Do Thi Thu Huong		dtthuon@unishanoi.org
	Nguyen Phuong Thao		npthao@unishanoi.org
<b>English as an Additional Language (EAL)</b>	Nicole Moodie		nmoodie@unishanoi.org
<b>Visual Arts</b>	Vicky Wilson-Jiwatram		vwilson-jiwatram@unishanoi.org
<b>Art Assistant</b>	Luu Thi Huyen Trang		lthtrang@unishanoi.org
<b>Music</b>	Maria Abella		mabella@unishanoi.org
	Noor Sandhu		nsandhu@unishanoi.org
<b>Music Assistant</b>	Nguyen Thi Thanh Mai		nttmai@unishanoi.org
<b>D-5 Instructional Coach - Technology</b>	William (Neal) Clark		wclark@unishanoi.org
<b>Technology Assistant</b>	Nguyen Thi Thanh Nhan		nttnhan@unishanoi.org
<b>Physical Education (PE)</b>	Matthew Magowan		mmagowan@unishanoi.org
	Shannon Schultz		sschultz@unishanoi.org
<b>Swimming (PE)</b>	Pham Duc Hiep		pdhiep@unishanoi.org
<b>PE Assistant</b>	Nguyen Van Pho		nvpho@unishanoi.org
	Tran Duc The		tdthe@unishanoi.org
<b>Vietnamese</b>	Nguyen Thi Thu Huyen		ntthuyen@unishanoi.org
	Dinh Thi Le		dtle@unishanoi.org
	Tran Kim Dung		tkdung@unishanoi.org
<b>French</b>	Milene Magre		mmagre@unishanoi.org
	Claire Holbein		cholbein@unishanoi.org
	Laurie Rombaut-Pierlovsi		lrombaut@unishanoi.org
<b>Mandarin</b>	Aiqin Li		ali@unishanoi.org
<b>Learning Support</b>	Jennifer Szwarc		jszwarc@unishanoi.org
	Claire Harrison-Poole		charrison-poole@unishanoi.org
<b>Speech and Language Pathologist</b>	Brian Walker		bwalker@unishanoi.org
<b>D-12 Psychologist</b>	Lee Cassidy		ecassidy@unishanoi.org
<b>Learning Support Assistant</b>	Dang Thanh Hoa		dthoa@unishanoi.org
	Dinh Thi Tra		dttra@unishanoi.org
<b>Counsellor</b>	Dylan Meikle		dmeikle@unishanoi.org
<b>Librarian</b>	Monica Mayer		eslibrarian@unishanoi.org
<b>Library Assistant</b>	Le Bach Quynh		lbquynh@unishanoi.org
<b>D-5 Instructional Coach - Mathematics</b>	Elizabeth Murray		emurray@unishanoi.org
<b>D-5 Instructional Coach - Literacy</b>	Angela Brienza		abrienza@unishanoi.org

# Grade 4 Procedures



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.

## Expectations

Students are expected to find ways to take ownership of themselves, academically and socially. It is an expectation that by the end of the year students will be taking full responsibility for their learning. Students are expected to come with a positive attitude, ready to learn everyday. Students will actively contribute to their learning community and their individual learning experience.

## Code of Conduct: Essential Agreements

In Grade 4, each class collaboratively agrees to a set of rights and responsibilities. These Essential Agreements are created, reviewed and decided upon by the Grade 4 students and teacher. They are then published and publicized in the classroom as reminders of appropriate behaviour.

## Portfolios

A digital portfolio is a record of a student's learning experiences accompanied by reflective thinking; it provides an authentic picture of the child's progress over a period of time. Students are encouraged to reflect on what and how they learn and in the process, help them gain a deeper understanding of themselves with the aim of improving learning. Pieces are included that have been selected by students and teachers. Parents will be able to access digital portfolios at any time during the year and are able to discuss and reflect on portfolio entries with their child. Parents are encouraged to respond to students portfolios entries through online comments, on this secure platform.

## Home Learning Guidelines

We aim to give students as much choice and control over their own learning

# 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;
- 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 grade 4 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.



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

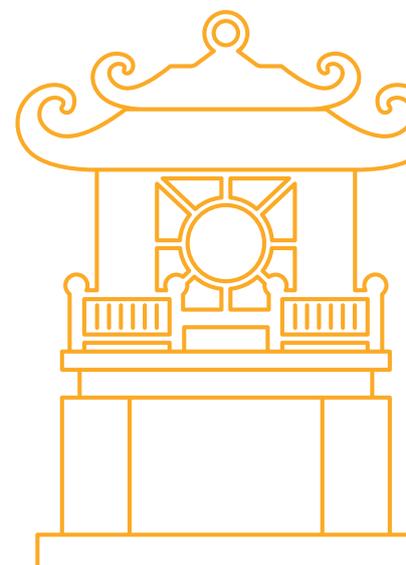
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### 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 4 Programme of Inquiry

WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
<p><b>Central idea:</b> Our body systems are affected by our choices.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• Different body systems</li> <li>• How body systems work</li> <li>• The effect our choices have on our body systems</li> </ul> <p><b>Key concepts:</b> form, function, causation</p> <p><b>Related concepts:</b> health, lifestyle, choices, systems</p> <p><b>Subject focus:</b> Science, PSE, Physical Education, Performing Arts</p>	<p><b>Central idea:</b> What we preserve influences future generations.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• The different forms of heritage</li> <li>• The connection between personal, local and global heritage</li> <li>• Who decides what is worth preserving</li> </ul> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> heritage, legacy</p> <p><b>Subject focus:</b> Social Studies, Language</p>	<p><b>Central idea:</b> People use a number of methods to express and communicate ideas.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• Reflecting on our understanding allows us to have deeper self-awareness</li> <li>• Design thinking as a process to explore and express understanding</li> <li>• Making and building understanding through connecting with others</li> </ul> <p><b>Key concepts:</b> Form, Connection, Perspective</p> <p><b>Related concepts:</b> Heritage, Legacy, Influence</p> <p><b>Subject focus:</b> Language, Social Studies, Performing Arts</p>

HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
<p><b>Central idea:</b> Earth’s surface changes over time.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>● Characteristics of the Earth’s surface</li> <li>● Factors that change Earth’s surface</li> <li>● Impact of Earth’s changes</li> </ul> <p><b>Key concepts:</b> form, change, causation</p> <p><b>Related concepts:</b> time, pressure, geology</p> <p><b>Subject focus:</b> Science, Mathematics</p>	<p><b>Central idea:</b> Organisations consider purpose and market forces when creating products and services.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>● How organisations consider purpose and needs and wants</li> <li>● Market forces influence decision making</li> <li>● The role of social enterprises in the community</li> </ul> <p><b>Key concepts:</b> causation, perspective, responsibility</p> <p><b>Related concepts:</b> systems, economics, social responsibility</p> <p><b>Subject focus:</b> Mathematics, Social Studies, Visual Art, PSEL</p>	<p><b>Central idea:</b> Access to opportunities affects equality for all children.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>● Children’s rights and equity</li> <li>● Circumstances that determine a child’s access to opportunities</li> <li>● Our responsibility and action towards equality</li> </ul> <p><b>Key concepts:</b> causation, perspective, responsibility</p> <p><b>Related concepts:</b> equity (fairness), social action, circumstances</p> <p><b>Subject focus:</b> Social Studies</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 4, 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

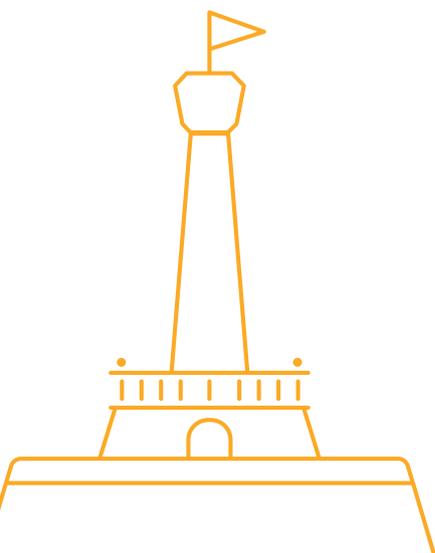


the curriculum, with each strand being an integral component of language learning. Each strand is considered from both the receptive and expressive aspect.

## Handwriting & Typing

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. We offer support to students for touch-typing with a range of typing programmes and activities. Typing is promoted as a differentiated activity for students to access independently.



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

classes are self-contained, but 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 social and academic English skills to support 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 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 their 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.

# Mathematics

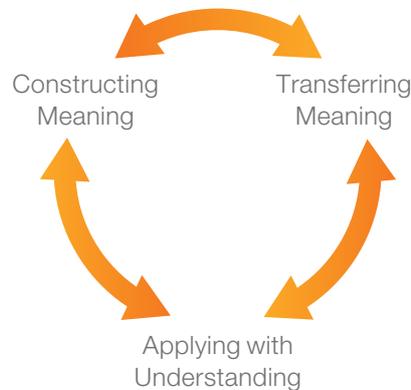
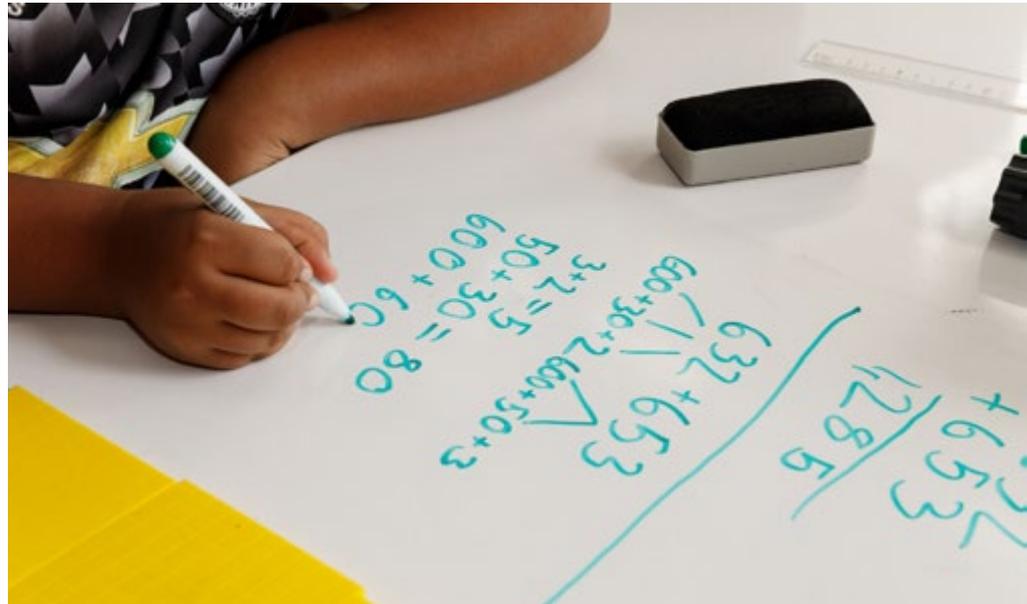
In the PYP, mathematics is viewed as a tool to support inquiry and provides a global language through which students make sense of the world around them. Mathematics helps explain the why and how, and is a process of thinking. The conceptual framework of the PYP promotes a deep understanding of mathematical 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 1-2 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 study 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.

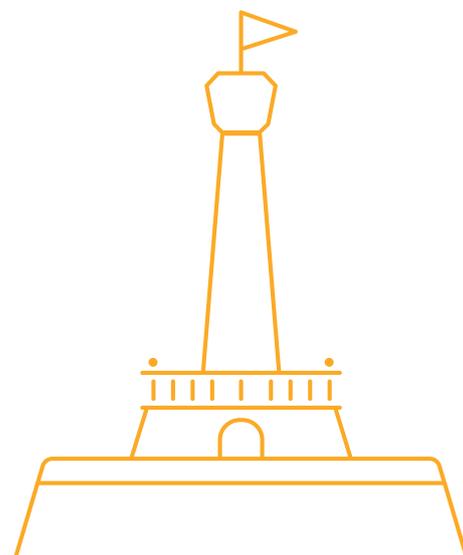
## Resources and the environment

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

UNIS Hanoi has a set of curriculum standards for Visual Arts which are taught within the PYP framework. Our standards are drawn from the Australian national curriculum. 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, techniques and processes

## Responding

- Explains how purpose can influence the display and



exhibition of artworks

- Observes, analyzes and makes connections between artist, artworks and audiences from different cultures and times, identifying intent

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 students 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. Students participate in General Music classes, Strings classes and Choir classes within the Music curriculum. 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.

## Co-Curricular Grades 4-5 Musical Production

Grade 4 students have the opportunity to audition for the Grade 4-5 Musical, which will be a Co-Curricular activity with rehearsals taking place over 4 months, culminating in 3 performances open to the UNIS community in May.

### Creating

- Develop aural skills by exploring, imitating and recognizing elements of music including dynamics, pitch and rhythm patterns
- Practice singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from our community.
- Create, perform and record melodies by selecting and



organising sounds, silence, tempo and volume

- Sing more complex songs with increasing accuracy, including: singing notes of increased intervals; singing accurate note lengths; being aware of dynamics and tempo; using appropriate singing style and posture

### Responding

- Identify intended purposes and meanings as they listen to music, using the elements of music to make comparisons, including music from a wide range of cultures.
- Recognise and show interest in music from the past to current day
- Identify and describe musical forms eg. binary, ternary, rondo
- Describe and explain how the form of a piece music helps to relay the message the composer intended (e.g. the chorus is repeated as it is important to the message)
- Listen attentively to others in an ensemble while singing their own part

- Analyze their own work and the work of others using appropriate musical vocabulary and identifies areas
- Continue to develop an awareness and appreciation of music from different sources and cultures; its uses and associations

### Music Activities

Grade Four 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](mailto:umaofficer@unishanoi.org)

### Strings After School Program

Grade Four students can participate in a Strings After School Activity once a week for a semester, which culminates with a concert at the Grades 4-5 Music Concert and often times performances within the community.

# 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 Hanoi, 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 themselves 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.

### UNIS Novice Two proficiency outcomes

Students will be able to:

- Communicate on very familiar topics using a variety of words and phrases that they have practiced and memorised.

- Present information about themselves 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 they hear them spoken.
- Recognise some letters or characters and understand some learned or memorised words and phrases when they 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 they have practiced using phrases and simple sentences.
- 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 they have read.

# Vietnamese Mother Tongue



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.

## Vietnamese Mother Tongue in Grade 4 includes:

- A specialist Vietnamese teacher.
- A mother tongue programme with diverse communicative activities that (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 4 include:

### Listening and Speaking

- Listens appreciatively for sustained periods for a variety of purposes.
- Uses language fluently in different situations.
- Expresses their feelings, thoughts and opinions toward texts and in different situations

### Reading

- Reads independently and fluently.
- Uses different reading strategies to comprehend texts
- Is able to skim and scan in order to find specific information.

### Writing

- Applies different writing formats appropriately.
- Uses appropriate vocabulary and grammar structures.
- Uses appropriate convention.

# Home Language Programme



## Home Language Groups at UNIS Hanoi

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

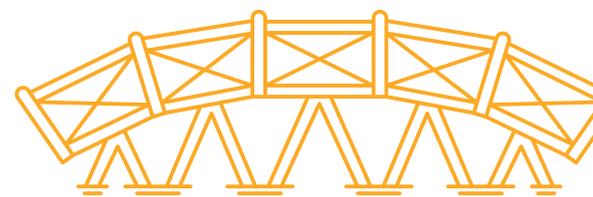
For information on organising a new group or joining an already existing Home Language class at UNIS Hanoi, please visit our school website and view the Home Language page.

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 - Skateboarding & 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 - Trampolining:** 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 - Volleyball, Soccer and Ultimate Frisbee:** 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 4 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).
- 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 Chromebooks, iPads 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 taught using the following NETS Standards for students:

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

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 Coach in integrating technology into the curriculum.

# Information Fluency



The primary goals of the Elementary School library program 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:

- Breaking down problems into smaller parts, identifying key information and proposing solutions
- Reading widely and deeply; beginning to internalise and make meaning from multiple media types
- Identifying and questioning assumptions and possible misconceptions in text
- Exploring and practising how an inquiry process works

- Generating ideas, considering solutions and planning to solve a problem that are shared with others
- Using digital and non-digital tools to plan and manage an inquiry process
- Using an inquiry process to develop ideas or creations and make modifications when necessary
- Using collaborative technologies to connect with others, including peers, experts and community members
- Working with others using collaborative technologies to explore local and global issues
- Creating original works and, with guidance, responsibly repurpose to create new work
- Using age-appropriate technology to share their learning
- Demonstrating perseverance when working with open-ended problems
- Using appropriate research techniques to locate digital resources that will help the learning process
- Evaluating sources for accuracy, perspective, credibility and relevance
- Using a variety of strategies to organise information
- Exploring real-world problems and issues and collaborating with others to find solutions
- Understanding the role an online identity plays in the digital world
- Practising safe, ethical and legal behaviour when using technology
- Showing respect for intellectual property with both print and digital media

# 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

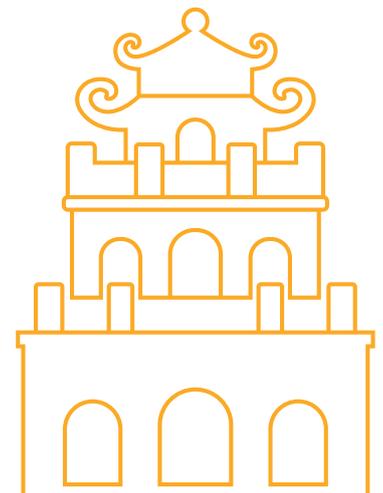
An understanding of our own beliefs, values, attitudes, experiences and

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.





United Nations International School of Hanoi

G9 Ciputra, Tay Ho, Hanoi, Vietnam

Telephone: +84 24 7300 4500 Fax: +84 24 3758 1542 Email: [info@unishanoi.org](mailto:info@unishanoi.org)

[www.unishanoi.org](http://www.unishanoi.org)