



Kindergarten 2

GRADE LEVEL GUIDE

2017 - 2018



30 YEARS OF LEARNING TO INSPIRE

Message from the Kindergarten 2 Team



Dear Parents of K2 Students,

Welcome to K2. We trust that you will find this guide informative and helpful. It is intended to give you an overview of K2 and some hints to 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 Kindergarten 2 Team

Melissa Arias

Ania Russo

Andrea Snyder

Cathie Matthews

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Who's Who in K2

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K2 Procedures



Settling In

A Happy Start to K2

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

Starting school can mean many things to different children. 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 and friends.

First Weeks at School

Every child reacts differently in new situations. Some children settle quickly from the beginning and others take longer to become comfortable with their new surroundings and routines.

Whether your child settles easily or takes a bit longer, the most important thing you can do is talk with them about how they are feeling and reassure them. Please talk with the K2 staff about how your child feels and how you are feeling, as they have experience with many children and parents in similar situations. Together we can all work towards making learning in the K2 a happy time.

How Can I Help with Settling In?

- Be positive.
- Help your child be as independent as possible. Eg. getting dressed in the morning, packing and unpacking their bag.
- Make a routine for leaving your child, for example; arrive, put bag away, then say goodbye and leave. Use the same routine every day. NB Please do not stay longer than

the time you specified or prolong the goodbye process; this only makes your child feel insecure.

- Please be punctual when arriving at school and collecting your child. Children can become very distressed if you are late.
- 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.

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 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.



Home Learning Guidelines

We aim to give students as much choice and control over their own learning as possible, and this includes the independent learning they do at home.

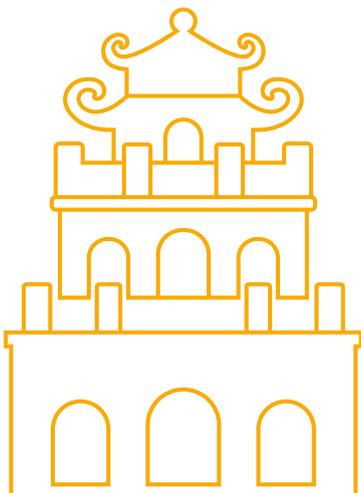
A large body of research tells us that the activity that has the most positive impact on students' academic success in Elementary School, is daily reading for pleasure. Our expectation is that students are reading daily at home, both in English and in their home language. Proficiency in mother tongue aids proficiency and success in English language acquisition. Students should be encouraged to read on their own, to parents, in addition to having parents read to them regularly. Systems of monitoring daily reading as home learning will vary across grade levels and requires greater levels of student independence as they move up the school.

The best way for students to acquire mathematics skills is through game playing with siblings and parents - eg. Snakes & Ladders, Monopoly, Yahtzee, Cluedo, Sequence, card games, dice games etc. This has the additional benefit of children enjoying time with their parents away from screens and devices.

There are many other things that children should be engaging in that will have more of a positive impact than homework, including unstructured play, time outdoors, exercise, and family time.

Giving your Child the Best Start

By working together at home and school we can provide a supportive and stimulating environment in which your child can develop at his or her own rate. We encourage all caregivers to support children to be independent and responsible for their own belongings.



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 a process-led, inquiry-based curriculum framework that actively encourages students to ask questions and seek answers about the world around them.

Inquiry-based learning involves:

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

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

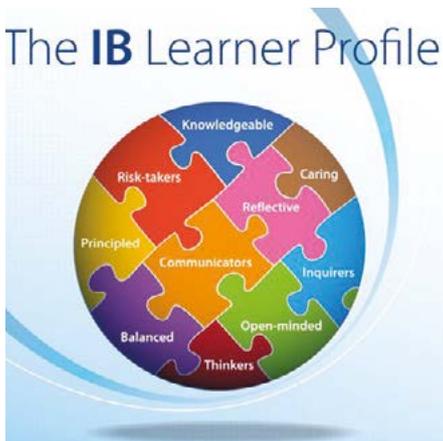
- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

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 the children attend specialist lessons for Art, Music, Vietnamese, Physical Education and Information Fluency.

In K2 the homeroom teacher delivers the subjects of English, Mathematics, Science and Social Studies.

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 2

Programme of Inquiry

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
<p>Central idea:</p> <p>Awareness of my identity and abilities helps connect and develop our international community.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Identity has many parts and can change over time How we belong to different identity groups Ways we are different, but equal The impact of a growth mindset on our abilities <p>Key concepts:</p> <p>reflection, perspective</p> <p>Related Concepts:</p> <p>identity, interest, ability</p> <p>Subject focus:</p> <p>PSEL, Language</p>	<p>Central idea:</p> <p>The design of shelters is influenced by environmental factors and available resources.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Materials and available resources How shelters are designed and constructed Similarities and differences between the purpose of shelters <p>Key concepts:</p> <p>form, function, connection</p> <p>Related Concepts:</p> <p>design, resources, environment</p> <p>Subject focus:</p> <p>Social Studies, Science, Mathematics</p>	<p>Central idea:</p> <p>Artists express ideas and emotions for different purposes.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Inspiration of artists Different mediums for expression Experiencing and appreciating a variety of art forms <p>Key concepts:</p> <p>perspective, reflection</p> <p>Related Concepts:</p> <p>expression, inspiration, creativity</p> <p>Subject focus:</p> <p>Arts, Language</p>	<p>Central idea:</p> <p>Understanding forces helps us make sense of the world.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Different forces around us What makes things move Our skills as scientists <p>Key concepts:</p> <p>function, causation</p> <p>Related Concepts:</p> <p>movement, force</p> <p>Subject focus:</p> <p>Science, Mathematics</p>	<p>Central idea:</p> <p>People organize themselves through a process to create goods and services for the community.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The needs and wants of a community Parts to make a whole Process to create a good or service Our responsibility as producers and consumers <p>Key concepts:</p> <p>form, function, responsibility</p> <p>Related Concepts:</p> <p>process, materials, production</p> <p>Subject focus:</p> <p>Social Studies</p>	<p>Central idea:</p> <p>Our personal choices can impact the environment.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Ways we impact the environment How my actions make a difference Waste can be reduced, reused and recycled <p>Key concepts:</p> <p>causation, change, responsibility</p> <p>Related Concepts:</p> <p>citizenship, pollution, environment</p> <p>Subject focus:</p> <p>Science, Social Studies</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

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

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. EAL Beginner students attend regular scheduled EAL classes instead of Vietnamese World Language classes during the week as determined by the EAL teacher. UNIS encourages students to study their home language at this stage of English language development through opportunities at home or in the community. EAL Beginner classes are self-contained; some materials and activities are related to those being used in the grade-level classroom. In addition, EAL teachers also support EAL Beginner students in the grade-level classes during the day.

EAL Intermediate

EAL Intermediate students may receive special classes outside of the homeroom; 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

This phase of support is for students who have been assessed to be at the EAL Advanced level and still may be in need of EAL services within the homeroom. In this phase of support EAL teachers monitor these students' English language usage within the mainstream grade-level class and provide academic English support on an individual basis as needed. The homeroom teacher has primary responsibility of English language development with the support of EAL teachers.

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



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.

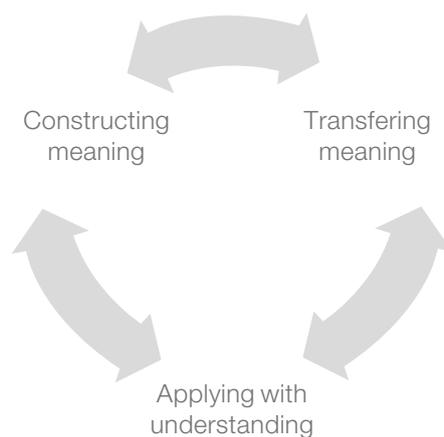


Figure 1
How children learn mathematics

Science



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)

UNIS Hanoi has a set of curriculum standards for Science which are taught within the PYP framework. Our standards are drawn from the Australian national curriculum and are taught as part of integrated units of inquiry. Science does not appear as a 'stand alone' subject on student timetables - rather, it is embedded within 1-2 units of inquiry each year.

Living things

The study of the characteristics, systems and behaviours, humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

Earth and space

The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.

Materials and matter

The study of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

Forces and energy

The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

PYP Science Skills

1. Observe carefully in order to gather data
2. Use a variety of instruments and tools to measure data accurately
3. Use scientific vocabulary to explain their observations and experiences
4. Identify or generate a question or problem to be explored

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

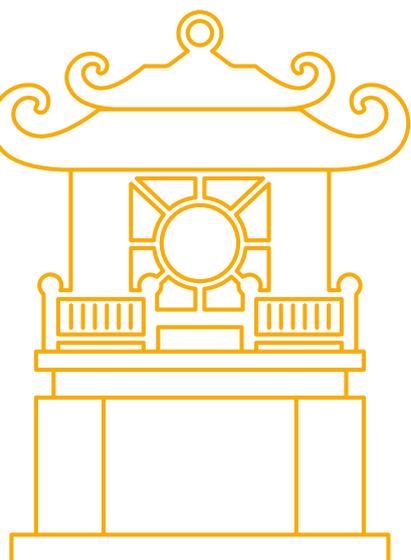
The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

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, imagination and observations
- Explores and experiments with a diversity of materials and techniques to make their art works using safe practices

Responding

- Describes the work of other artists and connects it to their experiences

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



Music Activities

Kindergarten 2 students have the opportunity to take instrumental lessons as part of the After School Activities programme. These will be advertised and the contact person for Music is Ms Pham Thu Trang umaofficer@unishanoi.org.

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

- Using voice, body percussion and movement
- Sings, plays instruments and moves to a range of music, learning a repertoire of chants, songs and rhymes
- Creates and improvises short compositions and communicates musical ideas through performance and with non-traditional symbols

Responding

- Listens and responds to a range of their own and others' music

Vietnamese Programme



In the Elementary School at UNIS Hanoi the K2 Vietnamese programme focuses on Vietnamese cultural study and language.

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 outcomes for K2 include:

- Sings Vietnamese songs and rhymes
- Responds to simple instructions
- Uses simple greetings
- Talks about oneself
- Able to name basic colours and numbers from 1-20
- Shows curiosity about Vietnamese culture.

Vietnamese in K2 includes:

- A specialist Vietnamese teacher.
- A cultural studies program 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 that give the students the opportunity to listen to Vietnamese language through nursery rhymes, songs.

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 - 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 PSE are closely aligned with the IB Learner Profile.

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.

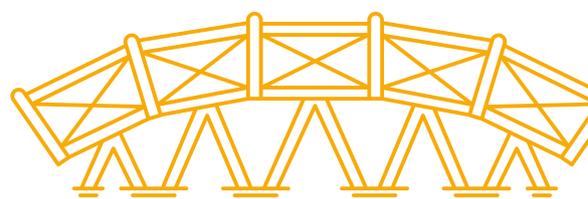
PYP strands

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

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

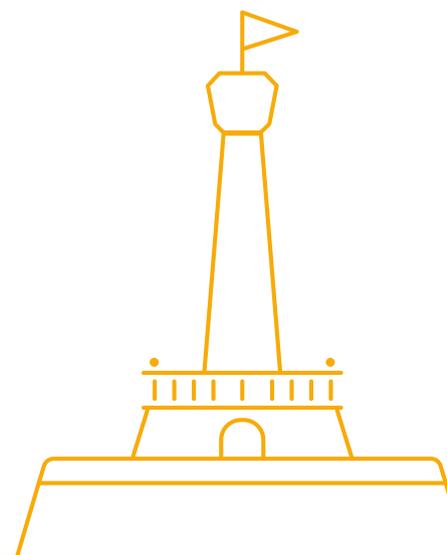
The UNIS Hanoi Elementary School (ES) Library program strives to support and encourage students' academic pursuits and pleasure reading interests through a positive, stimulating and student centered environment. The ES Library program serves students in grades Discovery to grade 5 and is the foundation 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 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 weekly visits guided by the ES Librarian, K2 students learn to:

- Use shelf markers to correctly mark book placement on shelves
- Independently follow a borrowing routine
- Share knowledge of good book care practices
- Demonstrate awareness of different sections of the ES Library
- Show an understanding that written communication can be in various languages and scripts
- Interpret some familiar words and written symbols in picturebooks
- Identify and use relevant vocabulary; parts of a book i.e. "author" "illustrator" and "title"
- Show an understanding of the difference between fiction and nonfiction genres
- Participate in shared and read aloud group storytimes with enjoyment sometimes using reading, retell and reflection.





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