



Kindergarten 1

GRADE LEVEL GUIDE

2017 - 2018



Message from the Kindergarten 1 Team



Dear Parents of K1 Students,

Welcome to K1. We trust that you will find this guide informative and helpful. It is intended to give you an overview of K1 and some hints to help you and your child prepare for and settle into their grade level.

The K1 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 Kindergarten 1 Team

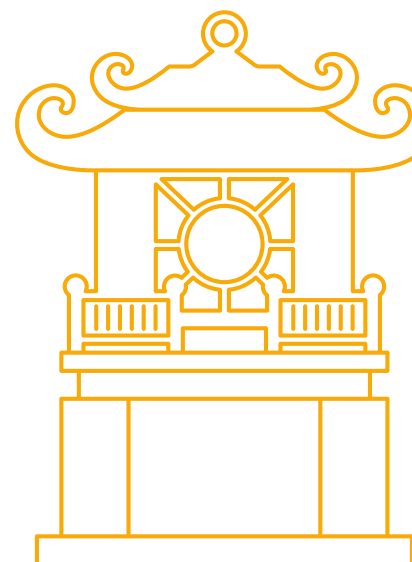
Kristi McEwen

Deborah Vermeire

Charla Marshall

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Who's Who in K1

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
Class Teacher	Kristi McEwen	K1A	kmcewen@unishanoi.org
Teacher Assistant	Ly Bich Hang		lbhang@unishanoi.org
Class Teacher	Charla Marshall	K1B	cmarshall@unishanoi.org
Teacher Assistant	Hoa Hong Nhung		hhnhung@unishanoi.org
Class Teacher and Grade Leader	Deborah Vermeire	K1C	dvermeire1@unishanoi.org
Teacher Assistant	Tran Thi Thu		ttthu@unishanoi.org
Visual Arts	Emma Hamilton		ehamilton@unishanoi.org
Music	Alexis Ramsey		aramsey@unishanoi.org
Art Assistant	Luu Thi Huyen Trang		lthtrang@unishanoi.org
Music Assistant	Nguyen Thi Thanh Mai		nttmai@unishanoi.org
Mathematics Extension and Enrichment Coach	Elizabeth Murray		emurray@unishanoi.org
Information Technology	Michelle Matias		mmatias@unishanoi.org
Information Tech Assistant	Nguyen Thi Thanh Nhan		nttnhan@unishanoi.org
Physical Education (PE)	Nikki Carey		ncarey@unishanoi.org
Swimming (PE)	Martin Hamilton		mhamilton@unishanoi.org
PE Assistant	Vu Quang		vquang@unishanoi.org
	Pham Duc Hiep		pdhiep@unishanoi.org
Vietnamese Cultural Studies Teacher	Tran Kim Dung		tkdung@unishanoi.org
Languages Assistant	Nguyen Thi Anh Trang		ntatrang@unishanoi.org
Learning Support	Deirbhile Ni Scholai		dscolai@unishanoi.org
Speech and Language Pathologist	Joan Hargrave		jhargrave@unishanoi.org
D-12 Psychologist	Lee Cassidy		ecassidy@unishanoi.org
Learning Support Assistant	Dang Thanh Hoa		dthoa@unishanoi.org
Counsellor	Anissa Zotos		azotos@unishanoi.org
Librarian	Julie Conroy		eslibrarian@unishanoi.org
Library Assistant	Le Bach Quynh		lbquynh@unishanoi.org

K1 Procedures



Encourage Your Child to be Independent at Home

- Encourage your child to put away their own clothes and to dress and undress themselves.
- Allow your child to feed themselves and introduce basic table manners.
- Make sure your child attends to their basic needs such as getting a drink, blowing their nose, using the toilet and flushing it afterwards and washing their hands.
- Teach your child to organize and care for their belongings. eg. learning to set the table, put away clothes, tidy toys and other belongings.

How Can I Help with Settling In?

- Talk positively about their school experiences e.g. What was the best part of your day?
- Help your child be as independent as possible e.g. allowing them to unpack their school bag and take off their own shoes.
- Make a routine for leaving your child, such as: arrive, child puts bag away, then say goodbye and leave. Say goodbye to your child before leaving, no matter what the circumstances (for example, if your child seems busy), as this helps to develop trust.
- Please be punctual when dropping off your child in the morning and in the afternoon. This helps them feel secure at school.

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 make sure that all clothing is marked with your child's name. 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.

Toilet Independence

All children who enter ECC must be able to use the toilet independently.



International Baccalaureate Primary Years Programme (PYP)



- Researching and seeking information
- Taking and defending a position
- Solving problems in a variety of ways.

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry.

In K1 due to the nature of early childhood the students only undertake units of inquiry which fall under four of the six themes:

- Who we are
- How we express ourselves
- Sharing the planet
- How the world works



Inquiry-based learning involves:

Exploring, wondering and questioning;

- Experimenting and playing with possibilities;
- 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

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.

All curriculum areas are integrated where appropriate however single subject teaching also occurs separately. In K1 the homeroom teacher teaches most of the subjects however the children attend specialist lessons for Art, Music, Vietnamese, Physical Education and Information Fluency.

The IB Learner Profile



The Learner Profile

At the heart of all IB programmes (including the PYP) is the IB Learner Profile that defines student learning and encompasses the aims of the curriculum.

The Learner Profile represents the qualities of internationalism and is a series of desired attributes and dispositions that characterise successful international students.

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.

Kindergarten 1

Programme of Inquiry

WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET
<p>Central idea: Personal choices affect ourselves and others.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • My choices/ behaviour have consequences • What we do makes a difference • Everyone has responsibility <p>Key concepts: connection, responsibility, causation</p> <p>Related concepts: care, safety, safe-choice, supervision, need, happiness, problem-solving</p> <p>Subject focus: Personal Social & Emotional Learning</p>	<p>Central idea: Storytelling allows us to share ideas, feelings and experiences.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Ourselves as storytellers • Communicating personal stories • Storytelling in different ways • Appreciating storytelling <p>Key concepts: form, connection, perspective</p> <p>Related concepts: story, imagination, expression</p> <p>Subject focus: Language The Arts</p>	<p>Central idea: Water unit of inquiry to be developed 2017-18</p>	<p>Central idea: Learning about animals in our environment helps us make responsible choices.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • How we observe and notice animals in our environment • Observable features and behaviors of animals • The connection between animals and the environment • Animals in different habitats require us to be responsible in different ways <p>Key concepts: form, connection, responsibility</p> <p>Related concepts: habitat, growth, animals</p> <p>Subject focus: Science</p>

English



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.

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

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

UNIS Hanoi has a set of curriculum standards for English which are

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

In English, the PYP has identified three strands - oral language, visual language, written language - that are learned across and throughout the curriculum, with each strand being an integral component of language learning. Each strand is considered from both the receptive and expressive aspect.

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

Mathematics



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

UNIS Hanoi has a set of curriculum standards for Mathematics which are taught within the PYP framework. Our standards are drawn from the Australian National Curriculum. Further elaboration of these standards are available on your child's class blog.

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

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

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

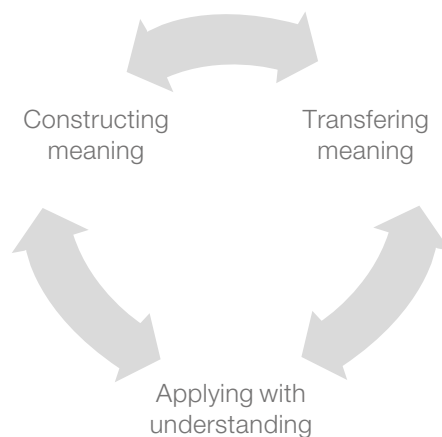


Figure 1
How children learn mathematics

Science



UNIS Hanoi has a set of curriculum standards for Science which are taught within the PYP framework. Our standards are drawn from the Australian national curriculum and are taught as part of integrated Units of Inquiry. Science does not appear as a 'stand alone' subject on student timetables - rather, it is embedded within units of inquiry 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



Visual Arts plays a fundamental part in the education of the whole child. It provides students with a unique means of communicating what they see, think and feel whereby students come to know and appreciate the world around them.

The Visual Arts curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, explore materials and techniques, learn about practical aspects of art and design, develop their observational skills and appreciate artists and art works.

Whenever possible and appropriate the Arts subjects support or are integrated into the Programme of Inquiry.

However, there are times when these subjects offer independent inquiry into arts-related knowledge, concepts and skills.

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

Creating

- Represents their ideas visually through mark making and 3D forms based on their experiences and imagination
- Explores and experiments with a range of materials and techniques independently

Responding

- Shares their art work
- Connects the work of other artists to their experience

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 programme 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



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.

Creating

- Imitates pitch and rhythm patterns using voice, body percussion and percussion instruments
- Sings simple songs in a group in their entirety from memory
- Creates and improvises short rhythm patterns using voice, body percussion and percussion instruments

Responding

Responds to contrasts in musical elements

Vietnamese Programme



In the Elementary School at UNIS Hanoi the K1 Vietnamese programme focuses on Vietnamese cultural study and language.

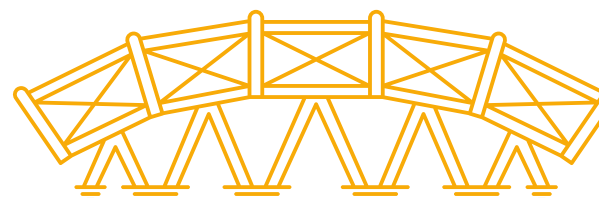
Vietnamese in K1 includes:

- A specialist Vietnamese teacher.
- A cultural studies programme which allow students opportunities to explore different aspects of vietnamese culture (food, clothing, lifestyle, traditional celebrations, performing arts, and fieldtrips to significant places).
- A language programme give the students the opportunity to listen to vietnamese language through nursery rhymes, songs.

Whenever possible and appropriate Vietnamese supports or is integrated into the programme of inquiry. However there are times when Vietnamese offers independent inquiry into related ideas and concepts or skill based teaching. The teacher involved in the Vietnamese programme is a Vietnamese national teacher.

The outcomes for K1 include:

- Shows curiosity about Vietnamese culture
- Listening to Vietnamese language through songs, chants and rhymes
- Listening to instructions
- Sings Vietnamese songs and rhymes



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 and 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.

Personal, Social and Emotional Learning (PSEL)



Personal and Social and Emotional Learning (PSEL) skills are taught through all curriculum areas and PYP units. Where appropriate, these areas will provide the context in which the Personal and Social Education skills can be introduced and developed.

The expectations of PSEL are closely aligned with the IB Learner Profile.

PYP Strands

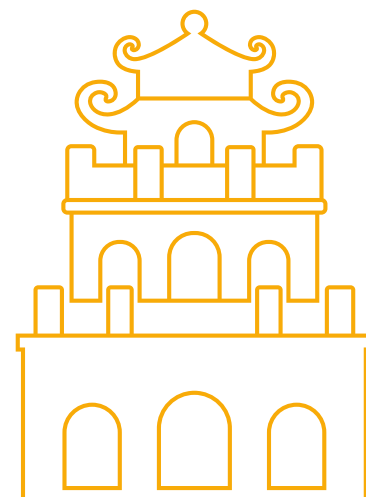
Identity

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.



Information and Communication Technology (ICT)



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

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

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

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

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

Information Fluency



The UNIS Hanoi Elementary School (ES) Library programme strives to support and encourage students' academic pursuits and pleasure reading interests through a positive, stimulating and student centered environment. The ES Library programme serves students in grades Discovery to Grade 5 and is the foundation for all PYP areas of curriculum by providing Library resources to the classroom which support Units of Inquiry (UOI). The ES 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 units of inquiry 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 weekly visits guided by the ES Librarian, K1 students begin to:

- Identify and locate own library card
- Follow borrowing routine with guidance
- With assistance, use shelf markers to mark the appropriate book placement on shelves
- Indicate understanding that books are arranged in an organized ways in the ES Library
- Demonstrate knowledge of positive book care behaviours and routines
- Identify and use relevant vocabulary; parts of a book
- Initiate own reading-like experiences
- Identify characters on the page and describe their actions
- Show an understanding of difference between picture books and information books.



United Nations International School of Hanoi

G9 Ciputra, Tay Ho, Hanoi, Vietnam

Telephone: +84 24 3758 1551 Fax: +84 24 3758 1542 Email: info@unishanoi.org

www.unishanoi.org