



Grade 4

GRADE LEVEL GUIDE

2016 - 2017



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

Melanie Taylor
Jeff Reynolds
Mindy Slaughter
Jennifer Hendrick



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Who's Who in Grade 4

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Information Technology	Michelle Matias		mmatias@unishanoi.org
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Physical Education (PE)	Cameron McHale		cmchale@unishanoi.org
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GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
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Counselor	Anissa Zotos		azotos@unishanoi.org
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Librarian	Julie Conroy		eslibrarian@unishanoi.org
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D-5 Extension and Enrichment Coach	Elizabeth Murray		emurray@unishanoi.org

Grade 4 Procedures



Home Learning Guidelines

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

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

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

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

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.

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

In Grade Four, students will have a portfolio that will be available throughout the year for you to view. Portfolios are a collection of your child's work that is designed to demonstrate successes, growth, higher order thinking, creativity, assessment strategies and reflection. Pieces are included that have been teacher selected and student selected. Student work is collected throughout the school year from all subject areas, as a transdisciplinary portfolio.



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 Library.

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.

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

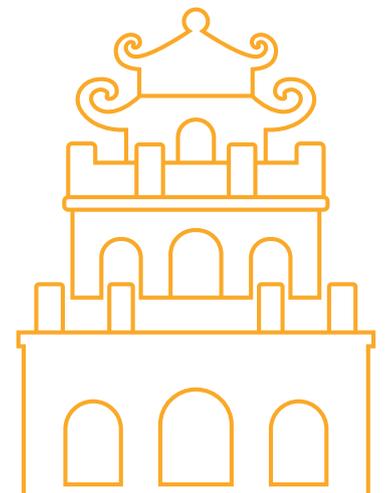
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

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.



Grade 4 Programme of Inquiry

WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
<p>An inquiry into:</p> <ul style="list-style-type: none"> the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. <p>Central idea:</p> <p>The lifestyle choices we make 'today' affect our body systems 'tomorrow'.</p>	<p>An inquiry into:</p> <ul style="list-style-type: none"> orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. <p>Central idea:</p> <p>"Heritage is our legacy from the past, what we live with today and pass on to future generations." UNESCO</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>Identity is expressed in many ways.</p>

HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
<p>An inquiry into:</p> <ul style="list-style-type: none"> the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. <p>Central idea:</p> <p>The central idea for this unit will be collaboratively developed by the team.</p>	<p>An inquiry into:</p> <ul style="list-style-type: none"> the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. <p>Central idea:</p> <p>Businesses consider market forces when organizing themselves.</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>The central idea for this unit will be collaboratively developed by the team.</p>

English

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

Year 4 Content Descriptions

Reading and viewing

Language

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)

 **R W S L**

Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)

 **R W S L**

Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)

   **R**

Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)

 **R W S L**

Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)

 **R**

Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)

 **R W**

Literature

Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)

  **R W S L**

Writing

Language

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)

 **R W S L**

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

 **R W S L**

Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)

  **R**

Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)

 **R W**

Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)

 **R W S L**

Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)

  **R W S L**

Literature

Create literary texts by developing storylines, characters and settings (ACELT1794)

Speaking and listening

Language

Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)

  **R W S L**

Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)

  **R W S L**

Literature

Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)

   **R W S L**

Literacy

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)

  **S L**

Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)

  **S L**

Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)

Literacy

Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)



Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)



Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)



Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)



Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)



Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)



Create literary texts that explore students' own experiences and imagining (ACELT1607)



Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)



Use metalinguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)



Literacy

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)



Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)



Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)



Word Study

At UNIS Hanoi our approach to word study involves a student-centred, inquiry based approach. Word knowledge plays a central role in our English programme providing a key link between reading and writing, focusing on spelling as well as vocabulary growth. The act of making judgements about words in this way helps students learn the relationships among alphabet, pattern and meaning. For these reasons, we do not give children lists of words to learn by rote. Meaningful practice helps students internalize word features and become automatic in using what they have learnt.

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.

English as an Additional Language (EAL)

What is the aim of the EAL Programme?

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

What is the EAL Methodology?

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

How are students identified and placed in the EAL Programme?

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

What are the levels of EAL Support?

EAL Beginner

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

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

EAL Intermediate

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

EAL Advanced

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

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

EAL Monitoring

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

How is English language progress assessed?

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

Mathematics

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

Year 4 Content Descriptions

Number and Algebra

Number and place value

Investigate and use the properties of odd and even numbers (ACMNA071)



Recognise, represent and order numbers to at least tens of thousands (ACMNA072)



Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)



Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074)



Recall multiplication facts up to 10×10 and related division facts (ACMNA075)



Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)



Fractions and decimals

Investigate equivalent fractions used in contexts (ACMNA077)



Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078)



Measurement and Geometry

Using units of measurement

Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084)



Compare objects using familiar metric units of area and volume (ACMMG290)



Convert between units of time (ACMMG085)



Use 'am' and 'pm' notation and solve simple time problems (ACMMG086)



Shape

Compare the areas of regular and irregular shapes by informal means (ACMMG087)



Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies (ACMMG088)



Location and transformation

Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)



Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)



Statistics and Probability

Chance

Describe possible everyday events and order their chances of occurring (ACMSP092)



Identify everyday events where one cannot happen if the other happens (ACMSP093)



Identify events where the chance of one will not be affected by the occurrence of the other (ACMSP094)



Data representation and interpretation

Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)



Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)



Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)



Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079)



Money and financial mathematics

Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)



Patterns and algebra

Explore and describe number patterns resulting from performing multiplication (ACMNA081)



Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)



Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction (ACMNA083)



Geometric reasoning

Compare angles and classify them as equal to, greater than, or less than, a right angle (ACMMG089)



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 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

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

Human systems and economic activities

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

Social organization and culture

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

Continuity and change through time

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



Human and natural environments

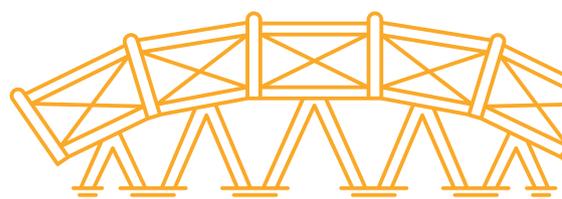
The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

Resources and the environment

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

Social studies skills

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



Visual Arts

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.

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

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

Years 3 and 4 Content Descriptions

Examples of knowledge and skills

Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)



Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)



Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)



Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)

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

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

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

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

Music

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

The Music curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, their practical skills and their ability to communicate through music. They will also develop their ability to understand and appreciate music so that it can provide a life-long source of enjoyment and satisfaction.

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

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

Creating

- Develops aural skills by exploring, imitating and recognizing elements of music including dynamics, pitch and rhythm patterns

- Practices singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from our community.
- Creates, performs and records melodies by selecting and organizing sounds, silence, tempo and volume

Responding

- Identifies 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.

Years 3 and 4 Content Descriptions

Examples of knowledge and skills

Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084)



Practise 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 the local community (ACAMUM085)



Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)



Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)



Vietnamese Foreign Language

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

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

Vietnamese Foreign Language in Grade 4 includes:

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

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



The outcomes in Grade 4 include:

Speaking and Listening

- Speaks Vietnamese clearly and audibly
- Asks and answers simple questions in familiar contexts
- Identifies key points of information from short-spoken texts and dialogues

Reading

- Gains specific vocabulary related to the unit studied
- Recognizes the use of Vietnamese tones in written texts
- Reads and comprehends mini reading texts

Writing

- Uses Vietnamese tones in writing tasks
- Shows an awareness of some basic linguistic structures
- Writes short simple texts

The units studied allow students to engage in conversations on everyday life. The following units will be covered throughout the year; My Body, Daily activities, Festivals and Holidays, Animals, Shopping, and the Landscape.

Vietnamese Mother Tongue

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

We believe that the Vietnamese Mother Tongue Programme plays an important part of a child's education. It is necessary for students to not only learn their mother tongue, but also maintain culture and traditions. The students will focus on listening, speaking, reading and writing skills. Through their learning they will understand and respect the beauty of language and be able to apply their learning. The aim of studying Vietnamese Mother Tongue is not only acquiring language, but also developing thinking skills that reflect the IB Learner Profile.



Vietnamese Mother Tongue in Grade 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 appropriately for sustained periods for a variety of purposes
- Uses language fluently and accurately in different situations
- Uses discussion to generate, modify and present ideas

Reading

- Reads widely across genres and show an interest in a variety of literature
- Generates new questions after reading and begins to connect these to prior knowledge
- Is able to skim and scan in order to find specific information quickly

Writing

- Begins to type in Vietnamese
- Uses appropriate grammar and punctuation
- Uses a range of writing genres
- Uses standard spelling accurately for most difficult words

The units studied allow students to engage in conversations on everyday life. The following topics will be covered throughout the year. The units are: Helping each other, Wishes, Heroes, The beauty of nature.

French (World Language)



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

The French Language Programme is offered to all EAL students, except those enrolled in EAL Beginners.

In the Elementary School at UNIS Hanoi the Grade 4 French Language programme focuses on listening and speaking, reading and writing using French language. The aim of studying French is not only acquiring the language, but also developing thinking skills that reflect the IB learner profile.

French Language in Grade 4 includes:

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

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

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

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

The outcomes for students in French Beginner group in Grade 4 include:

Listening and speaking

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

Reading

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

Writing

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

The outcomes for students in French Intermediate group in Grade 4 include:

Listening and speaking

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

Reading

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

Writing

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

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

Mandarin Foreign Language



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

In the Elementary School at UNIS Hanoi the Grade 4 Mandarin Language programme focuses on listening and speaking, reading and writing using Chinese language. The aim of studying Mandarin is not only acquiring the language, but also developing thinking skills that reflect the IB learner profile.

Mandarin Language in Grade 4 includes:

- A specialist Mandarin teacher, native speaker.
- A language programme with diverse communicative activities (e.g.

role-plays, games, songs, creative work) that give the students the opportunity to develop listening and speaking skills, as well as reading and writing skills.

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

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

The outcomes for students in Mandarin Beginner group in Grade 4 include:

Listening and speaking

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

Reading

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

Writing

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

Physical Education



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

Students will have the following learning experiences in Physical Education:

- **Individual pursuits - Athletics & Swimming:** The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, swimming, skating, skiing); 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 & 5 students are expected to change into their PE kit for lessons, and change back into their casual clothes afterwards.

- Appropriate sport shoes (sandals, crocs or flip flops are not acceptable PE Shoes).
- A UNIS Hanoi T-shirt, or House t-shirt.
- Sport shorts/skorts or trousers (jeans and skirts are not acceptable PE clothes).
- Layers of clothing during cooler months so students can take a layer off after they start running around and warm up.
- A hat for sun protection. Sun screen and a light rain jacket when required.
- A labelled water bottle.

During swimming units students should bring

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

Sickness and/or medical concerns

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

Information and Communication Technology (ICT)



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

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

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

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

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

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

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

Creating

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

Responding

- Identifies intended purposes and meanings of media artworks.

Information Fluency

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

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



Through Information Fluency lessons delivered by the ES Librarian and/or Homeroom teacher, Grade 4 students learn to:

- Deepen their understanding of the Dewey Decimal Classification system of nonfiction resources
- Independently locate fiction books using the Destiny catalog and find books in the correct section of the Library
- Independently locate nonfiction books using the Destiny catalog and find books in the correct section of the Library
- Use the basics of Destiny Quest interface to create digital book reviews and recommendations
- Become more familiar with the terms: copyright, plagiarism and citation.
- Independently identify and select books from various genres
- Select books based upon review, reflection and reading level, using IPICK
- Independently use the Self check-out to borrow books and check borrowing status
- With minimal assistance, access and use UNIS research subscription databases
- Demonstrate how to find specific call number, title, author, subject or series in the Destiny catalog independently requiring minimal help
- How to perform Boolean (Power) search using Destiny catalogue.

Personal, Social and Emotional Learning (PSEL)



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

PYP strands

Identity

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



Interactions

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



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