



LEARNING TO INSPIRE



# Middle Years Programme Handbook 2016 - 2017

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## Abbreviations Used at UNIS Hanoi

<b>AGM</b>	Annual General Meeting (for parents)
<b>APAC</b>	Asia Pacific Activities Conference
<b>ASA</b>	After School Activities
<b>BoD</b>	Board of Directors
<b>SL</b>	Service Learning
<b>Disc</b>	Discovery Programme (for children aged 3 years)
<b>DP</b>	Diploma Programme
<b>EAL</b>	English as an Additional Language
<b>ECC</b>	Early Childhood Centre
<b>ES</b>	Elementary School
<b>IB</b>	International Baccalaureate
<b>IT</b>	Information Technology
<b>K1</b>	Kindergarten 1 (for children aged 4 years)
<b>K2</b>	Kindergarten 2 (for children aged 5)
<b>MRISA</b>	Mekong River International Schools Association
<b>MS/HS</b>	Middle School/High School
<b>MYP</b>	Middle Years Programme (also IBMYP)
<b>PAC</b>	Performing Arts Celebration
<b>PE</b>	Physical Education
<b>SCO</b>	School Community Organization
<b>PYP</b>	Primary Years ProgrammeUnits of Inquiry
<b>Uoi</b>	Units of Inquiry

# UNIS Hanoi Values, Mission and Vision



## Values and Beliefs

Because UNIS Hanoi values **LEARNING**, UNIS Hanoi believes that we:

- Learn, think and reflect critically in an inspiring environment, using a dynamic curriculum that exceeds international standards;
- Use and apply knowledge in the classroom and beyond for life-long personal development, as we strive for happy, balanced lives;
- Question and research collaboratively to seek innovative solutions for local and global issues.
- Because UNIS Hanoi values **COMMUNITY**, UNIS Hanoi believes that we:
  - Pro-actively connect with others to make supportive, long-lasting and diverse friendships;
  - Take action to create a safe, caring, and sustainable environment;
  - Respect and appreciate diverse

cultures, beliefs and languages to deepen our understanding of local and global issues.

Because UNIS Hanoi values **RESPONSIBILITY**, UNIS Hanoi believes that we:

- Act with integrity to make and defend reasoned decisions based on respect, compassion and fairness;
- Take ownership and are accountable for our thoughts, actions and their consequences;
- Face challenges with courage, resilience and an independent spirit, whilst remaining responsive and adaptable to change.

## Mission and Guiding Principles

Our mission is to encourage students to be independent, lifelong learners who strive for excellence and become responsible stewards of our global society and natural environment, achieved within a supportive community that values diversity and through a programme reflecting the ideals and principles of the United Nations.

The United Nations principles as applied to the school are to:

- Promote peaceful solutions to problems.
- Develop friendly relations among children and adults of different nationalities.
- Promote cooperation in problem solving in economic, social, cultural, and humanitarian matters.
- Encourage respect for fundamental freedoms and equality for all, without distinction as to race, sex, language or religion.

## Vision

Our learning community will be an inspirational role model for a better world

# IB Learner Profile



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 represents 10 attributes valued by the IB and UNIS Hanoi. <http://www.ibo.org/>

## 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.

### 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

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### PRINCIPLED

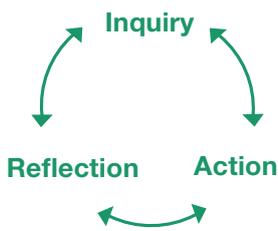
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# The IB Continuum

An IB education, in all of the programmes offered at UNIS Hanoi, empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares them to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection.



## Learning in the MYP is

- student-centred
- understanding concepts
- embedded in relevant global contexts
- approaches to teaching and learning
- responsible action
- service learning
- independent projects
- within and across subject disciplines

# IB Middle Years Programme

## WHAT IS THE IB MIDDLE YEARS PROGRAMME?

The IB Middle Years Programme (IB MYP) is designed for students between the ages of 11 and 16, grades 6 to 10, at UNIS Hanoi. The IB MYP provides academic challenge and develops the life skills appropriate to this age group.

The programme model shows a holistic framework for international education in which learning transcends the boundaries of traditional disciplines by fostering interdisciplinary understanding.

## UNDERSTANDING CONCEPTS

Concept-based learning focuses on powerful organizing ideas that have relevance within and across subject areas. They extend beyond national and cultural boundaries, help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build students' capacity to engage with complex ideas and allow transfer of learning to new contexts. The understanding of concepts is introduced in the Primary Years Programme and further developed in the Middle Years and Diploma Programmes through various subject disciplines.

## IB MYP SUBJECT GROUPS

The IB MYP spans the Middle School (Grades 6-8) and High School (Grades 9-10) years at UNIS Hanoi. Students will study courses from eight subject groups and will make connections between subjects through interdisciplinary units.

- Language and Literature
- Language Acquisition\*
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- Physical and Health Education
- Design

\* Students may study two courses from Language and Literature

## PROGRAMME CORE

At the core of the MYP are the IB Learner Profile and:

### Approaches to learning

General skills and dispositions for learning.

### Service and action

Service to different communities through organised UNIS Hanoi service activities and curricular opportunities.

### Personal Project

Culminating independent inquiry for grade 10 students.



## UNIS Hanoi MYP Certificate

In the final year of the IB MYP, students can gain a UNIS Hanoi issued certificate of achievement in the IB Middle Years Programme. To gain this certificate, they must meet the following requirements:

- Minimum of 32 of 56 possible points (average of a grade 4 in each of 7 courses, plus the Personal Project)
- Studied two languages, at least one at native level (language and literature or mother tongue)
- Successful completion of MYP Personal Project: grade 3 or higher
- Successful participation in the Service Learning programme
- Participated in the MYP during at least Grade 10

All students will be issued course results, detailing all subjects with their final IB MYP grade.

### Beyond IB MYP

In Grades 9 and 10, the IB MYP overlaps with the requirements for the UNIS Hanoi High School Diploma and leads into the IB Diploma Programme in Grades 11 and 12.

Students have three options for their Grade 11 and 12 programme at UNIS Hanoi:

Option 1: UNIS Hanoi Diploma and the IB Diploma

Option 2: UNIS Hanoi Diploma and IB Course Certificates

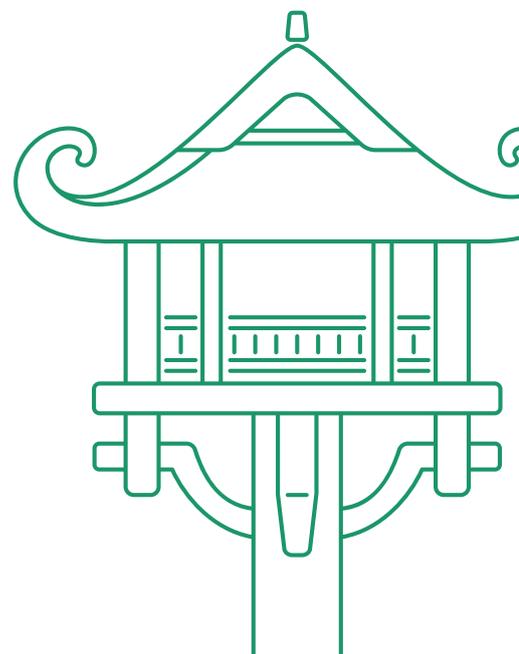
Option 3: UNIS Hanoi Diploma

For further information on the IB Diploma Programme and general course options, please refer to the IB Diploma Handbook or contact the IB DP Coordinator at [dpcoordinator@unishanoi.org](mailto:dpcoordinator@unishanoi.org)

For further information regarding the UNIS Hanoi Diploma, please refer to the High School Handbook or contact the HS counsellors, Ms Brenda Manfredi or Ms Frances Devaney at [bmanfredi@unishanoi.org](mailto:bmanfredi@unishanoi.org) or [fdevaney@unishanoi.org](mailto:fdevaney@unishanoi.org)

### Find out more

IB Research <http://research.ibo.org/>  
IB community blog <http://blogs.ibo.org/>



## Approaches to Learning

All three IB programmes emphasize learning to learn. Students develop transferable approaches to learning (ATL) – attitudes, dispositions and skills that will equip them across a range of situations to do well.

When teachers plan, they identify the specific ATL skills that students will need to develop alongside the subject group objectives in order to be successful.

There are five main categories of approaches to learning:



IB ATL CATEGORY	FOCUS AREAS IN THE MYP YEARS	
<b>I. Communication</b>	Communication skills	Exchanging thoughts, messages and information effectively through interaction
		Reading, writing and using language to gather and communicate information
<b>II. Social</b>	Collaboration skills	Working effectively with others
<b>III. Self-management</b>	Organization skills	Managing time and tasks effectively
	Affective skills	Managing state of mind (e.g. mindfulness, perseverance, emotional management, self-motivation, resilience)
	Reflection skills	(Re)considering the process of learning; choosing and using approaches to learning
<b>IV. Research</b>	Information literacy skills	Finding, interpreting, judging and creating information
	Media literacy skills	Interacting with media to use and create ideas and information
<b>V. Thinking</b>	Critical thinking skills	Analysing and evaluating issues and ideas
	Creative thinking skills	Generating novel ideas and considering new perspectives
	Transfer skills	Using skills and knowledge in multiple contexts

# MYP Subject Groups & Course Descriptions

The following pages provide an overview of the courses offered in each subject group. Details include:

- Aims
- Assessment objectives
- Key and related concepts
- Course descriptions (High School courses indicate course credits)

Below is an overview of the IBMYP course offerings according to subject groups.



# Language and Literature

## AIMS

The aims of MYP Language and Literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts

## ASSESSMENT

Assessment for Language and Literature courses in Grades 6-10 is based on the following criteria:

<b>Criterion A</b>	Analysing	Maximum 8
<b>Criterion B</b>	Organizing	Maximum 8
<b>Criterion C</b>	Producing text	Maximum 8
<b>Criterion D</b>	Using language	Maximum 8

## COURSES

All students are required to study English (either Language and Literature or Language Acquisition) in each year. In addition to English Language and Literature, UNIS Hanoi offers courses in Korean and Vietnamese Language and Literature for mother tongue speakers. Swedish courses can also be offered on request. In all Language and Literature courses, students will study a balance of language and literature, a balance of genres, and a range of literature representing diverse settings and styles. Courses will also include a range of language modes: oral, written and visual modes.

## ENGLISH LANGUAGE AND LITERATURE

**English Language and Literature 6** is a one-year course which aims to introduce students to reading interpretation, writing genres, public speaking, and critical thinking. Students learn about literary essay writing, in particular how to structure and organise their ideas. In addition, they explore other modes of writing, such as poetry and biography, and consider how language is used in both their own writing and the literature they read. Students will be assessed using a range of different strategies and skills, introducing the methods used later in the IB MYP. Texts for

## KEY CONCEPTS

communication – connections – creativity – perspective

## RELATED CONCEPTS

audience imperatives – character – context – genre – intertextuality – point of view – purpose – self-expression – setting – structure – style – theme

this course may include *Boy* by Roald Dahl, *The Adventures of Ulysses*, *Iqbal: A Novel* and a selection of poetry.

**Prerequisites:** Teacher recommendation or appropriate score on the UNIS placement tests for new students.

## English Language and Literature 7

is a one-year course in which students develop a stronger understanding of literary elements and a deeper appreciation of the use of language, not only in a literary environment, but also within their own writing and oratory skills. The course investigates themes that aim to enhance inquiry driven lessons using texts, short stories, poetry, and other forms of literary prose to develop and nurture language comprehension. Units such as *What's my Story*, *Book Café*, *Free Your Mind*, and *The Power of Media* create the stage for group discussions, text analysis, grammar workshops, and language use to engage in a variety of activities that range from literature circles to essay writing. Texts for the course include short stories by Maya Angelou, Roald Dahl and Amy Tan, a variety of books in the book cafe (*The Whale Rider*, *Eleven*, *Z for Zachariah*, or *Flowers for Algernon*), along with an array of poetry and prose that

focus on our grade 7 concepts.

**Prerequisites:** Teacher recommendation or appropriate score on the UNIS Hanoi placement tests for new students.

**English Language and Literature 8** is a one-year course which aims to facilitate student development in interpreting a range of texts, improving their formal writing skills, speaking for a range of audiences and purposes, and critical thinking. Students continue to develop their essay writing skills, in response to both texts and global issues. In addition, they explore other modes of communication, such as poetry, documentary filmmaking and persuasive speech. Students will be assessed using a range of different strategies and skills, giving them exposure to the methods used later in the MYP. An overall theme in this course is ethical issues and how to clearly express an opinion and persuade others. Texts for this course may include *The Outsiders* by S. E. Hinton, *The Boy in the Striped Pyjamas* by John Boyne, a selection of narrative poetry and science fiction texts.

**Prerequisites:** Teacher recommendation or appropriate score on the UNIS Hanoi placement tests for new students.

**English Language and Literature 9** is a one-year course in which students read various genres, including poetry, short stories, plays and novels, and explore different formal analytic essay formats, using textual evidence as support. Students also do creative writing and hone their analytical viewing skills. Students cultivate reading habits that facilitate better retention of textual

detail. Through dramatic interpretations and presentations as well as various models of writing and class discussion, they will refine their analytical and critical thinking skills. There is a focus on oral as well as written modes of expression and analysis, particularly in the second semester. A major element of this course is the development of students' awareness of how meaning is created in text. In recent years, literary selections have included the following: *To Kill a Mockingbird*, *Romeo and Juliet*, narrative short fiction, and selected poetry and visual texts.

**Prerequisites:** Teacher recommendation or appropriate score on the UNIS Hanoi placement tests for new students.

**Credits:** 1.0 / year

**English Language and Literature 10** is a one-year course that aims to develop and refine skills in reading interpretation, writing, speaking, and critical thinking. Students continue to develop their literary essay writing to include analytic as well as evaluative interpretations. In addition, they explore other modes of writing and deepen their understanding of how language is used in both their own writing and the literature they read. Incorporating a variety of assessment strategies, teacher and class study novels thematically, supplemented by various other genres, including essays, poetry, a play and short stories. In preparation for IB Diploma studies in English Language and Literature, students acquire the rudiments of commentary (both oral and written). Reading will be chosen from texts such as *Between the Assassinations*, *The White Tiger*, *Macbeth*, and a variety of poems and other genres.



**Prerequisites:** Completion of English Language and Literature 9, or English B 9 with phase 6 proficiency and teacher recommendation. For new students, appropriate score on the UNIS Hanoi placement tests.

**Credits:** 1.0 / year

## KOREAN LANGUAGE AND LITERATURE

### Korean Language and Literature 6:

6학년은 단편 소설, 드라마, 수필, 신문 기사 등의 다양한 장르를 읽고 기초 지식을 습득하는 일년 과정입니다. 학생들은 또한 창작 글쓰기와 분석적 사고력을 키우기도 합니다. 학생들은 텍스트의 상세내용을 더 잘 이해하기 위한 독서 습관도 익히게 됩니다. 여러 형태의 에세이뿐만 아니라 다양한 발표를 통해서 언어 사용에 있어서 분석력과 비평적 사고력도 기를 것입니다. 이 교과과정의 주요소는 장르마다 가진 차이를 깨닫는 것입니다. 최근 몇년간 선택된 자료는 다음과 같습니다: <세상을 알게 해 주는 기행문>, 짧은 드라마 <가시고기>, 몇몇 엄선된 시각 자료들입니다.

This is a one-year course in which students read and develop a basic understanding of various genres, including short stories, plays, essays and newspaper articles. Students also do creative writing and hone their analytical thinking skills. Students cultivate reading habits that facilitate better retention of textual detail. Through formal presentations as well as various modes of writing, they will refine their analytical and critical thinking skills in language usage. A major element of this course is the development of students' awareness of difference in genres. In recent years, literary selections have included the following: Travelogues, narrative short drama Gassigoki, and selected visual texts.

**Prerequisites:** Entrance tests will be conducted to determine that all students can speak, read and write Korean at mother tongue proficiency.

### Korean Language and Literature 7:

7학년은 단편 소설, 드라마, 수필, 신문 기사 등의 다양한 장르를 읽고 기초 지식을 습득하는 일년 과정입니다. 학생들은 또한 창작 글쓰기와 분석적 사고력을 키우기도 합니다. 학생들은 텍스트의 상세내용을 더 잘 이해하기 위한 독서 습관도 익히게 됩니다. 여러 형태의 에세이뿐만 아니라 다양한 발표를 통해서 언어 사용에 있어서 분석력과 비평적 사고력도 기를 것입니다. 이 교과과정의 주요소는 장르마다 가진 차이를 깨닫는 것입니다. 최근 몇년간 선택된 자료는 다음과 같습니다: <세상을 알게 해 주는 기행문>, 짧은 드라마 <가시고기>, 몇몇 엄선된 시각 자료들입니다.

This is a one-year course in which students read various genres, including poetry, short stories, and essays. Students also do creative writing and hone their analytical viewing skills. Students will make better understanding through various ways to study correct words with various nuances in the texts. Through public presentations as well as various models of writing, they will refine their analytical and critical thinking skills. There is a focus on oral with debate, particularly in unit 4 of second semester. In recent years, literary selections have included the following: historical short fiction "My second cousin", selected poetry, visual texts, and environmental issues on the Earth as an oral discussion topic.

**Prerequisites:** Completion of Korean 6 or placement tests for new Korean students.

### Korean Language and Literature

**8:** 은 1년 과정으로서 다양한 작품을 이해하고 해석하며 격식있는 글쓰기 기술, 청중과 목적에 적합한 말하기와 비판적 사고를 발전시키는 것을 목적으로 합니다. 학생들은 텍스트와 국제적인 이슈에 대해서 에세이 쓰는 기술을 훈련하게 됩니다. 여기에 더해서 시와 다큐멘터리 영상 만들기 와 설득력있는 연설하기 등 다양한 양식의 커뮤니케이션 방식을 탐구하게 됩니다. 학생들은 다양한 전략과 기술을 사용하여 평가를 받게 되는데 이것은 MYP 프로그램에서 사용되는 것들입니다. 이 과정에서 학생들이 공부하게 되는 텍스트는 '지도밖으로 행군하라' '봄바람' 김소월시모음집, 그리고 다양한 단편소설들입니다.

This is a one-year course which aims to facilitate student development in the interpretation of a range of texts, improving their formal writing skills, speaking for a range of audiences and purposes, and critical thinking. Students continue to develop their essay writing skills, in response to both texts and global issues. In addition, they explore other modes of communication, such as poetry, documentary filmmaking and persuasive speech. Students will be assessed using a range of different strategies and skills, giving them exposure to the methods used later in the MYP programme. Texts for this course may include Marching off the map, Spring breeze and a selection of Kim So Wol poetry, some short stories.

**Prerequisites:** Completion of Korean 7 or placement tests for new Korean students.



### Korean Language and Literature

**9:** 은 1년 코스로서 학생들은 시와 단편소설, 희곡과 소설등 다양한 장르의 글을 읽고 본문을 인용한 다양한 형식의 분석적인 에세이를 쓰게 됩니다. 학생들은 창의적인 글쓰기와 영상물을 보고 비평적인 글쓰기도 하게 됩니다. 텍스트의 세부사항을 더욱 잘 이해하기 위한 읽기 습관을 기르게 됩니다. 다양한 형식의 글쓰기와 토론수업뿐만 아니라 극적인 해석과 발표를 통해서 학생들은 분석적이면서 비평적인 사고력을 훈련하게 됩니다. 이 과정에서 중요한 것은 텍스트 안에서 어떻게 의미가 형성되는지를 발견하는 학생들의 인지력이 발전되는 것입니다. 이 과정에서 공부하게 되는 텍스트들은 박씨전과 홍길동전, 우리들의 일그러진 영웅, 한국 단편 소설들과 선별한 시와 영상물입니다.

This is a one-year course in which students read various genres, including poetry, short stories, plays and novels, and explore different formal analytic essay formats, using textual evidence as support. Students also do creative writing and hone their analytical viewing

skills. Students cultivate reading habits that facilitate better retention of textual detail. Through dramatic interpretations and presentations as well as various models of writing and class discussion, they will refine their analytical and critical thinking skills. A major element of this course is the development of students' awareness of how meaning is created in text. In recent years, literary selections have included the following: Park Si Jeon and Hong Gil Dong Jeon, *Our Distorted Hero*, narrative short fiction, and selected poetry and visual texts.

**Prerequisites:** Completion of Korean 8 or placement tests for new Korean students.

**Credits:** 1.0 / year

### Korean Language and Literature

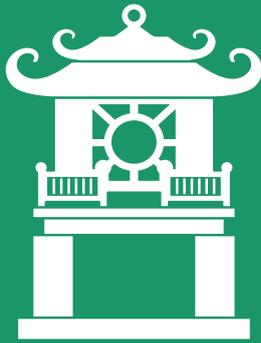
**10:** 은 1년 과정으로서 학생들의 독해와 글쓰기, 말하기 그리고 비판적인 사고력을 발전시키고 훈련시키는 것에 목적을 두고 있습니다. 학생들은 해석하고 평가하는 것 뿐만 아니라 분석이 들어간 문학적 에세이 쓰기를 지속해서 발전시키게 됩니다. 이에 더해 학생들은 다른 양식의 글쓰기를 탐구해 보면서 자신들이 쓴 글과 읽은 문학 작품속에서 언어가 어떻게 사용되는지를 더욱 이해하게 됩니다. 다양한 평가 방법을 활용하여 주제별로 소설을 공부하고 비문학 글과 시와 희곡, 단편소설등을 보충해서 공부하게 됩니다. IB 한국어를 준비하기 위해서 학생들은 말과 글로 논평하는 기술을 습득해야 합니다. 선별한 텍스트는 김유정, 채만식의 단편소설집과 꺼삐딴 리, 장마 그리고 다양한 한국시와 그외 자료들입니다.

This is a one-year course that aims to develop and refine skills in reading interpretation, writing, speaking, and

critical thinking. Students continue to develop their literary essay writing to include analytic as well as evaluative interpretations. In addition, they explore other modes of writing and deepen their understanding of how language is used in both their own writing and the literature they read. Incorporating a variety of assessment strategies, teacher and class study novels thematically, supplemented by various other genres, including essays, poetry, a play and short stories. In preparation for the rigors of IB Korean, students acquire the commentary skills(both oral and written). Reading will be chosen from texts such as Kim Yoo Jeong and Chae Man Sik's short stories, *The Captain Lee*, *The Rainy Season* and a variety of poems and other genres.

**Prerequisites:** Completion of Korean 9 or placement tests for new Korean students.

**Credits:** 1.0 / year



## VIETNAMESE LANGUAGE AND LITERATURE

### Vietnamese Language and

**Literature 6:** Chương trình tiếng Việt lớp 6 sẽ cung cấp cho học sinh kiến thức văn học, ngôn ngữ cũng như hiểu biết về lịch sử xã hội và văn hóa Việt Nam. Học sinh sẽ được học nhiều thể loại văn học khác nhau bao gồm truyện dân gian, thơ, các bài báo, nhật kí và báo cáo. Các em sẽ rèn kỹ năng đọc hiểu nội dung, rút ra ý chính và nhận dạng các đặc điểm nhân vật trong các tác phẩm văn học được học. Đọc và cảm thụ văn học sẽ giúp học sinh có kỹ năng sáng tạo, suy nghĩ lô gic và biết nêu ý kiến riêng về tác phẩm. Các em cũng sẽ được rèn luyện cách trình bày rõ ràng mạch lạc, sắp xếp bố cục bài viết lô gic và tuân theo qui trình viết văn một cách có hiệu quả trong các thể loại kể chuyện, miêu tả và viết báo. Khóa học cũng sẽ bao gồm các bài học về ngữ pháp và từ vựng tiếng Việt. Các em cũng sẽ được làm việc nhóm để rèn kỹ năng thuyết trình và tranh luận. Các tác phẩm chính: *Truyện dân gian Việt Nam, Đế Mèn phiêu lưu kí, Lượm và Đêm nay Bác không ngủ.*



This is a one-year course in which students are exposed to many different types of texts including folk stories, poems, newspapers, diary and reports. In literature, students develop skills in understanding the content of the texts, identifying the main ideas and recognizing character's traits. Responding to literature helps students explore ideas, think critically and represent own opinions about the texts. Writing is focused on the skills of expressing ideas clearly, using correct writing format and the effectiveness of writing process. In language, the study of grammar, sounds and language usage are integrated in each unit. Speaking, listening and presenting skills are included in many oral activities. Texts include: *Truyện dân gian Việt Nam, Đế Mèn phiêu lưu kí, Lượm và Đêm nay Bác không ngủ.*

**Prerequisites:** Entrance tests will be conducted to determine that all students can speak, read and write Vietnamese at mother tongue proficiency.

### Vietnamese Language and

**Literature 7:** Chương trình lớp 7 sẽ cung cấp cho học sinh kiến thức văn học, ngôn ngữ cũng như hiểu biết về lịch sử xã hội và văn hóa Việt Nam. Học sinh sẽ được học nhiều thể loại văn học khác nhau bao gồm truyện ngắn, thơ và thành ngữ tục ngữ Việt Nam. Các em sẽ rèn kỹ năng đọc hiểu nội dung và nhận biết các biện pháp nghệ thuật của tác giả trong các tác phẩm văn học được học. Đọc và cảm thụ văn học sẽ giúp học sinh có kỹ năng sáng tạo, suy nghĩ lô gic và biết nêu ý kiến riêng về tác phẩm. Các em cũng sẽ được rèn luyện cách trình bày rõ ràng mạch lạc, sắp xếp bố cục bài viết lô gic và tuân theo qui trình viết văn một cách có hiệu quả trong các bài viết văn thể loại kể chuyện, biểu cảm, nghị luận và cảm thụ văn học. Một phần quan trọng trong khóa học này là các em sẽ luyện kỹ năng trình bày một bài văn với bố cục rõ ràng, các phần của bài viết được viết đúng chức năng và cách nêu trích dẫn. Các bài học về ngữ pháp và từ vựng tiếng Việt sẽ được tích hợp trong các bài học trong suốt năm học. Các em

cũng sẽ được làm việc nhóm để rèn kỹ năng thuyết trình và tranh luận. Các tác phẩm chính: *Cổng trường mở ra*, *Cuộc chia tay của những con búp bê*, *Mẹ tôi*, *Nghèo*, *Cha tôi*, *Sông núi nước Nam*, *Buổi chiều đứng ở phủ Thiên Trường trông ra*, *Bài ca Côn Sơn và thành ngữ tục ngữ Việt Nam*.

This is a one-year course in which students are exposed to many different kinds of texts including short stories, poems, newspaper articles and folk literature. In literature, students develop skills in understanding the content of the texts, identifying the effectiveness of authors' writing styles and language use. Responding to literature helps students explore ideas, think critically and represent own opinions about the materials they have read. In writing, students focus on expressing ideas clearly, using correct formats for different kinds of writing and the effectiveness of writing process through narrative writing, prose, argument and literature response. There is a focus on oral as well as written modes of expression and analysis, particularly in the second semester. A major focus is on the development of writing structures with supporting details and quotations from texts. In language, the study of grammar, word studies and language usage are also integrated in each unit. Texts for this course include: *Cổng trường mở ra*, *Cuộc chia tay của những con búp bê*, *Mẹ tôi*, *Nghèo*, *Cha tôi*, *Sông núi nước Nam*, *Buổi chiều đứng ở phủ Thiên Trường trông ra*, *Bài ca Côn Sơn và thành ngữ tục ngữ Việt Nam*.

**Prerequisites:** Completion of Vietnamese 6 or placement tests for new Vietnamese students.

### Vietnamese Language and Literature 8:

Đây là chương trình một năm nhằm cung cấp cho các em những kiến thức về văn học Việt Nam cũng như thế giới, thông qua việc học các thể loại văn học khác nhau, bao gồm thơ, truyện ngắn, và tiểu thuyết. Học sinh cũng có cơ hội nâng cao kiến thức về ngữ pháp và từ vựng qua việc khám phá các thể loại văn phân tích khác nhau, dùng dẫn chứng minh họa cụ thể, cũng như làm các bài văn sáng tác. Các kỹ năng mới như giao tiếp nói và viết, nghiên cứu, tổ chức, trình bày, đưa ra quyết định, làm việc nhóm sẽ được giới thiệu. Khóa học cũng cung cấp cho học sinh một sự say mê về văn học, ngôn ngữ, lịch sử và văn hóa cũng như các lĩnh vực khác nhau trong đời sống với mục tiêu khuyến khích học sinh trở thành những người ham học hỏi trong tương lai. Các tác giả chính trong khóa học này gồm có Ngô Tất Tố; Nguyễn Hồng; Nam Cao; Guy-do-Mo Pat-Xang; O.Henri; Andersen; và Trần Đăng Khoa.

This is a one-year course that provides students with a better understanding of Vietnamese and World literature, through the use of different genres, including poetry, short stories, and novels. Students also spend time working on grammatical structures and vocabulary through exploring different formal analytic essay formats, using textual evidence, as support, as well as doing creative writing. New skills such as communicating effectively in both oral and written form, researching, organisation, presentation, decision-making, group/team work will be studied. The course also provides students with an appreciation of language, literature,



history, and culture, and of various perspectives of life. An objective is to encourage students to have an intellectual and cultural foundation for becoming long-life learners. The main authors for this course include Ngô Tất Tố; Nguyễn Hồng; Nam Cao; Guy-do-Mo Pat-Xang; O.Henri; Andersen; and Trần Đăng Khoa.

**Prerequisites:** Completion of Vietnamese 7 or placement tests for new Vietnamese students.

### Vietnamese Language and Literature 9:

Chương trình học trong năm này sẽ cung cấp kiến thức văn học, ngôn ngữ cũng như hiểu biết về xã hội và văn hóa. Trong chương trình, các em sẽ học các tác phẩm văn học Việt Nam và các tác phẩm nước ngoài được dịch sang tiếng Việt... Các em sẽ rèn kỹ năng phân tích, nghị luận và thuyết trình dựa trên các bài đọc đa dạng, phong phú như thơ, truyện ngắn, kịch và tiểu thuyết, đồng thời cũng khám phá các thể loại



văn phân tích khác nhau, dùng dẫn chứng minh họa cụ thể. Các em cũng sẽ luyện kỹ năng sáng tác, làm việc nhóm, nghiên cứu, đưa ra giải pháp ... Các tác giả được học trong chương trình bao gồm: Nguyễn Thành Long; Nguyễn Quang Sáng; Kim Lân; Thanh Hải; Bằng Việt; Ta-go; Lỗ Tấn; Ma-xim Go-Ki.

This is a one-year course that provides students with knowledge about language, literature, history, and culture, as well as various perspectives on life. It addresses both traditional Vietnamese and World Literature in translation to provide students with local and global perspectives. Both written and oral skills are emphasized through reading various genres, including poetry, short stories, plays and novels, and exploring different formal analytic essay formats, using textual evidence as support. Students practice creative writing and hone their analytical skills as well as working on other skills such as researching, organisation, presentation, decision-making, group/

team work, etc. The main authors include Nguyễn Thành Long; Nguyễn Quang Sáng; Kim Lân; Thanh Hải; Bằng Việt; Ta-go; Lỗ Tấn; Ma-xim Go-Ki.

**Prerequisites:** Completion of Vietnamese 8 or placement tests for new Vietnamese students.

**Credits:** 1.0 / year

### Vietnamese Language and Literature 10:

Chương trình ngữ văn lớp 10 sẽ giúp các em phát triển và rèn giũa các kỹ năng đọc, viết, nói và tư duy lô-gích. Các em sẽ tiếp tục luyện kỹ năng phân tích, bình luận các văn bản khác nhau như truyện ngắn, thơ, kịch, v.v. Khoá học cũng chú trọng vào các kỹ năng nói để chuẩn bị cho chương trình IBDP. Các tác giả được học trong chương trình bao gồm Nam Cao; Nguyễn Hồng; Nguyễn Công Hoan; Nguyễn Khuyến; Lỗ Tấn. Mục tiêu của khoá học là thông qua các tác phẩm văn học Việt Nam và thế giới các em sẽ được cung cấp những kiến thức về ngôn ngữ, văn học, lịch sử và văn hóa, cũng như hiểu biết xã hội sâu sắc.

This is a one-year course that aims to develop and refine skills in reading interpretation, writing, speaking, and critical thinking. Students continue to develop their literary essay writing to include analytic as well as evaluative interpretations through different genres such as short stories, poetry, plays, etc. Oral components will also be emphasized in preparation for the IBDP Vietnamese. The main authors include Nam Cao; Nguyễn Hồng; Nguyễn Công Hoan; Nguyễn Khuyến; Lỗ Tấn. After the completion of the course, students

will be provided with knowledge about language, literature, history, and culture, as well as about various perspectives of life in both traditional Vietnamese and World Literature.

**Prerequisites:** Completion of Vietnamese 9 or placement tests for new Vietnamese students.

**Credits:** 1.0 / year

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## SWEDISH LANGUAGE AND LITERATURE

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Courses in Swedish A are offered on request for mother-tongue speakers enrolled in grades 6-10. Additional costs apply.

Language and Literature or Language Acquisition – What is the difference?

Language and Literature: study of language and literature at native or near-native proficiency

Language Acquisition: acquisition of an additional language for emergent, intermediate and proficient learners

# Language Acquisition

## AIMS

The aims of the teaching and learning of MYP Language Acquisition are to encourage and enable the student to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components

The course will offer insight into the cultural characteristics of the communities where the language is spoken, encourage an awareness and

understanding of the perspectives of people from students' own and other cultures, leading to involvement and action in own and other communities, and foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

## ASSESSMENT

Assessment for Language Acquisition courses in Grades 6-10 is based on the following criteria:

<b>Criterion A</b>	Comprehending spoken and visual text	Maximum 8
<b>Criterion B</b>	Comprehending written and visual text	Maximum 8
<b>Criterion C</b>	Communicating in response to spoken, written and visual text	Maximum 8
<b>Criterion D</b>	Using language in spoken and written form	Maximum 8

## COURSES

All students in Grades 6-10 study two language courses. One of these will be English, the other may be Korean Language and Literature, Vietnamese Language and Literature, Swedish Language and Literature, French B, Mandarin B or Spanish B. Students whose English language development is in phases 2-4 will be given additional support in their development of

**KEY CONCEPTS**  
communication – connections – creativity – perspective

**RELATED CONCEPTS**  
audience imperatives – character – context – genre – intertextuality – point of view – purpose – self-expression – setting – structure – style – theme

English academic reading and writing skills (see p. 31). Students who are proficient enough to participate in a phase 5 English course choose an additional language course.

→ **Continuum of language development** →

Emergent communicators		Capable communicators		Proficient communicators	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
					Language and Literature

## ENGLISH LANGUAGE ACQUISITION (ENGLISH B)

Courses in different phases at the same grade level are aligned in their concepts and unit questions. Texts may vary, depending on phase.

**English B 6** is a one-year course that focuses on building reading, writing, speaking and listening skills. The students in these courses use different strategies to improve on their understanding of spoken and visual texts. Students will also have many opportunities during the year to write and respond to topics related to language, culture, and being global citizens. The texts studied in English Language Acquisition will be appropriate for the language acquisition phase the students are placed in. The units for the year are Courage, Memoirs and Storytelling, Imaginary Worlds, and Ancient Worlds. Students will also practice several different Approaches to Learning strategies, including critical thinking, self-management, and collaboration. As engaged and motivated learners in this course, students will improve their skills in English by being risk-takers, communicators, inquirers.

**Prerequisites:** Teacher recommendation or appropriate score on the UNIS placement tests for new students.

**English B 7** is a one-year course in which students read various genres, including poetry, short stories, film and novels, and explore various forms expression, including discussion, formal essays, creative writing, and presentation styles. We will explore argumentation and using textual evidence as support. The course

focuses on continuing to develop English language skills. Students cultivate close reading habits that facilitate better retention of textual detail and, through dramatic interpretations and presentations as well as various models of writing and class discussion, hone their analytical and critical thinking skills. A major element of this course is the development of students' awareness of how meaning is created in text. In recent years, literary selections have included the following: Number the Stars, Whale Rider, first-person narrative short fiction, selected poetry and media texts.

**Prerequisites:** Teacher recommendation or appropriate score on the UNIS placement tests for new students.

**English B 8** is a one-year course in which students read a variety of different texts, including novels, short stories, poetry and visual texts. The course focuses on continuing to develop English language reading, writing, speaking and viewing skills. In recent years, literary selections have included the following: The Giver, Chinese Cinderella and The Boy in the Striped Pyjamas. Students also participate in the full writing process to produce a variety of written texts, including paragraphs, essays, personal writing and short stories. A major element of this course is the development of students' awareness of how meaning is created in text.

**Prerequisites:** Teacher recommendation or appropriate score on the UNIS placement tests for new students.

**English B 9** is a one-year course in which students read various genres,

including poetry, short stories, plays and the novel, and explore different formal analytic essay formats, using textual evidence as support. The course focuses on continuing to develop English language skills. Students cultivate reading habits that facilitate better retention of textual detail and, through dramatic interpretations and presentations as well as various models of writing and class discussion, hone their analytical and critical thinking skills. There is a focus on oral as well as written modes of expression and analysis, particularly in the second semester. A major element of this course is the development of students' awareness of how meaning is created in text. In recent years, literary selections have included the following: Animal Farm, Romeo and Juliet, first-person narrative short fiction, and selected poetry.

**Prerequisites:** Teacher recommendation or appropriate score on the UNIS placement tests for new students.

**Credits:** 1.0 / year

**English B 10** is a one-year course that aims to develop and sharpen



English language skills and applying them to reading interpretation, writing, speaking, and critical thinking. Students continue to develop their literary essay writing to include analytic as well as evaluative interpretations. In addition, they explore other modes of writing and deepen their understanding of how language is used in both their own writing and the literature they read. Incorporating a variety of assessment strategies, teacher and class study novels thematically, supplemented by various other genres, including essays, poetry, a play and short stories. In preparation for IB Diploma studies in English B or Language and Literature, students acquire the rudiments of commentary (both oral and written). Reading will be chosen from texts such as *The House on Mango Street*, *Sold*, and *Children of the River*, as well as various short stories and poems.

**Prerequisites:** Completion of English B 9 and teacher recommendation or appropriate score on the UNIS placement tests for new students.

**Credits:** 1.0 / year

## FRENCH LANGUAGE ACQUISITION

UNIS Hanoi offers French acquisition courses for beginners (Phases 1-2) and more capable (Phases 3-4) communicators. Phase 3-4 courses in grade 10 allow for a smooth transition to IB Diploma French B.

**French Phase 1:** This course is designed to develop basic communication skills in French. Students are emergent communicators who are learning to identify basic facts or messages related to a limited



range of everyday situations. The different concepts studied are related to their own immediate surroundings. Students will be engaged in making a personal response by using basic short phrases and a range of vocabulary, grammatical structures and conventions and will interact in simple and rehearsed exchanges.

**Prerequisites:** No prior knowledge of French required. Open to students in grade 6 or students new to UNIS Hanoi in grades 7-10 without prior knowledge of French.

**Credits:** 1.0 / year

**French Phase 2:** This course is designed to develop the skills for students to communicate in a limited range of familiar situations. Students are emergent communicators who are learning to recognize and understand basic facts, draw conclusions from simple messages and identify main ideas with supporting details in familiar situations. The different

concepts studied are related to their local environment. Students will be engaged in making a personal response by using phrases and basic grammatical structures and conventions to communicate ideas, feelings and information and interacting in basic rehearsed and some unrehearsed exchanges.

**Prerequisites:** Phase 1 proficiency in French.

**Credits:** 1.0 / year

**French Phase 3:** This course is designed to develop the skills for students to communicate in familiar and some unfamiliar situations. Students are capable communicators who are learning to show understanding of messages, identify main ideas with supporting details and are able to draw conclusions in familiar and some unfamiliar situations. The different concepts studied are related to the students' own experience of the world. They will be engaged in making

a personal response based on their personal experiences and opinions using language accurately and interacting in rehearsed and unrehearsed exchanges.

**Prerequisites:** Phase 2 proficiency in French.

**Credits:** 1.0 / year

**French Phase 4:** This course is designed to develop the skills for students to communicate in familiar and unfamiliar situations. Students are capable communicators who are learning to construct meaning and interpret stated and implied information, main ideas with supporting details and can draw conclusions related to familiar and unfamiliar situations. The different concepts studied are related to global awareness. Students will be engaged in making a personal response based on their personal experiences and opinions using language accurately and being engaged actively.

**Prerequisites:** Phase 3 proficiency in French.

**Credits:** 1.0 / year

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## MANDARIN LANGUAGE ACQUISITION

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UNIS Hanoi offers Mandarin acquisition courses for beginners (Phases 1-2) for students in Grades 6-8.

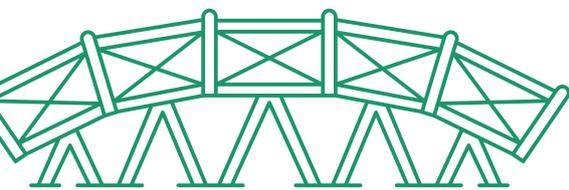
**Mandarin Phase 1:** This course is designed to develop basic oral, visual and written literacy skills in Mandarin. Students are emergent communicators

who are learning to identify basic facts or messages related to a limited range of everyday situations. The different concepts studied are related to their own immediate surroundings. Students will be engaged in making a personal response by using basic short phrases and a range of vocabulary, grammatical structures and conventions and will interact in simple and rehearsed exchanges.

**Prerequisites:** No prior knowledge of Mandarin required. Open to students in grade 6 or students new to UNIS Hanoi in grades 7-8 without prior knowledge of Mandarin.

**Mandarin Phase 2:** This course is designed to develop the skills for students to communicate in a limited range of familiar situations. Students are emergent communicators who are learning to recognize and understand basic facts, draw conclusions from simple messages and identify main ideas with supporting details in familiar situations. The different concepts studied are related to their local environment. Students will be engaged in making a personal response by using phrases and basic grammatical structures and conventions to communicate ideas, feelings and information and interacting in basic rehearsed and some unrehearsed exchanges.

**Prerequisites:** Phase 1 proficiency in Mandarin.





## SPANISH LANGUAGE ACQUISITION

UNIS Hanoi offers Spanish acquisition courses for beginners (Phases 1-2) and more capable (Phases 3-4) communicators. Phase 3-4 courses in Grade 10 allow for a smooth transition to IB Diploma Spanish B.

**Spanish Phase 1:** This course is designed to develop basic communication skills in Spanish. Students are emergent communicators who are learning to identify basic facts or messages related to a limited range of everyday situations. The different concepts studied are related to their own immediate surroundings. Students will be engaged in making a personal response by using basic short phrases and a range of vocabulary, grammatical structures and conventions and will interact in simple and rehearsed exchanges.

**Prerequisites:** No prior knowledge

of Spanish required. Open to students in grade 6 or students new to UNIS Hanoi in grades 7-10 without prior knowledge of Spanish.

**Credits:** 1.0 / year

**Spanish Phase 2:** This course is designed to develop the skills for students to communicate in a limited range of familiar situations. Students are emergent communicators who are learning to recognize and understand basic facts, draw conclusions from simple messages and identify main ideas with supporting details in familiar situations. The different concepts studied are related to their local environment. Students will be engaged in making a personal response by using phrases and basic grammatical structures and conventions to communicate ideas, feelings and information and interacting in basic rehearsed and some unrehearsed exchanges.

**Prerequisites:** Phase 1 proficiency in Spanish.

**Credits:** 1.0 / year

**Spanish Phase 3:** This course is designed to develop the skills for students to communicate in familiar and some unfamiliar situations. Students are capable communicators who are learning to show understanding of messages, identify main ideas with supporting details and are able to draw conclusions in familiar and some unfamiliar situations. The different concepts studied are related to the students' own experience of the world. They will be engaged in making a personal response based on their personal experiences and opinions using

language accurately and interacting in rehearsed and unrehearsed exchanges.

**Prerequisites:** Phase 2 proficiency in Spanish.

**Credits:** 1.0 / year

**Spanish Phase 4:** This course is designed to develop the skills for students to communicate in familiar and unfamiliar situations. Students are capable communicators who are learning to construct meaning and interpret stated and implied information, main ideas with supporting details and can draw conclusions related to familiar and unfamiliar situations. The different concepts studied are related to global awareness. Students will be engaged in making a personal response based on their personal experiences and opinions using language accurately and being engaged actively.

**Prerequisites:** Phase 3 proficiency in Spanish.

**Credits:** 1.0 / year

# Individuals and Societies

## AIMS

The aims of MYP Individuals and Societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

## ASSESSMENT

Assessment for Individuals and Societies courses in Grades 6-10 is based on the following criteria:

<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Investigating	Maximum 8
<b>Criterion C</b>	Communicating	Maximum 8
<b>Criterion D</b>	Thinking Critically	Maximum 8

## COURSES

All students are required to study Integrated Humanities in each year, from Grades 6-10. These courses are designed to develop students' understanding of concepts from Geography, History, Business and other disciplines.

**Humanities 6** integrates concepts from history, geography and philosophy. The theme for the year is 'The Legacy of our Ancestors'. The units of study are: Prehistory to Civilization, River Cultures, Eastern Thought, Western Foundations. In the first semester, students learn about discoveries and human development over time and the role that geography plays in the development of civilizations. In the second semester, students explore how different philosophies and religions, as well as Ancient Civilizations, have shaped modern belief systems and societies.

**Prerequisites:** None.

**Humanities 7** is a course in which students explore various concepts including: identity, culture, change and creativity. The first unit examines the role that culture plays in forming individual and group identities. Students develop a better understanding of their own social development, their roles as global citizens and an appreciation of the

## KEY CONCEPTS

change – global interactions – time, place and space – systems

## RELATED CONCEPTS

causality – choice – culture – equity – globalization – identity – innovation and revolution – perspective – power – processes – resources – sustainability

diversity of UNIS Hanoi and the world around them. Students then explore heritage and sustainability through an examination of various UNESCO World Heritage sites. The second semester focuses on "Times of Chaos", which explores social change in Europe from 500 to 1500 CE, and an investigation of creativity and innovation, which centres on ground breaking ideas that have changed society throughout history. The types of assessments include individual and collaborative tasks such as projects, essays, source analysis, and presentations.

**Prerequisites:** Completion of Humanities 6.

**Humanities 8** is an integrated course in which students explore how people have learned to interact and communicate with each other both locally and globally over time. The four main units are: Citizenship, Africa, Vietnam and the Renaissance. The course begins with an exploration of the environments students and their families experience, and then examines different understandings of citizenship in various countries and across time, with special attention paid to the idea of "digital citizenship". A study of the various challenges



how resource management in different current political and geographical contexts. Critical thinking, problem solving and communication skills will be reinforced as part of this course.

**Prerequisites:** Humanities 9.

**Credits:** 1.0 / year

Africa faced in the past and in the 21st Century will lead to an interdisciplinary inquiry into global development programmes. During the second semester, students explore how various types of governments and leadership have affected Vietnam, followed by a study of how humans create change that has long and short term influences on society with a particular focus on inventors and innovation.

**Prerequisites:** Completion of Humanities 7.

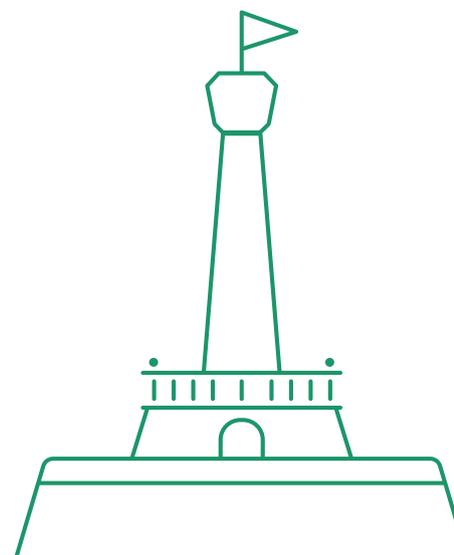
**Humanities 9** is an integrated Humanities course in which students explore interactions between people and the world around them. In the first semester, students study the concept of mapping and its applications in the 21st century, as well as natural disasters and the role of international aid in disaster prevention and response. The second semester focuses on Industrialization and Conflict through the key question: What lessons have

we learned from the past and how will they shape our future? Assessment is carried out in a variety of ways, including inquiry based project learning, essays, source analysis, in-class tests and assessments, and presentations.

**Prerequisites:** Humanities 8.

**Credits:** 1.0 / year

**Humanities 10** is an integrated course in which students consider how the past shapes the world we live in today in order to better solve the important issues of tomorrow. The first semester examines what makes a society successful and looks at issues of genocide and human rights. Case studies include Weimar Germany (1918-1933) and examples of genocide in Armenia, the Ukraine, the Holocaust, Rwanda and Darfur. The second semester examines conflict resolution and issues of population and sustainability. Case studies will include the role that the United Nations has played in various peacekeeping missions and examples of



# Sciences

## AIMS

The aims of MYP Sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

## ASSESSMENT

Assessment for Science courses in Grades 6-10 is based on the following criteria:

## COURSES

All students are required to study integrated Sciences courses from Grades 6-10. The courses are designed to develop students' understanding of concepts from Biology, Chemistry, Physics and Earth Sciences.

**Sciences 6** is an integrated course in which students explore basic procedures and safety in the laboratory and in the field. The scientific method is introduced and practiced throughout the course by students designing and completing lab investigations. Skills such as discerning variables, writing hypotheses, collecting data, processing and analysing and evaluating methods are developed through an inquiry approach to learning scientific content. The following topics are covered: ecology, endangered animals, conservation, classification, identification keys, cells, states of matter, changes in states of matter, electricity and generating green electricity.

**Text:** Science Focus Volumes 1- 4 Pearson

**Prerequisites:** None.

## KEY CONCEPTS

change – relationships – systems

## RELATED CONCEPTS

balance – consequences – energy – environment – evidence – form – function – interaction – models – movement – patterns – transformation

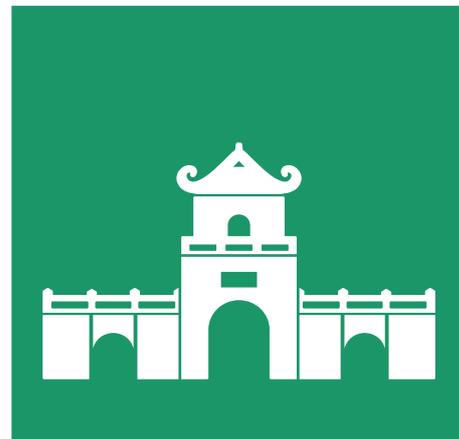
**Sciences 7** is an integrated course in which students explore various areas of science with an emphasis on Earth and space topics. The course begins with a review of the skills involved in the scientific method, exploring variables, fair testing and data collection and processing. Knowledge and understanding of new concepts are demonstrated through lab and research reports, quizzes, tests, presentations, and classroom discussions. The following topics are covered: mixtures and pure substances, earth science, astronomy, movement and the body.

**Text:** Science Focus Volumes 1- 4 Pearson

**Prerequisites:** Completion of Sciences 6.

**Sciences 8** is a one-year course in which students explore topics in biology, chemistry and physics and continue to develop scientific process skills. Students participate in practical activities with an emphasis on students designing their own investigations. Students demonstrate their understanding through a variety of written, spoken, technical, and creative formats. Collaborative and organisational skills are also emphasized throughout the course in preparation for the increasingly independent learning environment

<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Inquiring and designing	Maximum 8
<b>Criterion C</b>	Processing and evaluating	Maximum 8
<b>Criterion D</b>	Reflecting on the impacts of science	Maximum 8



of High School. The following topics are covered: the scientific approach, chemical reactions, genetics and evolution, plants and ecology.

**Text:** Science Focus Volumes 1-4 Pearson

**Prerequisites:** Completion of Sciences 7.

**Sciences 9** is a one-year course with a focus on physics and environmental systems. It is intended to develop the essential practical skills necessary for students to understand the physical world around them, while at the same time delivering a thorough understanding of scientific concepts. Assessment consists of lab reports, projects, investigations, experiments and tests. The following topics are covered: introduction of measurement and density, mechanics, energy and the environment, electricity, and electromagnetic waves.

**Prerequisites:** Completion of Sciences 8.

**Credits:** 1.0 / year

**Sciences 10** is a one-year course with an emphasis on chemistry and biology. It is intended to develop the essential practical skills necessary for students to understand the world around them, while at the same time deliver a thorough understanding of scientific concepts and laboratory skills. Assessment consists of both practical and theoretical work. The following topics are covered: the nature of matter and measurement, the chemistry of life, organic chemistry, the genetic code, and the atmosphere.

Texts: Complete Chemistry, Gallagher and Ingram. Oxford publication, 2nd edition.

**Prerequisites:** Completion of Sciences 9.

**Credits:** 1.0 / year

# Mathematics

## AIMS

The aims of MYP Mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution

of mathematics to other areas of knowledge

- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

## ASSESSMENT

Assessment for Mathematics courses in Grades 6-10 is based on the following criteria:

<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Investigating patterns	Maximum 8
<b>Criterion C</b>	Communicating	Maximum 8
<b>Criterion D</b>	Applying mathematics in real-life contexts	Maximum 8

## COURSES

All students are required to study an integrated Mathematics course in each year, from Grades 6-10. Courses are designed to develop students' understanding of concepts from number, algebra, geometry and trigonometry, statistics and probability. In Grades 9-10, standard and extended courses are offered.

**Mathematics 6** is a one-year integrated mathematics course. The following topic areas are covered: number systems; distribution and factorization; data analysis; coordinate geometry; fractions, decimals and percentages; the metric system; converting units; Using timetables; Transformations. Problem solving strategies including trial and error, making a list, drawing a picture, making a table, working backwards.

## KEY CONCEPTS

form – logic – relationships

## RELATED CONCEPTS

change – equivalence – generalization – justification – measurement – model - pattern – quantity – representation – simplification – space - system

**Text:** Mathematics for the International Student MYP 1

**Mathematics 7** is a one-year integrated mathematics course. The following topic areas are covered: properties of numbers, index notation, operations, real numbers, angle properties and relationships, classifying triangles, transformations, symmetry, solving equations, probability, 3-D shapes, calculating area and volume, moving between fractions, decimals, and percentages, simple ratios, business applications, collecting, data, central tendency, using algebra and variables to problem solve.

**Text:** Mathematics for the International Student MYP 2

**Mathematics 8** is a one-year integrated mathematics course. The following topic areas are covered: index notation, distribution, factorization, Pythagorean Theorem,



linear equations, perimeter, area and volume, transformations, probability and statistics. Students are encouraged throughout this course to develop precise and accurate habits of mathematical expression.

**Text:** Mathematics for the International Student MYP 3

**Mathematics 9** is a one-year integrated mathematics course which emphasizes mathematical topics including the study of basic operations (percentages, ratios, rounding, scientific notation), linear equations and inequalities, systems of equations, distribution and factorization, laws of exponents, measurement (Pythagorean Theorem, perimeter, area, surface area and volume), geometric proof, transformations, similarity, congruence, statistics and problem solving. Students are encouraged throughout this course to develop precise and accurate habits of mathematical expression.

**Text:** Mathematics for the International Student MYP 4

**Prerequisites:** Mathematics 8 teacher recommendation, or placement exam for new students.

**Credits:** 1.0 / year

**Mathematics 9 Extended** is a one-year integrated mathematics course emphasizing mathematical topics including the study of exponents, polynomials (adding, multiplying, factoring and expansion), coordinate geometry, graphing linear and non-linear functions; systems of equations, right triangle trigonometry, measurement (area and volume), transformations, geometric proof, similarity and congruence, problem solving and Statistics. Students are encouraged throughout this course to develop precise and accurate habits of mathematical expression.

**Text:** Mathematics for the International Student MYP 4

**Prerequisites:** Mathematics 8 teacher recommendation, or placement exam for new students.

**Credits:** 1.0 / year

**Mathematics 10** is a one-year integrated mathematics course that is designed to prepare students for IB Diploma Mathematics SL. The course emphasizes mathematical topics including linear equations, solving and graphing quadratic equations, logarithms, exponential functions, introductory statistics, and advanced trigonometry. Students are encouraged throughout this course to develop precise and accurate habits of mathematical expression.

**Text:** Mathematics for the International Student MYP 5

**Prerequisites:** Successful completion of Mathematics 9, or placement exam for new students.

**Credits:** 1.0 / year

**Mathematics 10 Extended** is a one-year integrated course designed for potential IB Diploma Mathematics HL students. The course emphasizes mathematical topics including advanced functions and graphs, advanced trigonometry, discrete math, probability and a variety of introductory DP Mathematics HL topics. Students are encouraged throughout this course to develop precise and accurate habits of mathematical expression.

**Text:** Mathematics for the International Student MYP 5+

**Prerequisites:** Successful completion of Mathematics 9 Extended with levels 7-8 in criteria A and B, or placement exam for new students.

**Credits:** 1.0 / year

# The Arts

## AIMS

The aims of MYP Arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

## ASSESSMENT

Assessment for Arts courses in Grades 6-10 is based on the following criteria:

<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Developing skills	Maximum 8
<b>Criterion C</b>	Thinking creatively	Maximum 8
<b>Criterion D</b>	Responding	Maximum 8

## COURSES

Students select a year-long course in an arts subject of their interest. Each optional year-long course is supplemented with two, semester-long exploratory subjects from the Arts and Design subject groups. At the end of Grade 8, students choose one of the following Arts subjects. In exceptional circumstances, a second Arts subject may be selected instead of a Design subject.

**Art 6** sequentially develops visual art skills from observation, context and analysis to painting, collage as well as independent study units designed by students. This course is designed to provide a sustained, in-depth opportunity for students to develop their creative talents.

**Prerequisites:** None.

Duration: one-year (elective) or one

semester (required exploratory).

**Art 7** sequentially develops visual art skills from observation, context and analysis to painting, collage as well as independent study units designed by students. This course is designed to provide a sustained, in-depth opportunity for students to develop their creative talents.

**Prerequisites:** None.

Duration: one-year (elective) or one

## KEY CONCEPTS

aesthetics – change – communication – identity

## RELATED CONCEPTS

audience – expression – interpretation – representation – boundaries – genre – narrative – role – style – composition – innovation – play – presentation – structure – visual culture

semester (required exploratory).

**Art 8** sequentially develops visual art skills from observation, context and analysis to painting, collage as well as independent study units designed by students. This course is designed to provide a sustained, in-depth opportunity for students to develop their creative talents.

**Prerequisites:** None.

Duration: one-year (elective) or one semester (required exploratory).

**Art 9:** The focus of the elective visual arts course is the creative process. Students explore a range of ideas, materials, and techniques in order to produce artwork that extends their own creative boundaries. They develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. Students will create two and three-dimensional artworks and digital media art and will exhibit their work regularly throughout the year.

**Prerequisites:** None.

**Credits:** 1.0 / year

**Art 10** is a one-year elective course in which students will focus on the creative process while using a variety of media and gaining confidence in creating two and three-dimensional artworks. The course will focus on skill building while encouraging a lifetime appreciation of art through critical evaluation and the study of Art History. Students will learn to apply the elements and principles of art and design in a variety of projects including drawing, painting, photography, printmaking, sculpture and a self-driven project. Students will exhibit their artwork regularly throughout the school year. Students continue to use the process journal to document the creative process and prepare for the transition into IB Diploma level art courses.

**Prerequisites:** Art 9 or teacher approval.

**Credits:** 1.0 / elective

**Dramatic Arts 6** is a course in which students will study dance and drama as they exist separately, and also as integrated performance art. Drama projects will focus on creating depth of character through voice, facial

expression, and body language. Dance projects will focus on choreographic techniques, improving strength/flexibility, and a variety of movement skills. Units of study will include Evolution of Street Dance, Magical Character Study, Cultural Rituals and Dances, A Midsummer Night's Dream, and Art as Inspiration.

**Prerequisites:** None.

**Duration:** one-year (elective) or one semester (required exploratory).

**Dramatic Arts 7** is a course in which students will study dance and drama as they exist separately, and also as integrated performance art. Drama projects will focus on creating depth of character through voice, facial expression, and body language. Dance projects will focus on choreographic techniques, improving strength/flexibility, and a variety of movement skills including shadowing/mirroring, fall/recovery, spinning/spotting. Units of study will include Wisdom Proverbs Without the Plot, Sport Choreography, Greek Mythology, Polynesian Fire Dance, and Art as Inspiration.

**Prerequisites:** None.

**Duration:** one-year (elective) or one semester (required exploratory).

**Dramatic Arts 8** is a course in which students will explore how they can influence the world with Shadow Dance. Drama skills of narration, soundscape, and shadow techniques will be studied in pursuit of creating mood and atmosphere. Dance skills of creative movement transitions, and the concept of motion vs. stillness will be used to create a shadow-dance piece based on a global issue. Students will work in whole group situations to foster teamwork and ensemble performance.

**Prerequisites:** None.

**Duration:** one-year (elective) or one semester (required exploratory).

**Dance 9** is a one-year elective course in which students will become acquainted with anatomical awareness through the practice of Yoga/Pilates for flexibility and strength building. A variety of dance genres/styles will be explored over the course of the year. Gaining skills in devising original choreography, increasing movement skills, and finding confidence and enjoyment through movement are a focus of this class.

**Prerequisites:** None.

**Credits:** 1.0 / year

**Dance 10** is a one-year elective course in which students will become acquainted with anatomical awareness through the practice of Yoga/Pilates for flexibility and strength building. A variety of dance genres/styles will be explored over the course of the year, culminating in a student-produced performance. Gaining skills in devising original choreography, increasing movement skills, and finding confidence and enjoyment through movement are a focus of this class.

**Prerequisites:** Dance 9 or teacher approval.

**Credits:** 1.0 / year

**Drama 9** is a one-year elective course in which students will be exposed to and gain skills in many aspects of performance including: focus, physicality, vocal expression, understanding an audience, being a critical audience member and working in an ensemble. Students should come to appreciate, understand, make connections and apply their experience to a variety of performance styles.

**Prerequisites:** None.

**Credits:** 1.0 / year



**Drama 10** is a one-year elective course in which students will continue to refine their skills in various theatre techniques including: acting, directing, critiquing, ensemble work and text analysis. Students should come to appreciate and understand some of the different styles, periods, practitioners and genres of theatre throughout history.

**Prerequisites:** Drama 9 or teacher approval.

**Credits:** 1.0 / year

**Music 6** is a course in which an emphasis is placed on active music making in which the student's individual contribution to the group is of paramount importance. Students will explore the relationship between beat and rhythm and create melodies for their digital portfolio. They will create musical themes thinking clearly about the connection between storytelling and clearly communicated intentions for the audience. A clear focus will be placed on folk stories from around the world.

**Prerequisites:** None.

**Duration:** one semester (required exploratory)

**Music 7** is a course in which an emphasis is placed on active music making in which the student's individual contribution to the group is of paramount importance. Students will explore relationship between beat and rhythm and create melodies and songs for their digital portfolio.

**Prerequisites:** None.

**Duration:** one semester (required exploratory)

**Music 8** aims to develop musically competent children who understand the ways in which the elements of

music interact with each other in the performance of a successful musical work. Students will be introduced to concepts of how music can change the world as they explore the historical and social contexts of modern music.

**Prerequisites:** None.

**Duration:** one semester (required exploratory)

**Choir 6** develops students' musicianship skills and encourages them to enjoy the virtues of applying focus over time to create unique and powerful results. This hands-on course explores the basics of musical notation, breathing, tone production, and develops sight-singing skills allowing students to take control of their repertoire.

**Prerequisites:** None.

**Duration:** one-year (elective)

**Choir 7** develops students' musicianship skills and encourages them to enjoy the virtues of applying focus over time to create unique and powerful results. This hands-on course explores the techniques of voice production - breathing, phrasing and interpretation, and develops sight singing skills allowing students to take control of their repertoire.

**Prerequisites:** None.

**Duration:** one-year (elective)

**Choir 8** develops students' musicianship skills and encourages them to enjoy the virtues of applying focus over time to create unique and powerful results. This hands-on course explores the techniques of voice production - breathing, phrasing and interpretation, and develops sight singing skills allowing students to take control of their repertoire.

**Prerequisites:** None.

**Duration:** one-year (elective)

**Choir 9** is a one-year elective course for students who would like to learn to sing or who would like to improve their singing skills. Emphasis is placed on proper tone production, posture, music notation, breath support, vowel placement, musical terminology and ear training. Students have the opportunity to perform many times throughout the year. Secular and sacred musical styles from the Renaissance to the twentieth century are studied and performed.

**Prerequisites:** None.

**Credits:** 1.0 / year

**Choir 10** is a one-year elective course for students who would like to learn to sing or who would like improve their singing skills. Through a focus on the repertoire, the students will develop their skills and knowledge in voice tone production, posture, music notation, breath support, vowel placement, musical terminology and develop their aural skills and sight reading. They will learn to effectively analyse and create music from around the world in many different styles in addition to secular and sacred musical styles from the Renaissance to twentieth century. Emphasis will be placed on acquiring knowledge of music in a global context. There are also many opportunities for performances throughout the year.

**Prerequisites:** Choir 9 or teacher approval.

**Credits:** 1.0 / year

**Instrumental Music (Band/Orchestra) 6** is a beginner course designed to show students the joy of playing music with others and experiencing improvement on their

instrument. Students will develop sound technique, learn to read and notate music, and most importantly learn to be a part of an ensemble and work cooperatively as a team. Students learn skills through music played in class and also work to develop habits of regular practice. Instruments available include: flute, oboe, clarinet, saxophone, French horn, trumpet, trombone, baritone/euphonium, tuba, percussion, violin, viola, cello, and bass.

**Prerequisites:** None.

**Duration:** one-year (elective)

**Instrumental Music (Band/Orchestra) 7** is a course designed for students to continue to enjoy creating successful performances with peers, and through the process, develop and grow towards becoming independent musicians. Developing focus and consistent practice routines for continued development and success is a key component to the class. Throughout the year students experience playing in large ensemble, small ensemble and solo/duet settings, from which they develop better technique and musicianship skills. From exposure to varied repertoire, students also explore why music is a human universal and how music is connected to the world around them. Instruments available include: flute, oboe, bassoon, clarinet, saxophone, French horn, trumpet, trombone, baritone/euphonium, tuba, percussion, violin, viola, cello, bass.

**Prerequisites:** One-year of G06 Instrumental Music OR Student Interview/Audition.

**Duration:** one-year (elective)

**Instrumental Music (Band/Orchestra) 8** is a course designed for students to continue to enjoy creating successful performances with peers, and through the process, develop and grow towards becoming independent musicians. Developing focus and consistent practice routines for continued development and success is a key component to the class. Throughout the year, students experience playing in large ensemble, small ensemble and solo/duet settings, from which they develop better technique and musicianship skills. From exposure to varied repertoire, students also explore why music is a human universal and how music is connected to the world around them. Instruments available include: flute, oboe, bassoon, clarinet, saxophone, French horn, trumpet, trombone, baritone/euphonium, tuba, percussion, violin, viola, cello, bass.

**Prerequisites:** One-year of G06 Instrumental Music OR Student Interview/Audition.

**Duration:** one-year (elective)

**Instrumental Music 9** is a one-year elective course which focuses on students to continue to develop skills and techniques on their instrument through playing and performing on band/orchestra instruments as soloists, in large ensembles and in small ensembles. Students will also develop an understanding of music theory and analysis to improve their technical skills and musical decision-making. Along with playing in small and large ensembles, students work on group projects that focus on arranging, conducting, and composition.

**Prerequisites:** Two years of prior instrumental experience or teacher approval.

**Credits:** 1.0 / year

**Instrumental Music 10** is a one-year elective course which focuses on students developing more advanced skills and techniques on their instrument through playing and performing on band/orchestra instruments as soloists, in large ensembles and in small ensembles. Students will also develop a deeper understanding of music theory and analysis to improve their technical skills and musical decision-making. Along with playing in small and large ensembles, students work on group projects that focus on arranging, conducting, and composition.

**Prerequisites:** Two years of prior instrumental experience or teacher approval.

**Credits:** 1.0 / year



# Physical and Health Education

## AIMS

The aims of MYP Physical and Health Education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

## ASSESSMENT

Assessment for Physical and Health Education courses in Grades 6-10 is based on the following criteria:

<b>Criterion A</b>	Knowing and understanding	Maximum 8
<b>Criterion B</b>	Planning for performance	Maximum 8
<b>Criterion C</b>	Applying and performing	Maximum 8
<b>Criterion D</b>	Reflecting and improving performance	Maximum 8

## COURSES

All students are required to study Physical and Health Education in each year, from Grade 6-10. Concepts, knowledge and skills from both Physical and Health Education are included in each year of the MYP.

### Physical & Health Education 6

is a one-year course which strives to provide a challenge and success for all. Students will be encouraged to develop an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle, an interest in the promotion of health and wellness, the motivation to participate fully in all aspects of physical education, their optimal level of physical fitness, effective communication strategies, verbal, non-verbal and written, the skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practicing, refining, adapting, thinking, interacting. The following topics will be covered: aquatics, volleyball, striking & fielding, dance, athletics, invasion games and

## KEY CONCEPTS

change – communication - relationships

## RELATED CONCEPTS

adaptation – balance – choice – energy – environment – function – interaction – movement – perspectives – refinement – space – systems

health: smoking and heart health.

**Prerequisites:** None.

### Physical & Health Education 7

is a one-year course which strives to provide a challenge and success for all. Students will be encouraged to develop an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle, an interest in the promotion of health and wellness, the motivation to participate fully in all aspects of physical education, their optimal level of physical fitness, effective communication strategies, verbal, non-verbal and written, the skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practicing, refining, adapting, thinking, interacting. The following topics will be covered: aquatics, badminton, softball, trampoline, athletics, invasion games and health: fitness.

**Prerequisites:** Physical & Health Education 6.



### Physical & Health Education 8

is a one-year course which strives to provide a challenge and success for all. Students will be encouraged to develop an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle, an interest in the promotion of health and wellness, the motivation to participate fully in all aspects of physical education, their optimal level of physical fitness, effective communication strategies, verbal, non-verbal and written, the skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practicing, refining, adapting, thinking, interacting. The following topics will be covered: aquatics, ultimate Frisbee, striking & fielding, dance, athletics, cricket and health: nutrition.

**Prerequisites:** Physical & Health Education 7.

### Physical & Health Education 9

is a one-year course which strives to provide a challenge and success for all. Students will be encouraged to develop: an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle; an interest in the promotion of health and wellness; the motivation to participate fully in all aspects of physical education; their optimal level of physical fitness; effective communication strategies, verbal, non-verbal and written; and the skills and understanding necessary to participate successfully in a variety of physical activities. The following topics will be covered: aquatics, basketball, tennis, dance, athletics, football and health: nutrition and fitness.

**Prerequisites:** Physical & Health Education 8.

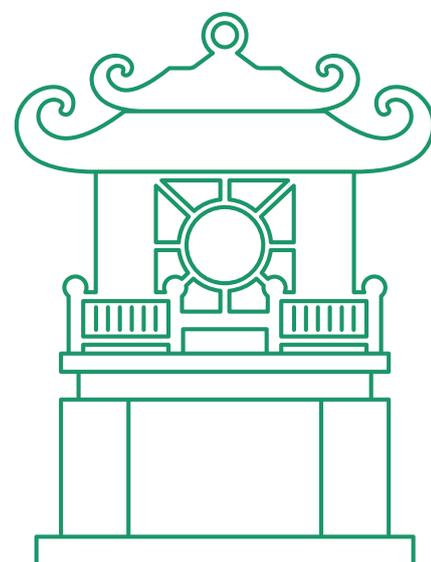
**Credits:** 1.0 / year

### Physical & Health Education 10

is a one-year course which strives to provide a challenge and success for all. Students will be encouraged to develop: an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle; an interest in the promotion of health and wellness; the motivation to participate fully in all aspects of physical education; their optimal level of physical fitness; effective communication strategies, verbal, non-verbal and written; and the skills and understanding necessary to participate successfully in a variety of physical activities. The following topics will be covered: aquatics, volleyball, badminton, basketball, dance, athletics, football, lifelong activities and health: fitness and nutrition.

**Prerequisites:** Physical & Health Education 9.

**Credits:** 1.0 / year



# Design

## AIMS

The aims of MYP Design are to encourage and enable students to:

- enjoy the design process and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

## ASSESSMENT

Assessment for Design courses in Grades 6-10 is based on the following criteria:

<b>Criterion A</b>	Inquiring and analysing	Maximum 8
<b>Criterion B</b>	Developing ideas	Maximum 8
<b>Criterion C</b>	Creating the solution	Maximum 8
<b>Criterion D</b>	Evaluating	Maximum 8

## COURSES

Students begin their study in Design through exploratory courses. Each year, they study an area of Design for one semester. At the end of Grade 8, students choose one of the following Design subjects. In exceptional circumstances, a second Design subject may be selected instead of an Arts subject.

**Product Design 6** is a semester-long course in which students develop a basic understanding of problem-solving through the MYP design cycle. Students will identify and explain properties and characteristics of a different of technologies, materials, systems tools and equipment and evaluate the impact of their use. The main design challenge is to design clocks for different classrooms at UNIS Hanoi.

**Prerequisites:** None.

**Digital Design 7** is a semester-long course in which students learn to plan and manage digital projects to create interactive information. They develop the skills needed to code an original website in HTML, with some basic CSS styling. Students use an inquiry-approach to design to consider the principles of good web design, discuss what is or is not appropriate to publish online, define the principles of good web design and apply these in the design of their own product.

## KEY CONCEPTS

communication – communities – development - systems

## RELATED CONCEPTS

adaptation – collaboration – ergonomics – evaluation – form – function – innovation – invention – markets and trends – perspective – resources - sustainability

**Prerequisites:** None.

**Digital & Product Design 8** is a semester-long course in which students use the MYP design cycle to solve a design challenge that requires skills from the product and digital design domains. Students develop the creative and critical thinking strategies of design thinking to address visual and spatial challenges. While specific projects may vary from year to year, assignments will involve elements of graphic and product design.

**Prerequisites:** None.

**Digital Design 9** is a one-year elective course developed to engage students in critical thinking and problem solving through the design and creation of digital products based on given contexts and problematic situations. The design cycle is employed to assist students in solving real life design problems in a logical, creative manner. Students will follow the design cycle to design vector graphics as part of a visual identity which serves a community need and develop a website for a specific client.

**Prerequisites:** None.

**Credits:** 1.0 / year

**Product Design 9** is a one-year elective course which has been developed to engage students in critical thinking and problem solving addressing real world problems. Students follow the design cycle to research, design and hone their ideas. These will then be produced in the workshop and finally evaluated to gauge their relative success. While specific projects vary from year to year due to the varying nature of problems identified in the community, product design focuses primarily on developing analytical and thinking skills to solve technical and spatial challenges.

**Prerequisites:** None.

**Credits:** 1.0 / year

**Digital Design 10** is a one-year elective course developed to engage students in critical thinking and problem solving through the design and creation of digital products based on given

contexts and problematic situations. The design cycle is employed to assist students in solving real life design problems in a logical, creative manner. Students follow the design cycle to create mobile phone applications that serve a community need and develop a website for a specific client.

**Prerequisites:** Digital Design 9 or teacher approval.

**Credits:** 1.0 / year

**Product Design 10** is a one-year elective course that has been developed to engage students in critical thinking and further develop their problem solving skills applied to real world problems. Students will follow the design cycle to research, design and hone their ideas, culminating in semester 2 in a project where students develop lighting products for a Hanoi-based interior design company with clients all over the world. These will then be produced in the workshop

and evaluated to gauge their relative success. While specific projects may change from year to year due to the varying nature of problems identified in the community, the coursework is chosen to build on the skills developed in Product Design 9 while nurturing an understanding of the delicate balance all product designers wrestle with between addressing the technical issues as well as the aesthetic preferences of a client.

**Prerequisites:** Product Design 9 or teacher approval.

**Credits:** 1.0 / year



# Personal Project

(Grade 10 only)

## AIMS

The aims of the Personal Project are to enable the students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments



- communication skills
- collaboration skills
- self-management skills
- research skills
- thinking skills

## ASSESSMENT

Assessment for the Personal Project is based on the following criteria:

<b>Criterion A</b>	Investigating	Maximum 8
<b>Criterion B</b>	Planning	Maximum 8
<b>Criterion C</b>	Taking action	Maximum 8
<b>Criterion D</b>	Reflecting	Maximum 8

**Credits:** 0.25

Students choose an area of interest to develop an independent inquiry. Throughout the project they will develop and demonstrate a variety of approaches to learning skills, including:

# English as an Additional Language and Student Support Services

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) COURSES

**EAL Immersion** is a class for students in Grades 6-8 that provides support for academic language through the pre-teaching and review of content language, specifically for Humanities and Science. Students also receive intensive support and direct instruction on the four skills of English language, reading, writing, listening and speaking, as well as individual support. It is recommended for students who are new to English and are taking English B Phases 1 and 2.

**Prerequisites:** Teacher placement and/or English Exam.

**EAL** is a class for students in Grades 6-8 that provides support for academic language through the pre-teaching and review of content language, specifically for Humanities and Science. Students also receive support and direction instruction on the four skills of English language, reading, writing, listening and speaking, as well as individual support. It is recommended for students who are new to English and are taking English B Phases 3 and 4.

**Prerequisites:** Teacher placement and/or English Exam.

**Academic Reading and Writing 9/10** is a supplemental language development support class within the

EAL Department designed to increase the students' understanding and execution of academic English skills. The course is designed to develop reading strategies and writing skills through a study of more advanced grammar and syntax, and to focus on the variety of structures in academic essay writing to support the demands in subject-specific classes. It is recommended for students who are newer to English and are taking English B Phases 4 and 5.

**Prerequisites:** Teacher placement.  
**Credits:** 0.5 / semester

## Learning Support Courses

**Learning Support 6/7/8** is a supplemental support class designed to assist students with specific learning challenges that are creating barriers to their success in school. Students will work in a small group setting to identify, practice and implement strategies to assist their learning and to overcome or compensate for learning challenges. Students will work to improve their organization, study and academic skills as well as self-advocacy skills. In addition, time will be spent on helping students to understand content and tasks from their academic courses. An Individual Learning Plan (ILP) will be developed with and for each student that outlines their strengths and weaknesses and identifies strategies and accommodations to be implemented in the LS and the mainstream classrooms.

**Prerequisites:** Teacher placement.

**Academic Skills 9/10** is a supplemental academic support course designed to aid students with organization, writing, and give them specific subject support. Students will work directly with the teacher to address their own academic

strengths and weaknesses and formulate strategies to build their academic skills and compensate for any specific learning challenges. The teacher will individualize the support of each student by creating a learning intervention plan and develop activities that help develop academic skills. The course is designed to help students improve their academic skills so they can have more academic success.

**Prerequisites:** Teacher placement.  
**Credits:** 0.5 / semester

## Independent Study

Occasionally, families have a compelling reason for requesting that their child can study a modern language other than those offered at UNIS Hanoi in Grades 6-10. Parents should contact the MSHS Deputy Principal, Ms Glenda Baker, for further information.

Note: Students who opt for independent language study may not be eligible for a UNIS Hanoi MYP Certificate (see page 4).

**Credits:** 1.0/ year

# Service Learning

The Service Learning programme at UNIS aims to provide opportunities for students, both as individuals and as part of the school community. It does this by addressing real and authentic community needs to gain a deeper understanding of themselves, their community and their world.

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## SERVICE ACTIVITIES

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All MYP and DP students engage in service activities throughout the year. They choose one of more than 30 available service activities. These involve

school-based investigation, planning and reflection, as well as community action. While Service Learning in Grades 6-8 is largely facilitated by teachers, increasing emphasis is placed on student leadership in Grades 9-12.

Students are expected to:

- commit to a service activity for a full year
- act purposefully when carrying out service
- reflect on the impact it makes on others and on themselves
- plan for subsequent service and action



## Assessment

Assessment in the IB MYP is criterion-related. All subject groups and projects have four assessment criteria that are aligned with the objectives of the group. Criteria show how well a student is making progress towards achieving the objectives. The lowest achievement level in each criterion is 0 and the highest is 8.

### CRITERIA

For further detail on the assessment criteria please refer to the individual subject courses in the school's Haiku Learning Management System.

### REPORT GRADES

### SUMMARY OF ASSESSMENT

SUBJECT GROUP	CRITERION A	CRITERION B	CRITERION C	CRITERION D	TOTAL
<b>Language and Literature</b>	Analysing	Organizing	Producing text	Using language	32
<b>Language Acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language	32
<b>Individuals &amp; Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically	32
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science	32
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts	32
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding	32
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating	32
<b>Physical &amp; Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance	32
<b>Personal Project</b>	Investigating	Planning	Taking action	Reflecting	32

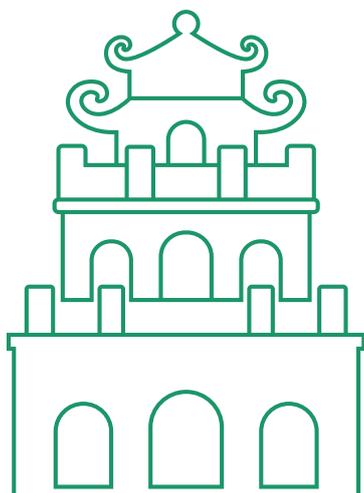
Reports are issued in January and June of each academic year and provide a summary of student progress in each MYP subject. A subject report shows a summative achievement level for each criterion, as well as an overall grade. A subject grade is calculated by adding together the achievement levels for the four criteria and then applying the MYP grade boundaries to the level total. The grade boundaries (p. 20) are published and reviewed by the IB on an annual basis and are consistent worldwide.



A: Knowing and understanding	0	1	2	3	4	5	6	7	8
B: Investigating	0	1	2	3	4	5	6	7	8
C: Thinking critically	0	1	2	3	4	5	6	7	8
D: Communicating	0	1	2	3	4	5	6	7	8

Example:

	BOUNDARIES	GRADE	
Level total:	28-32	7	Overall achievement grade:  <b>4</b>
18 →	24-27	6	
	19-23	5	
	15-18	4	
	10-14	3	
	6-9	2	
	1-5	1	



GRADE	BOUNDARIES	DESCRIPTOR
<b>7</b>	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
<b>6</b>	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
<b>5</b>	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
<b>4</b>	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
<b>3</b>	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
<b>2</b>	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
<b>1</b>	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.



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