



Discovery

GRADE LEVEL GUIDE

2016 - 2017



LEARNING TO INSPIRE

Message from the Discovery Team

Dear Parents of
Discovery students,

Welcome to the Discovery programme. We trust that you will find this guide informative and helpful. It is intended to give you an overview of the Discovery programme and some ways in which you and your child prepare for and settle into their grade level.

The Discovery 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. Your participation in key events during the year is highly valued and important for your child's success.

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 teacher if you have any need for clarification or further information.

We look forward to working closely with you this year.

Yours sincerely,

The Discovery Team

**Kristin Patridge
Laura Moore**



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Who's Who in Discovery

GRADE LEVEL/ SUBJECT AREA	NAME	CLASS	EMAIL
Class Teacher and Grade Leader	Kristin Partridge	DA	kpartridge@unishanoi.org
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D-5 Extension & Enrichment coach	Elizabeth Murray		emurray@unishanoi.org

Discovery Procedures



Settling In

Starting school is a journey. It takes time, preparation, and planning. We will make this journey successful for our Discovery students by supporting them before, during and after they have started school. Parents and teachers will work together and share information about the child and their support needs.

Starting school can mean many things to different children and their parents. It may be the first time your child has been left with people he or she does not know. It may be a challenge to adapt to new teachers, languages, classrooms, school, friends.

How Can I Help with Settling In

- You can help your child settle into Discovery by being positive about it and talking about what they might do at school.
- Help your child be as independent as possible and be able to manage simple tasks such as opening a snack container and drink bottle, unzipping trousers and coats.
- Make a routine for leaving your child.
- Say goodbye to your child before leaving and let them know you will be back at the end of the day.
- Please be punctual when arriving at school and when collecting your child. Children can become very distressed if you are late.
- they can run around in.

Clothing

The children are involved in a variety of activities at school, which are often messy, such as painting and water play. Therefore, we would suggest children not wear their best clothes to school. Please try to avoid difficult fastenings on clothes and shoes, i.e. buckles, laces, belts, etc. We do encourage the children to be as independent as possible when it comes to dressing and putting shoes on and off. Velcro fastening shoes are very practical for ECC children.

How Our Day is Organised

Each Discovery class has a maximum of 16 students with one teacher and two teaching assistants. The students are visited by the Physical Education, Art, Music and Library specialist teachers who enable children to have integrated learning experiences.

Toilet Independence

All children who enter ECC must be able to use the toilet independently. We do not accept children wearing nappies/diapers, throw away pants or pull ups. We do not have the facilities to cater for this. Children should be able to signal or respond to a reminder to use the toilet. We also do not accept children bringing pacifiers or baby bottles to school.

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 to seek answers about the world around them.

Inquiry-based learning involves:

- Exploring, wondering and questioning;
- Experimenting and playing with possibilities;
- Making connections between previous learning and current learning;
- Making predictions and acting purposefully to see what happens;
- Collecting data and reporting findings;
- Clarifying existing ideas and reappraising perceptions of events;
- Deepening understanding through the application of a concept;
- Making and testing theories;
- Researching and seeking information;



- Taking and defending a position; and
- Solving problems in a variety of ways.

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

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

All curriculum areas are integrated where appropriate however single subject teaching also occurs separately. In Discovery the homeroom teacher teaches most of the subjects however the children attend specialist lessons for PE, Music, Art, Vietnamese and Library.

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

The IB Learner Profile



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.



The Units of Inquiry in Discovery

WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET
<p>An inquiry into:</p> <ul style="list-style-type: none"> the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. <p>Central idea:</p> <p>Self-identity involves understanding our personal characteristics and abilities.</p>	<p>An inquiry into:</p> <ul style="list-style-type: none"> the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. <p>Central idea:</p> <p>We use our “Hundred Languages” to express ourselves.</p>	<p>An inquiry into:</p> <ul style="list-style-type: none"> the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. <p>Central idea:</p> <p>Materials can be manipulated to suit a given purpose.</p>	<p>An inquiry into:</p> <ul style="list-style-type: none"> rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. <p>Central idea:</p> <p>Plants and animals are helpful to humans and also need our help.</p>





English

Discover English Outcomes

SPEAKING AND LISTENING

Understand that language can be used to explore ways of expressing needs, likes and dislikes.	<ul style="list-style-type: none">● listen and respond to picture books, showing pleasure, and demonstrating understanding through gestures, expression and /or words● follow instructions and directions, using context cues● use language to express feelings in a variety of ways● begin to talk about their own experiences
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school.	<ul style="list-style-type: none">● building vocabulary through multiple speaking and listening experiences● bringing vocabulary from personal experiences, relating this to new experiences and building a vocabulary for thinking and talking about school topics
Plays rhymes, rhythms and sounds in spoken words	<ul style="list-style-type: none">● identifying rhyme and rhythm in spoken words● using music and actions to enhance appreciation of rhymes and rhythm
Respond to texts, identifying favourite stories, authors and illustrators	<ul style="list-style-type: none">● listen to stories with increasing attention and some recall● talking about stories and authors, choosing favourites● share thoughts about the events and characters in texts● engaging with the humour in some stories and repeating favourite lines● connecting to own personal experience
Listen to and respond to the communication of others in informal and structured situations	<ul style="list-style-type: none">● listening to, remembering and following simple instructions● participating in informal situations, for example play-based experiences which involve the imaginative use of spoken language● participating in class, group and pair discussions about shared experiences● listen 1 on 1, in a small or large groups for an increasing periods of time● learning how to use different voice levels appropriate to a situation● showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker

READING AND VIEWING

Explore the different contribution of words and images to meaning in stories.	<ul style="list-style-type: none"> ● use picture cues to re-tell a familiar story
Understand concepts about print and know some features of print, for example directionality.	<ul style="list-style-type: none"> ● begin to use conventional book handling skills ● understand that print has meaning
Recognise some of the letters of the alphabet.	<ul style="list-style-type: none"> ● recognise their own name and other letters of the alphabet
Viewing and presenting in a variety of ways.	<ul style="list-style-type: none"> ● view, listen and respond to a variety of visual presentations (ie: puppet shows, assemblies) ● share their work with their peers and/or teacher ● communicate their ideas to an audience ● use ICT to convey meaning in a presentation
Use comprehension strategies to understand and discuss texts listened to	<ul style="list-style-type: none"> ● matching picture cues to written text ● making links between events in a text and students' own experiences ● making links to prior knowledge ● making a prediction about a character's feeling
Chooses books based on interest and enjoyment	<ul style="list-style-type: none"> ● select favourite books for enjoyment ● explain their reasoning for their book choices

WRITING

Know that spoken words can be written down	<ul style="list-style-type: none">● begin to understand that writing and drawing are different● begin to state the purpose of their writing● understand that print has meaning
Retell familiar literary texts through performance, use of illustrations and images	<ul style="list-style-type: none">● drawing, labelling and role playing representations of characters or events● reciting rhymes with actions
Begin to add print to drawings, example using familiar words, known letters	<ul style="list-style-type: none">● begin to draw pictures to tell a story● begin to form some letters in their name● imitate writing in play● using image-making and beginning writing to represent characters and events in written texts● begins correct posture and conventional pencil grip● begins learning to produce simple handwriting movements● begins learning to construct lower case letters

Mathematics

UNDERSTANDING			CONTENT
Strand	Related Concepts	Conceptual Understandings	Skills (8 Mathematical Practices)
Statistics and Probability	predictability	<p>We collect information to make sense of the world around us.</p> <p>Events in daily life involve chance.</p>	<ol style="list-style-type: none"> 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
Measurement and Geometry	classification, comparison	<p>Objects and events have attributes that can be measured and described.</p> <p>Measurement involves comparing objects and events.</p> <p>Objects have attributes that can be measured using non-standard units.</p> <p>Events can be ordered and sequenced.</p>	<ol style="list-style-type: none"> 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
Number and Algebra	numerosity, cardinality	<p>Numbers can be used in many ways for different purposes in the real world.</p> <p>Numbers are a naming system.</p> <p>Numbers can be used in many ways for different purposes in the real world.</p> <p>Numbers are connected to each other through a variety of relationships.</p> <p>Making connections between our experiences with number can help us to develop number sense.</p> <p>Patterns and sequences occur in everyday situations.</p> <p>Patterns repeat and grow.</p>	<ol style="list-style-type: none"> 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

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

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

Social Studies



UNIS Hanoi has a set of curriculum standards for Social Studies which are taught within the PYP framework. 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

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

Visual Arts



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.

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 and develop their ability to observe.

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.

Students will explore Art by making use of different materials, manipulate shapes and exploring the properties of materials. They will look at objects in the natural world and explore how these can be represented.

Visual arts plays a crucial role in the education and development of the whole child. Visual art classes at UNIS Hanoi 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

Music



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.

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.

- Use the voice to imitate sounds
- Sing in a group
- Sings simple songs in a group in their entirety from memory
- Develop the ability to start and stop with the group
- Use classroom instruments with care and control
- Perform on percussion instruments whilst maintaining a steady beat
- Perform body actions in time with the beat of songs
- Responds to contrasts in musical elements

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 - 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 - Dance and 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 - Spatial Awareness, Movement Games and Ball 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.

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 Shorts or sports pants (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
- 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 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 program serves students in grades Discovery to grade 5 and is the foundation for all PYP areas of curriculum by providing Library resources to the classroom which support Units of Inquiry (UOI). The ES UNIS 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 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.

Personal, Social and Emotional Learning

Through weekly visits guided by the ES Librarian, Discovery students begin to:

- Demonstrate the process of borrowing and returning books
- Demonstrate understanding that books must be returned in order to borrow again
- Demonstrate understanding that books must be treated with care; use book bags
- Understand that the UNIS Hanoi Library is a community space filled with shared resources
- Participate in shared and read aloud group storytimes with enjoyment
- Identify and use relevant vocabulary; parts of a book
- Select books based upon review, reflection and personal interest
- Use a shelf marker; learn that books are shelved in a particular place and must be returned there

PYP strands

Identity

Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

Interactions

Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.





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