



LEARNING TO INSPIRE



Middle Years Programme Handbook 2019 - 2020

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Abbreviations Used at UNIS

Hanoi

AGM	Annual General Meeting (for parents)
APAC	Asia Pacific Activities Conference
AQI	Air Quality Index
ASA	After School Activities
BoD	Board of Directors
CHQ	Co-Curricular activities online platform to sign up for ASAs except UTA & UAA
Disc	Discovery Programme
DP	Diploma Programme
EAL	English as an Additional Language
ECC	Early Childhood Centre
ES	Elementary School
IB	International Baccalaureate
iBlock	Interdisciplinary and Exploratory courses for 6-10 students
IT	Information Technology
HAC	Hanoi Activities Conference
HS	High School
LS	Learning Support
MAP	Measures of Academic Progress

MRISA Mekong River International Schools

Association

MS	Middle School
MUN	Model United Nations
MYP	Middle Years Programme (also IBMYP)
PE	Physical Education
PSEL	Personal, Social and Emotional Learning
PYP	Primary Years Programme
SCO	School Community Organization
SDGs	Sustainability Development Goals
SHC	School Health Centre
SL	Service Learning
SST	Student Success Service
TIA	Teacher Inquiry & Action
UAA	UNIS Aquatics Academy
UMA	UNIS Music Academy
UTA	UNIS Tennis Academy
UoI	Units of Inquiry
VX	Veracross - School Information Management System

UNIS Hanoi

Values, Mission and Vision



Values and Beliefs

UNIS Hanoi values **LEARNING**, and 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.

UNIS Hanoi values **COMMUNITY**, and 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

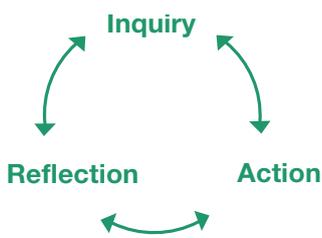
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

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 Record of Achievement

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

- Minimum of 28 points from 6 subject groups and the Personal Project combined
- Gained at least a grade 2 in at least one subject from each subject groups
- Studied two languages, at least one at language and literature or mother tongue level
- 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

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 Casey Nolen Jackson bmanfredi@unishanoi.org cnjackson@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 emphasise 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	
I. Communication	Communication skills	Exchanging thoughts, messages and information effectively through interaction
		Reading, writing and using language to gather and communicate information
II. Social	Collaboration skills	Working effectively with others
III. Self-management	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
IV. Research	Information literacy skills	Finding, interpreting, judging and creating information
	Media literacy skills	Interacting with media to use and create ideas and information
V. Thinking	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)

Beside 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 texts 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:

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	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 texts they read and view. Students will be assessed using a range of different strategies and skills, introducing the methods used throughout the IB MYP.

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 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 in literary texts and their own writing and speaking. The course investigates themes such as the way dystopian literature provides comment on current issues and how texts present differing perspectives on the nature of the human experience. Units which draw on novels, memoirs, film and the popular media create the stage for group discussions, text analysis and a variety of activities that range from literature circles to essay writing.

Prerequisites: Completion of English Language and Literature 6, or English Language Acquisition based on teacher recommendation. For new students, appropriate score on the UNIS Hanoi placement tests.

Credits: 1.0 / year

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 and close textual analysis skills, in response to



both texts and global issues. In addition, they explore how characterisation in fiction enables empathy, and, in a semi-independent literary analysis unit, inquire into how experiences of conflict cross cultural boundaries. Students are assessed using a range of methods, from structured debates to creative empathetic responses, to digital poetry.

Prerequisites: Completion of English Language and Literature 7, or English Language Acquisition based on teacher recommendation. For new students, appropriate score on the UNIS Hanoi placement tests.

Credits: 1.0 / year

English Language and Literature 9

is a one-year course in which students analyse various fictional genres, audio-visual media and non-fiction texts, as well as produce various text types for expressing their own critical thinking. Students consistently write creatively and analytically. They cultivate reading habits that

facilitate enriched meaning making through careful observations of textual detail. Through various classroom activities students work independently and collaboratively to refine critical thinking and communication skills. A major element of this course is the development of students' awareness of how meaning is created in text.

Prerequisites: Completion of English Language and Literature 8, or English Language Acquisition based on teacher recommendation. For new students, appropriate score on the UNIS Hanoi placement tests.

Credits: 1.0 / year

English Language and Literature 10

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 Program, students are introduced to the skills of commentary (both oral and written).

Prerequisites: Completion of English Language and Literature 9, or English Language Acquisition based on 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.

Credits: 1.0 / year

Korean Language and Literature

7: 7학년은 시, 단편소설, 수필 등 다양한 장르를 읽는 1년 과정입니다. 학생들은 또한 창작 글쓰기와 분석적 사고력을 키우기도 합니다. 학생들은 교재들 속에서의 다양한 의미를 지닌 어휘들에 대해서 다양한 방법으로 더 나은 이해력을 키울 것입니다. 여러 형태의 에세이뿐만 아니라 다양한 발표를 통해서 언어 사용에 있어서 분석력과 비평적 사고력도 기를 것입니다. 이 과정 두번째 학기에서는 토론에 중점을 두고 있습니다. 최근 몇년간 사용된 교재는 다음과 같습니다: <육촌형>, <한국 시 선집>, 엄선된 시청각 자료들, 지구 환경 문제에 관한 책들과 신문기사들입니다.

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.

Credits: 1.0 / year

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' 김소월 시 모음집, 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 and short stories.

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

Credits: 1.0 / year



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

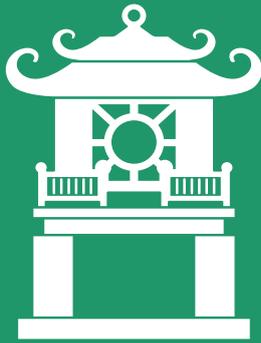
10: 은 1년 과정으로서 학생들의 독해와 글쓰기, 말하기 그리고 비판적인 사고력을 발전시키고 훈련시키는 것에 목적을 두고 있습니다. 학생들은 해석하고 평가하는 것 뿐만 아니라 분석이 들어간 문학적 에세이 쓰기를 지속해서 발전시키게 됩니다. 이에 더해

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 그의 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, Để 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, Để 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.

Credits: 1.0 / year

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 đánh giá 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.

Credits: 1.0 / year

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 tạo một môi trường học tập cho học sinh thêm 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.

Credits: 1.0 / year

Vietnamese Language and Literature 9:

Chương trình học trong năm này sẽ tiếp tục bồi dưỡng kiến thức văn học, ngôn ngữ cũng như hiểu biết về xã hội và văn hóa cho học sinh. 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 luyện 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; Nguyễn Hồng; Ta-go; Lỗ Tấn; Ma-xim Go-Ki.

This is a one-year course that will continue to provide 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; Nguyễn Hồng; 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 gic . 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 tác giả dân gian; Nam Cao; Nguyễn Hồng; Nguyễn Công Hoan; Nguyễn Khuyến; Nguyễn Minh Châu; 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; Nguyễn Minh Châu; 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

SWEDISH LANGUAGE AND LITERATURE

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

Credits: 1.0 / year

Language Acquisition

AIMS

By teaching **Language Acquisition** we aim to:

- promote international-mindedness by assisting students to develop respect for, and understanding of themselves, their own culture and the different perspectives of people from other cultures
- enable students to use more than one language confidently as a vehicle for thought, creativity, reflection, learning, self-expression, social interaction and active participation in the world
- enhance students' cognition and develop their awareness of the world of language in relation to other areas of knowledge
- develop the literacy, skills and critical techniques involved in speaking and listening, writing and reading and presenting and viewing
- foster enjoyment of language learning and provide students with a basis for further study, work and leisure through the use of an additional language

ASSESSMENT

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

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

KEY CONCEPTS

communication – connections – creativity – perspective

RELATED CONCEPTS

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

Continuum of language development

Novice-Beginner	Intermediate-Low	Intermediate-Mid	Inter-High	Advanced
Phase 1	Phase 1-2	Phase 2-3	Phase 3-4	Phase 4-5



ENGLISH LANGUAGE ACQUISITION

English Language Acquisition is a course for students who are still developing proficiency in academic English. Students in English Acquisition are appropriately placed as a result of language proficiency testing, and are closely tracked throughout the academic year to ensure their best possible placement in the English Language Acquisition programme, where teachers deliver direct instruction of English language skills through content. In addition, the special nature of many of our multilingual students is recognized within this program. Focus is placed on deepening an awareness and appreciation of the English language, as well as international mindedness. Furthermore, teachers are often aware of and are in support of the development of each student's mother tongue, as this is known to have a critical role in the process of learning additional languages. In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand from MYP Language Acquisition has a corresponding strand in four assessment criteria for this subject group, which are aligned with increasingly complex demands for student performance at higher levels of achievement. (MYP Language Acquisition Guide 2014)

English 6 This course takes into account the acquisition of skills, and development of concepts and contexts from PYP units of enquiry. It develops students' communication skills and grammatical knowledge of English, through exploration of various concepts and contexts. Increasing importance is placed on developing academic

English, and refining students' use of language in terms of accuracy and effectiveness. Equal emphasis is placed on reading, writing, speaking, and listening, which is assessed by using four MYP Assessment Criteria. The course offers many opportunities to develop and assess analytical skills, to express ideas and opinions, and to consider personal and global perspectives, as well as considering those of others from different cultures.

Credits: 1.0 / year

English 7 This course develops students' communication skills and grammatical knowledge of English, through exploration of various concepts and contexts, and encourages students to apply previously learned skills, knowledge and understandings from English 6. Increasing importance is placed on developing academic English, and refining students' use of language in terms of accuracy and effectiveness. Equal emphasis is placed on reading, writing, speaking, and listening, which is assessed by using four MYP Assessment Criteria. The course offers many opportunities to develop and assess analytical skills, to express ideas and opinions, and to consider personal and global perspectives, as well as considering those of others from different cultures.

Credits: 1.0 / year

English 8 This course develops students' communication skills and grammatical knowledge of English, through exploration of various concepts and contexts, and encourages students to apply previously learned skills, knowledge and understandings from English 7. Increasing importance is placed on developing academic English,

and refining students' use of language in terms of accuracy and effectiveness. Equal emphasis is placed on reading, writing, speaking, and listening, which is assessed by using four MYP Assessment Criteria. The course offers many opportunities to develop and assess analytical skills, to express ideas and opinions, and to consider personal perspectives, as well as considering those of others from different cultures.

Credits: 1.0 / year

English 9 This course develops students' communication skills and grammatical knowledge in an academically, socially and culturally supportive environment. This course enables students to refine their use of language in terms of accuracy and effectiveness. Learning explores various concepts and contexts. Equal emphasis is placed on reading, writing, speaking, and listening, which is assessed by using four MYP Assessment Criteria. The course offers many opportunities to develop analytical skills, to express ideas and opinions, and to consider personal perspectives, as well as considering those of those from different cultures.



Credits: 1.0 / year

English 10 This course develops students' communication skills and grammatical knowledge in an academically, socially and culturally supportive environment. This academic course enables students to refine their use of language in terms of accuracy and effectiveness. Learning explores various concepts and contexts. Equal emphasis is placed on reading, writing, speaking, and listening, which is assessed by using four MYP Assessment Criteria. The course offers many opportunities to develop analytical skills, to express ideas and opinions, and to consider personal perspectives, as well as considering those of others from different cultures. Students who graduate from the English Language Acquisition Program at the end of Grade 10 may study either Literature A or Language and Literature A at Diploma level depending on the progress they have made during the year.

Credits: 1.0 / year

LANGUAGE ACQUISITION COURSES: FRENCH, MANDARIN, SPANISH AND VIETNAMESE

UNIS Hanoi also offers **French, Mandarin, Spanish, and Vietnamese** as second language acquisition courses which follow the ACTFL standards. Complete beginner students start their journey in Phase 1 (novice-beginner courses) while other emergent students (those who have been exposed to the language) may start in the Phase 1-2 (Intermediate-Low) course. More capable communicators are offered courses from Phases 3 (intermediate-Mid) to 5 (Advanced). All Language



Acquisition courses at UNIS Hanoi aim to develop the students language proficiency, explore the richness and diversity of the target language cultures, and allow a smooth transition to the IB Diploma language B program.

Languages & Levels:

French:

French Phase 1 (Novice-Beginner)
French Phases 1-2 (Intermediate-Low)
French Phases 2-3 (intermediate-Mid)
French Phases 3-4 (Intermediate-High)
French Phase 5 (Advanced)

Spanish:

Spanish Phase 1 (Novice-Beginner)
Spanish Phases 1-2 (Intermediate-Low)
Spanish Phases 2-3 (intermediate-Mid)
Spanish Phases 3-4 (Intermediate-High)

Mandarin:

Mandarin Phase 1 (Novice-Beginner)
Mandarin Phases 1-2 (Intermediate-Low)
Mandarin Phases 2-3 (intermediate-Mid)
Mandarin Phases 3-4 (Intermediate-High)

Vietnamese:

Vietnamese Phase 1 (Novice-Beginner)
Vietnamese Phases 1-2 (Intermediate-Low)

Phase 1 (Novice-Beginner) is offered in **French, Mandarin, Spanish, and Vietnamese**. This course is designed for complete beginners to develop basic communication skills in the target language. The students will learn to identify basic facts and 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. This course leads to Phase 1-2 (Intermediate-Low)

Prerequisites: No prior knowledge of target language is required. Open to students in grade 6 or students new to UNIS Hanoi in grades 7-10 without prior knowledge of target language.
Credits: 1.0 / year

Phase 1-2 (Intermediate-Low) is offered in **French, Mandarin, Spanish, and Vietnamese**.

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

Phase 1-2 (Intermediate-Low) is offered in **French, Mandarin, Spanish, and Vietnamese**.

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 exchange.

Prerequisites: Phase 1 proficiency in French.
Credits: 1.0 / year

Phase 2-3 (Intermediate-Mid) is offered in **French, Mandarin, and Spanish**.

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





Phases 3-4 (intermediate-High) is offered in **French, Mandarin, and Spanish**

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

Phase 4-5 (Advanced) is only offered in **French**.

This course is designed to develop the skills for students to communicate in a range of social and some academic situations. Students are very capable communicators who are learning to to analyse and draw conclusions from information, main ideas and supporting details in a wide range of situations. The different topics studied are also related to global awareness. The students will be engaged in analysing ideas, opinions and attitudes and by making a Personal response based on their experiences and opinions from a global perspective.

Prerequisites: Phase 4 proficiency in French.
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:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	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, Economics and other disciplines.

Humanities 6 integrates concepts from history, geography and philosophy. The units of study are: Global Citizenship, World Belief Systems, Mapping skills and Early Civilizations. Students explore early humans through a context of scientific and technical innovations and World Belief systems through a context of Identity and Relationships in the first semester.

Prerequisites: None.
Credits: 1.0 / year

Humanities 7 is a course in which students explore the concepts: identity, culture, change and creativity. The first unit examines heritage and sustainability through an examination of various UNESCO World Heritage sites. Then students explore 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 diversity of UNIS Hanoi and the world

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

around them. The second semester focuses on history and mapping with a mapping study into Ancient Rome and then focuses on “Times of Chaos”, which explores social change in Europe from 500 to 1500 CE.

Prerequisites: Completion of Humanities 6.
Credits: 1.0 / year

Humanities 8 is a course where students explore the concepts Change, Systems Global Interactions and Time, Space and Place. Students in the first semester look at the basis of Citizenship that developed in the Enlightenment period and continues today in the ideals of the United Nations. They will also look at protest movements and how the rights and responsibilities of citizens have changed. In the second semester students will focus on Mapping skills through a unit on Geo-politics and then finish the year studying about Development Economics, with a specific emphasis on our host country of Vietnam and the UN Sustainable Development Goals.

Prerequisites: Completion of Humanities 7.
Credits: 1.0 / year



Humanities 9 is an integrated Humanities course in which students explore interactions between people and the world around them. In the first semester, students look at the role of Industrialisation and how it has made an impact economically, socially and environmentally. This provides a nice transition into the next unit where the students examine the process of Human and Natural Disasters. By using the concept of Systems, students will look at how things have changed from the past, the present and to the future. The second semester focuses on Conflict and students will have an opportunity to study multiple real world conflicts. Students will research their own Case Study, before embarking on their own investigation into a conflict. Students will end the year looking at the role of the United Nations in the

international community and what role they play in dealing with human issues.

Prerequisites: Humanities 8.

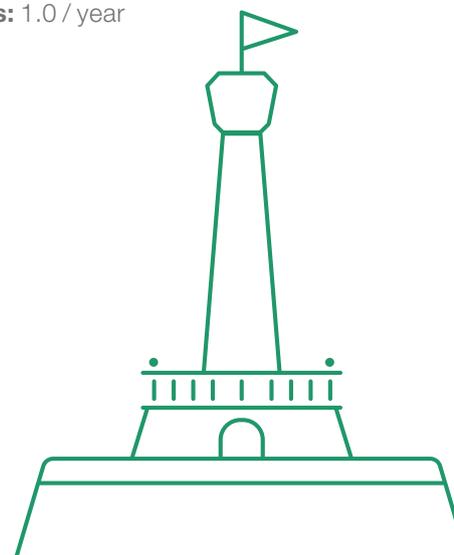
Credits: 1.0 / year

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 begins with a study of Ideology. This is followed by a unit on Human Rights and Genocide. Students study specific examples such as Armenia, the Ukraine, the Holocaust, Rwanda and Darfur. The second semester examines conflict resolution and the role that the United Nations has played in various peacekeeping missions in different political and geographical contexts. The final unit, No Bystanders is a

student's self-directed study and links into the UN Sustainable Development Goals. Critical thinking, problem solving and communication skills will be reinforced throughout this course.

Prerequisites: Humanities 9.

Credits: 1.0 / year



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:

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

KEY CONCEPTS

change – relationships – systems

RELATED CONCEPTS

balance – CONDITIONS - consequences – DEVELOPMENT - energy – environment – evidence – form – function – interaction – models – movement – patterns – TRANSFER - transformation

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 while at the same time integrating the understanding of science as a human endeavor and science inquiry skills.

Sciences 6 is a one-year course in which students engage in the following units: Living things, Matter and change, Extreme weather, Electricity.

Grade 6 students start their year in Science with a focus on life on land. In their first unit, students research classification systems, relationships within ecosystems, and biotic and abiotic factors that affect life on our planet. Students have an opportunity for field research on their trip to Cuc

Phuong National Park, and use their scientific knowledge and skills to take action as conservationists in their service learning projects. Moving on to Chemistry, students learn about the Scientific Process and how to perform experiments in the lab safely and successfully. To do this, students focus on learning about physical and chemical properties and changes in matter, as well as how to control chemical interactions safely and successfully. The final unit in Grade 6 focuses on electricity. Students take a historical approach to learning about the scientific discoveries and innovations that have led to our current understandings and technologies, and possible future innovations. Students continue their hands-on, practical approach to science by building their own functional electrical machines by following their own circuit diagrams and notes on energy flow.

Text: Science Focus Volumes 1- 4 Pearson

Prerequisites: None.

Credits: 1.0 / year

Sciences 7 is a one-year course in which students engage in the following units: Mixtures and pure substances, Extreme organisms, Forces.

The Grade 7 course offers students a diverse experience through the disciplines of science. An experiential approach that is grounded in scientific content and disciplinary understanding first takes students through the basics of the chemistry of matter. To compliment this, students tackle how we have innovated with matter to advance our society. Moving into Biology, human, and animal physiology students journey through basic cells and ecology to be able to construct an understanding of how living organisms are classified



to then focus in detail on what could make them extremophiles. We explore the idea of extremophiles from every angle; humans, microorganisms, and evolution's role in this. We also look at the environmental impact of extremophiles now and into the future. To finish the course we take on building a Rube Goldberg machine. By understanding the grounding concepts of Newton's laws, simple machines and what exactly forces are, students take on the challenge of a multi stepped machine to complete a simple task.

Prerequisites: Completion of Sciences 6.

Credits: 1.0 / year

Sciences 8 is a one-year course in which students engage in the following units: Chemical changes, Cell biology, Energy forms and transformations.

Grade 8 science students have developed increasingly competent scientific skills and literacy, and have the capacity to take on more challenging content and concepts. Students start the year with the excitement of chemical change, working in the laboratory straight away, testing real life reactions of chemical change. Students work to understand how and why change occurs at the molecular level, using models to help them understand and explain these reactions. Building on this, students move into Biology and explore in cells in detail. Taking on both form and function of a variety of cells, students also inquire what is happening on a micro and macro scale. Real life experiences including use of microscopes help to construct understanding for students and allow them to apply concepts in a real life setting. Physics is our concluding unit and, through some excellent original

works of scientific investigations from famous scientists, that we can recreate we begin to understand energy. Energy forms, transformations, uses and impacts all form an integral part of our pathway for learning. We end the unit with an inquiry into how this knowledge can help us understand the impacts of our own energy consumption and carbon footprint, and what steps we can take to make sustainable change.

Prerequisites: Completion of Sciences 7.

Credits: 1.0 / year

Sciences 9 is a one-year course in which students engage in the following units: Atomic structure and nuclear chemistry, Human body, Mechanics: The Physics of Motion.

Prerequisites: Completion of Sciences 8.

Credits: 1.0 / year

Sciences 10 is a one-year course in which students engage in the following units: Organic Chemistry, Genetics, Waves, Atmospheric science.

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:

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

KEY CONCEPTS

form – logic – relationships

RELATED CONCEPTS

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

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, angles, measurement, fractions and decimals, and directed numbers and transformations and then statistics. Problem solving strategies are explored, including trial and error, making a list, drawing a diagram, making a table, working backwards. Students are encouraged

throughout this course to communicate their mathematical reasoning in a clear and organized manner.

Text: Mathematics for the International Student MYP 1

Credits: 1.0 / year

Mathematics 7 is a one-year integrated mathematics course. The following topic areas are covered: number and percentage, geometric reasoning, patterning and algebra, probability and statistics... Students are encouraged throughout this course to apply their mathematical understanding in ways that extend their thinking.

Text: Mathematics for the International Student MYP 2

Credits: 1.0 / year

Mathematics 8 is a one-year integrated mathematics course. The following topic areas are covered: index notation, distribution, factorization, Pythagorean Theorem, linear equations, area and volume and probability. Students are encouraged throughout this course to develop precise and accurate habits of mathematical expression.

Text: Mathematics for the International Student MYP 3

Credits: 1.0 / year



Mathematics 9 is a one-year integrated mathematics course which emphasizes mathematical topics including the study of coordinate geometry, systems of equations, right angled trigonometry, distribution and factorization, laws of exponents, measurement (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

Credits: 1.0 / year

Mathematics 9 Extended is a one-year integrated mathematics course emphasizing mathematical topics including the study of coordinate geometry, systems of equations, trigonometry (right angled and non-right angled triangles), 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 emphasizes mathematical topics including linear functions, solving and graphing quadratic functions, exponential functions, and non-right angled 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 that emphasizes mathematical topics including advanced functions and graphs, advanced trigonometry, statistics, probability and a variety of introductory DP Mathematics HL topics. Students are encouraged throughout this course to develop precise and accurate habits of mathematical thinking and 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:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

KEY CONCEPTS

aesthetics – change – communication - identity

RELATED CONCEPTS

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

COURSES

Students in Grades 6-8 will take one year-long Visual Arts course, one year-long Performing Arts course and one year-long Design course. Students in Grades 9-10 will take two one-year-long elective courses from the Visual Arts, Performing Arts or Design.

Visual Art 6 expands on the elementary foundation in understanding and skills in the visual arts. Students investigate artists, media and the creative process while gaining inspiration from their community and culture. This course is designed to provide a sustained, in-depth opportunity for students to develop and appreciate their creativity.

Credits: 1.0 / year

Visual Art 7 continues to build upon the foundation in understanding and skills in the visual arts. Students consider personal and cultural expression while working with a variety of media and undertaking the creative process. This course is designed to provide a sustained, in-depth opportunity for students to develop and appreciate their creativity.

Credits: 1.0 / year

Visual Art 8 continues to build upon the foundations of art and development

of skills in the visual arts. Students explore media and the creative process to consider how art is a communication tool that can influence the way an audience thinks or feels. This course is designed to provide a sustained, in-depth opportunity for students to develop and appreciate their creativity.

Credits: 1.0 / year

Visual 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

Visual Art 10 is a year-long visual arts course continuing to focus on the creative process and understanding art in context. Students **build on skills** continue to explore a range of ideas, materials, and techniques in order to produce artwork that extends their own creative boundaries. **The grade ten course offers students opportunities to become increasingly independent in their artmaking through student-directed teacher supported projects.** They will continue to develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers.

Prerequisites: Art 9 or teacher approval.

Credits: 1.0 / year

Media 9 is a dynamic one-year elective course in which students learn basic knowledge and skills associated with filmmaking and media creation. This course enables students to discover digital media and visual storytelling approaches across a variety of genres and forms. The core of the course is hands-on filmmaking and media creation. Skills associated with the stages of filmmaking, from concept development and script writing to cinematography and editing, are introduced through practical projects for a defined purpose and audience. Students are trained to use cameras, sound equipment, video editing software and more to tell their stories. Through individual exercises and collaborative work in production teams, students in Media will be required to use creativity, imagination, problem-solving and critical thinking skills. The MYP Media course also provides a pathway for students who wish to further pursue the study of film in the IBDP Film course.

Prerequisites: None.

Credits: 1.0 / year

Media 10 is a dynamic one-year elective course in which students learn the knowledge and skills associated with filmmaking and critical media analysis. This course enables students to discover, analyze and apply digital media and visual storytelling approaches across a variety of genres and forms. The core of the course is filmmaking, photography, media creation and media analysis. Students are trained to use cameras, sound equipment, video editing software and more to create short narrative films, documentaries and video essays. Through individual

exercises and collaborative work in filmmaking production teams, students in Media are required to use creativity, imagination, problem-solving and critical thinking skills. To support this, students will also learn the fundamentals of film language through the analysis of feature films, short films, documentaries, commercial media, music videos and more. This understanding of film language helps to build critical skills that support and deepen the quality of their original creative projects. Ultimately, students' personal inquiry into both film analysis and filmmaking work together to support and strengthen their journey as filmmakers throughout the course. The MYP Media course also provides a pathway for students who wish to further pursue the study of film in the IBDP Film course.

Prerequisites: None.

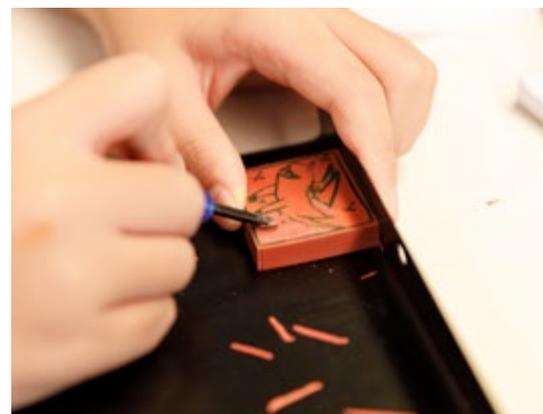
Credits: 1.0 / year

Drama 6 is a yearlong course where students will explore the foundations of creating theater. Content and projects will focus on skill-building through various modes of expression, including non-verbal and verbal communication. Students will also explore techniques in devising and performing various styles of theater. The central concepts covered in this course are communication, creativity and narrative.

Prerequisites: None.

Credits: 1.0 / year

Drama 7 is a course in which students will study expression in theater focussing on using movement and aesthetic as a tool for communication. Content and projects will focus on building and applying skills that use the body as a tool for communication and expression. The central concepts covered in this course are expression, identity and aesthetic.



Prerequisites: None.

Credits: 1.0 / year

Drama 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.

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 will be given opportunities to develop their own script writing skills as well as using established scripts to explore different forms and styles of theatre, along with learning technical theatre elements such as lighting, staging, sound and costumes to support their

performance choices. Practical and written activities provide opportunity for exploration of themes, self expression and a clear understanding of performance skills. 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, technical design and operation, ensemble work and text analysis. Practical and written activities provide opportunity for exploration of themes, self expression and a clear understanding of performance skills. Students should come to appreciate and understand some of the different styles, periods, practitioners and genres of theatre throughout history.

Prerequisites: None.
Credits: 1.0 / year

Dance 9 is a one-year elective course in which students at all ability levels will learn the techniques of a variety of dance/movement disciplines that could include ballet, jazz, lyrical, modern, ballroom, hip-hop, tap, historical and cultural dance. Course objectives will also have a focus on dance vocabulary, dance history, and body awareness. The course is designed to encompass the practical application of movement while also developing an appreciation for the historical and aesthetic aspect of dance and music. Students will learn about the art form of Dance by viewing dance performances, as well as reflecting on their own and other performances. Students will develop positive social skills through cooperation, teamwork,

encouragement, & confidence building.

Prerequisites: None.
Credits: 1.0 / year

Dance 10 is a one-year elective course in which students at all ability levels will learn the techniques of a variety of dance/movement disciplines that could include creative movement, ballet, jazz, lyrical, modern, ballroom, hip-hop, break dance, tap/rhythm, yoga, historical and cultural dance. Course objectives will also have a focus on dance vocabulary, dance history, and body awareness. The course is designed to encompass the practical application of movement while also developing an appreciation for the historical and aesthetic aspect of dance and music. Students will learn about the art form of Dance by viewing dance performances, as well as reflecting on their own and other performances. Students will develop positive social skills through cooperation, teamwork, encouragement, & confidence building.

Prerequisites: None
Credits: 1.0 / year

General 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 creating melodic lines. They will create musical themes connected to storytelling with a focus being placed on reflecting the world around us.

Prerequisites: None
Credits: 1.0/year (exploratory)

General Music 7 is a course in which an emphasis is placed on active music-making and where the student's individual contribution to the group is of

paramount importance. Students will explore the relationship between beat and rhythm as well as understanding the collaboration required for effective rehearsal and performance.

Prerequisites: None
Credits: 1.0/year (exploratory)

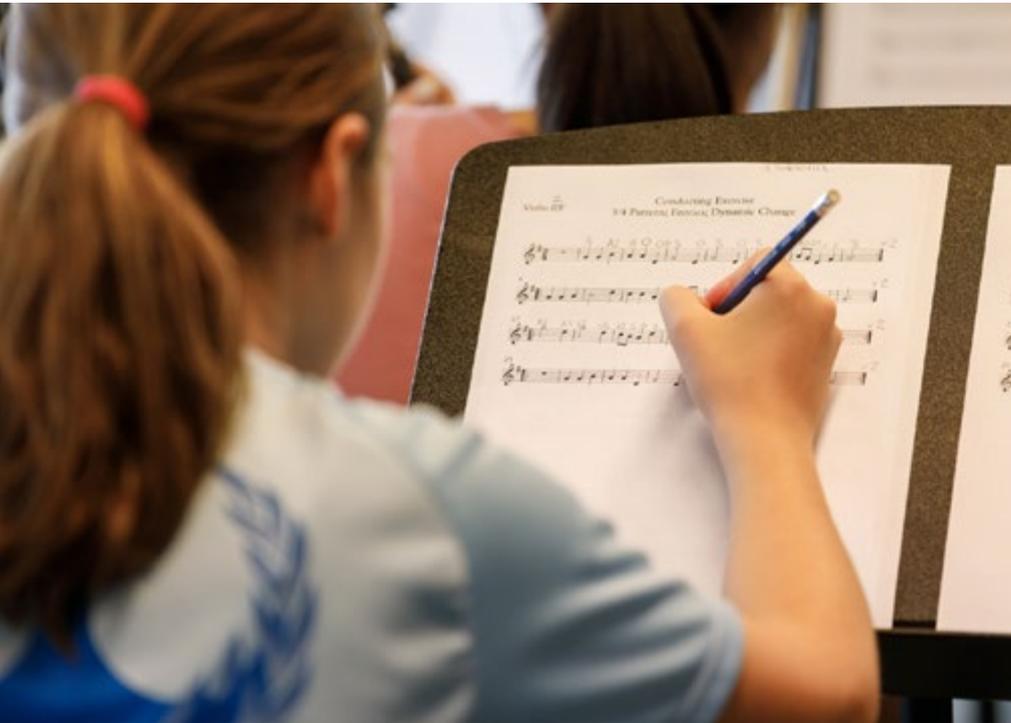
General Music 8 aims develop students into young musicians who understand the ways in which different elements of music interact in the creation of a successful musical work. Students will be introduced to the concept of how music can be used as a form of communication as they explore the different contexts in which music is heard and performed.

Prerequisites: None
Credits: 1.0/year (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.
Credits: 1.0 / year

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: G06 Choir 1 year or teacher approval (interview/audition)

Credits: 1.0 / year

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. Students will also be involved in solo, small group and large group ensemble performances.

Prerequisites: G07 Choir 1 year or teacher approval (interview/audition)

Credits: 1.0 / year

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 and music reading 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 and will be involved in solo, small group and large group ensemble performances. Secular and sacred musical styles from the Renaissance to Contemporary eras are studied and performed.

Prerequisites: G08 Choir 1 year or teacher approval (interview/audition)

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 and music reading 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 Contemporary eras. Emphasis will be placed on acquiring knowledge of music in a global context. There are also many opportunities for performances throughout the year.

Prerequisites: G09 Choir 1 year or teacher approval (interview/audition)

Credits: 1.0 / year

Band 6 is a beginner course designed to show students the joy of playing music with others and experiencing improvement on their instrument throughout the year. Students will develop sound technique on their instrument, 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 and practice skills through music played in class and also work to develop habits of regular practice that lead towards concert performances.

Instruments in G06 Band include:

flute, clarinet, saxophone, french horn, trumpet, trombone, baritone/euphonium, tuba, percussion.

Prerequisites: None.

Credits: 1.0 / year

Band 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. Throughout the year students experience playing and performing in a large ensemble, small

ensemble and solo/duet settings, from which they develop technique and musicianship skills. Developing focused and consistent practice routines for continued development and success is a key component to the class.

From composition tasks and exposure to varied repertoire, students also explore why music is a human universal and how music is connected to the world around them.

Instruments in Band include: flute, oboe, bassoon, clarinet, saxophone, French horn, trumpet, trombone, baritone/euphonium, tuba, percussion.

Prerequisites: One-year of G06 Band OR a meeting with the course teacher.

Credits: 1.0 / year

Band 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 composition tasks and exposure to varied repertoire, students also explore why music is a human universal and how music is connected to the world around them.

Instruments in Band include: flute, oboe, bassoon, clarinet, saxophone, French horn, trumpet, trombone, baritone/euphonium, tuba, percussion.

Prerequisites: One year of G06 and/or G07 Band OR a meeting with the course teacher.

Credits: 1.0 / year

Band 9 is a one-year elective course which allows students to continue developing skills, techniques and confidence on their instrument through playing and performing 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.

Instruments in Band include: flute, oboe, bassoon, clarinet, saxophone, French horn, trumpet, trombone, baritone/euphonium, tuba, percussion.

Prerequisites: Two years of prior Band experience OR a meeting with the course teacher.

Credits: 1.0 / year

Band 10 is a one-year elective course which allows students to continue developing skills, techniques and confidence on their instrument through playing and performing 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.

Instruments in Band include: flute, oboe, bassoon, clarinet, saxophone, French horn, trumpet, trombone, baritone/euphonium, tuba, percussion.

Prerequisites: Two years of prior Band experience OR a meeting with the course teacher.

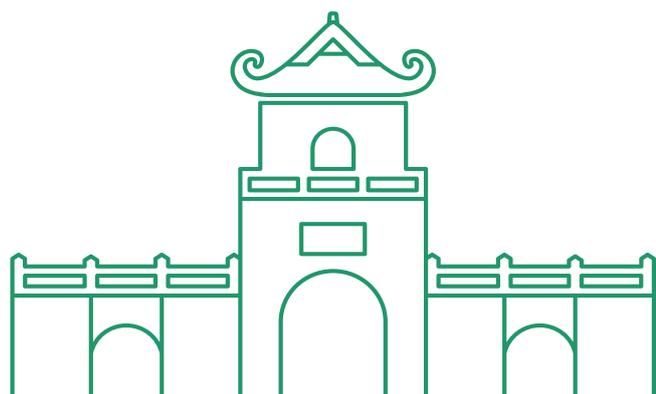
Credits: 1.0 / year

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 on their instrument, learn to read and notate music, and most importantly learn to be 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 that lead towards concert performances.

Orchestra - Instruments include: violin, viola, cello, bass.

Prerequisites: None.

Credits: 1.0 / year



Orchestra 7 is a course designed for students to continue to enjoy creating successful performances with their 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 composition tasks and exposure to varied repertoire, students also explore why music is a human universal and how music is connected to the world around them.

Orchestra - Instruments

include: violin, viola, cello, bass.

Prerequisites: One-year of G06 Band OR a meeting with the course teacher.

Credits: 1.0 / year

Orchestra 8 is a course designed for students to continue to enjoy creating successful performances with their 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 composition tasks and exposure to varied repertoire, students also explore why music is a human universal and how music is connected to the world around them.



Orchestra - Instruments

include: violin, viola, cello, bass.

Prerequisites: One-year of G06 or G07 Instrumental Music OR a meeting with the course teacher.

Credits: 1.0 / year

Orchestra 9 is a one-year elective course which allows students to continue developing skills and techniques on their instrument through playing and performing on orchestral instruments as soloists and in small and large 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.

Orchestra - Instruments

include: violin, viola, cello, bass.

Prerequisites: Two years of prior instrumental experience OR a meeting with the course teacher.

Credits: 1.0 / year

Orchestra 10 is a one-year elective course which allows students to continue developing more advanced skills and techniques on their instrument through playing and performing on orchestral instruments as soloists and in small and large 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.

Orchestra - Instruments

include: violin, viola, cello, bass.

Prerequisites: Two years of prior instrumental experience OR a meeting with the course teacher.

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.

KEY CONCEPTS

change – communication - relationships

RELATED CONCEPTS

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

ASSESSMENT

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

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

COURSES

All students are required to study Physical and Health Education from Grade 6-10. Physical and Health Education, at UNIS, is concerned with more than just participating in sports and games. The curriculum is designed to foster the development of “intelligent movers” and encourage students to understand the importance of overall wellness and how it impacts a balanced, healthy lifestyle.

Throughout the five years of the MYP, students should develop knowledge, critical thinking, goal setting and reflection skills, inspiring choices that will contribute to a sense of personal responsibility and lifelong healthy living.

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 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.

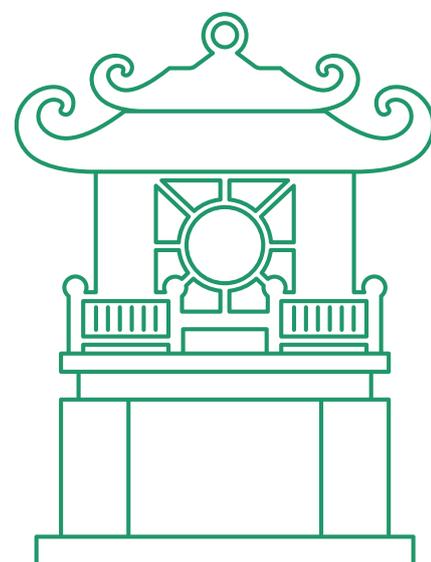
Credits: 1.0 / year

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.

KEY CONCEPTS

communication – communities – development – systems

RELATED CONCEPTS

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

ASSESSMENT

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

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

COURSES

Design 6 is a course in which students develop an 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. 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.

Design 7 is a 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.

Design 8 is a 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.

Students in Grades 9 and 10 choose two year-long electives from Arts and Design. The Design electives are:

Design 9 is a year-long elective course that 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 developed in the design lab and finally evaluated to gauge their relative success. Specific projects vary from year to year due to an increasingly choice-based curriculum that addresses problems identified within the community and encourages students to focus primarily on developing analytical and thinking skills

to solve technical and spatial challenges.

Prerequisites: None.

Credits: 1.0 / year

Design 10 is a year-long elective course that engages 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 projects that cater to the needs of a client outside of the UNIS community. These designs will then be developed in the design lab 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 Design 9 while nurturing an understanding of the delicate balance all designers wrestle with between addressing the technical issues as well as the aesthetic preferences of a client.

Prerequisites: 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

ASSESSMENT

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



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:

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

Credits: 0.25

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking action	Maximum 8
Criterion D	Reflecting	Maximum 8

English as an Additional Language and Student Support Services

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) SUPPORT

Support is provided to students in the beginning and intermediate phases of English development in Grades 6-8 to help develop academic and content-related language. This support is provided to students in class via a collaborative approach between content-area teachers and EAL specialists.

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: Student Intervention/ Team recommendation.

Academic Skills 9/10 is a supplemental academic support course designed to strengthen students academic skills, 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 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: Student Intervention/ Team recommendation.

Credits: 0.5/semester

iBlock: Interdisciplinary and Exploration Courses

iBlock provides new ways for students to engage in learning experiences that enrich and expand their educational interests. Students undertake four different learning experiences (4 quarters). These courses promote student ownership of learning and provide ways for students to develop their Approaches to Learning. Students are required to take one Interdisciplinary Unit in every year of the MYP program.

Online Learning

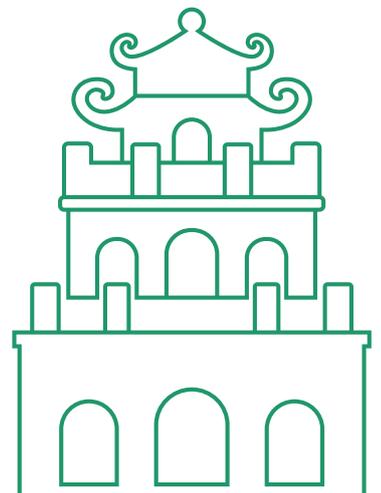
The High school continues to look for ways to provide opportunities for students to pursue interests, and to enrich and extend their skills. The High School selected a world-class organisation to partner with. Starting in 2019-20, Grade 10 students have been able to request a course with Global Online Academy as part of iBlock elective courses.

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.

SERVICE ACTIVITIES

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.

SUMMARY OF ASSESSMENT CRITERIA

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

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



REPORT GRADES

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 at the end of the year. 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 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
28-32	7
24-27	6
19-23	5
15-18	4
10-14	3
6-9	2
1-5	1

Level total: **18** → Overall achievement grade: **4**

MYP GENERAL GRADE DESCRIPTORS

GRADE	BOUNDARIES	DESCRIPTOR
7	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.
6	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.
5	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.
4	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.
3	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.
2	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.
1	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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