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Introduction: International School Ho Chi Minh City

Philosophy:

We provide a positive academic and caring social environment that emphasizes the development of the whole child, fostering individual ability within an intercultural community.

Mission:

Fostering individual ability.

Objectives:

1. We adopt as the central objective the development of the whole child which encompasses the intellectual, emotional, social, creative, linguistic, cultural, moral, aesthetic and physical needs of students.
2. We challenge each student to be an inquiring, knowledgeable, respectful, independent learner who strives for individual excellence.
3. We urge each student to be a global citizen who seeks to create a better, more peaceful world, through intercultural understanding.
4. We are committed to providing a social and learning community that is progressive and international in outlook, embodying the values described in the IB Learner Profile.
5. We place the child's experience at the heart of the learning process, emphasising how students learn as a compliment to what they learn.
6. We communicate actively with parents and encourage parental support in the education of their children.
7. We promote positive intercultural and host country relationships.
8. We actively promote the spirit of the UN Universal Declaration of Human Rights within the school programmes.

Admission and Placement of Students

The School welcomes applications from students of all nationalities who would benefit from our educational programme and whose parents share the school's Philosophy and Objectives. Admission is granted to a student when it has been determined that the School has an appropriate programme and resources to meet that individual's learning needs.

Applications for both immediate and future entry are considered at any time throughout the year. If a waiting pool for any grade is necessary, qualified applicants will be admitted according to established policies on priority and diversity. At the time of admission, in line with its philosophy and mission, the School will endeavour to maintain an intercultural environment. The School establishes that the number of students by passport nationality may not exceed 25% of the student enrolment per grade level (up to 35% in exceptional circumstances at the discretion of the Headmaster) in Grade EE2 to Grade 8. In Grade 9 to Grade 12, priority will be given to maintain this policy, however where excess places become available they will be allotted according to priority.

Enrolment Priorities

Priority for enrolment will take into account the following criteria:

- Enrolment of child of faculty member
- Enrolment of holder of Certificate of Entitlement
- Enrolment of sibling of already enrolled student
- Enrolment of student currently enrolled at City College Campus
- Enrolment of previously enrolled student, provided their credit record and finance are in good standing
- Enrolment as of date of receipt of a completed application form.

Placement Requirements

Students are accepted throughout the year but will be placed in a grade or class according to the determination made by the administration and relevant staff. The Headmaster's decision in such matters will be final. The placement will reflect the student's previous educational experience, age, physical and emotional maturity, language proficiency, academic needs and time of enrolment. Student records must be available for reference prior to final placement and further assessment and testing may be requested and conducted as necessary.

In exceptional circumstances, this initial placement may be tentative and the school may advise a change of class after the child's abilities have been thoroughly observed in class during the two or three weeks following admission.

The birth date cut-off for placement in a particular grade is the 31st August in the academic year (commencing in August) of admission. The child must have turned the appropriate age on or prior to the 31st August for the grade in question.

Students entering the School after the 31st August of any given school year will be placed in the grade level equivalent to the current grade placement in their previous school or that which they have just completed. In the latter case, promotion to the next grade level will be effective from the next school year in August.

For a student to be placed in a grade higher than the age indicated, clearly demonstrable superior academic and physical maturity, coupled with social maturity, must exist and be judged so by the school. Such advanced placement is only given under truly exceptional circumstances and with the written approval by the Headmaster, and usually only after assessment by the Head of Section in the age-appropriate grade.

The School will determine the acceptability of students applying for Grade 12 on an individual basis. Only students who will fulfill all the requirements for graduation will be admitted. Students must take a minimum of 6 (six) credit courses each year. 8 semesters of satisfactory work must have been completed by the end of the Grade 12 year. A transcript, showing clearly that all requirements can be met, will be assessed by the Counselor before the student will be allowed to begin classes. It should be understood that the student will not be eligible for the IB Diploma unless he/she has successfully completed the first year of an IB Diploma programme at a previous school.

Learning Support

The School has limited resources for students who have special needs (such as physical or intellectual disabilities) and the curriculum may not cater to the needs of these children. Admission, in such cases, is determined by the School on a case by case basis. Moderate learning support needs may be provided for in Pre-School to Grade 8 on a case by case basis. In the High School (Grades 9 to 12) the courses are essentially college-preparatory and have a demanding academic emphasis. Support for students with specific learning needs at this level is limited.

The School reserves the right, following admission, to discontinue the enrolment of a student at any time if it becomes evident that the School was misinformed regarding any application documentation or it becomes evident that the School does not have the resources to address successfully the individual needs of that student.

Medical Report

It is a requirement that each student applying for admission to the School undergo a medical examination using the ISHCMC Medical Report and submit a report of medical history as part of the application documentation. The School reserves the right to discontinue the enrolment of a student at any time if it becomes evident that the School was misinformed regarding any medical application documentation, a student provides a risk of serious infection to others, or it becomes evident that the School does not have the resources to address successfully the individual needs of a student.

Application Procedures

Applicants for admission to ISHCMC are strongly encouraged to apply as early as possible, as the School may have waiting lists in some grade levels. Students wishing to enroll in August should submit completed application forms before March 1st, and for those wishing to enroll in January, applications should be made by October 1st.

A placement interview is required for all students who declare a requirement for support in English as an Additional Language, Learning Support or if a need for specialised support is identified in the application documentation.

Our admission procedures are essential for the correct placement of new students, and are designed to allow for the smooth transition of students. It is also important that teachers are informed well in advance of new students joining their classes, in order to allow sufficient preparation time to welcome and settle the student. Parents should allow two or three days at least following arrival before commencement in classes.

A test of proficiency in English is a requirement for students potentially needing support in English as an Additional Language who are applying for admission to Grade 8 to Grade 12.

It is necessary to complete the following procedures prior to student attendance:

Procedure	Junior School EE2 – Grade 1	Elementary School Grades 2-5	Middle & High Schools Grades 6-12
1	After the interview & School tour, students are registered with the Admissions Coordinator. Completed application forms are supplied, & the registration fee is paid if places exist.		
2	Medical report and school reports/transcripts are checked. When required, the Counsellor and Learning Support Teacher review student applications for areas requiring special attention; including special needs, medical needs and EAL needs.		
3	N/A	All students whose first language is not English are given an appointment with the EAL Coordinator for an interview and English language assessment.	
4	N/A	The EAL Coordinator provides recommendation to the Head of Elementary School on grade placement	The EAL Coordinator provides recommendation to the Heads of Middle /High Schools on grade placement.
5	N/A	N/A	The student is given an appointment to meet with the Head of High School to discuss timetables and elective course choices. If necessary the Head of High School seeks input from the Guidance Counselor.
6	The relevant Head Of Section reviews applications and provides approval for admission, class and grade placement, and start date.		
7	Students and parents/guardians are notified of student's placement and given a date to start School by the Admissions Coordinator.		
8	The Admissions Coordinator notifies classroom teachers of the student's placement in class and the start date.		Homeroom teachers and subject teachers are notified of the student's placement and start date by the Head of Middle or High School.
9	Within the first few weeks of placement, teachers informally review the transition of students into the school, to determine the correctness of the placement. Where considered necessary, teachers will follow up with Head of Section and parents to discuss any placement issues or concerns.		

DATE OF BIRTH PLACEMENT INFORMATION

<i>Student born between</i>	<i>Grade in 2009/2010</i>	<i>Grade in 2010/2011</i>
<i>01/09/91 – 31/08/92</i>	<i>Grade 12</i>	<i>N/A</i>
<i>01/09/92 – 31/08/93</i>	<i>Grade 11</i>	<i>Grade 12</i>
<i>01/09/93 – 31/08/94</i>	<i>Grade 10</i>	<i>Grade 11</i>
<i>01/09/94 – 31/08/95</i>	<i>Grade 9</i>	<i>Grade 10</i>
<i>01/09/95 – 31/08/96</i>	<i>Grade 8</i>	<i>Grade 9</i>
<i>01/09/96 – 31/08/97</i>	<i>Grade 7</i>	<i>Grade 8</i>
<i>01/09/97 – 31/08/98</i>	<i>Grade 6</i>	<i>Grade 7</i>
<i>01/09/98 – 31/08/99</i>	<i>Grade 5</i>	<i>Grade 6</i>
<i>01/09/99 – 31/08/00</i>	<i>Grade 4</i>	<i>Grade 5</i>
<i>01/09/00 – 31/08/01</i>	<i>Grade 3</i>	<i>Grade 4</i>
<i>01/09/01 – 31/08/02</i>	<i>Grade 2</i>	<i>Grade 3</i>
<i>01/09/02 – 31/08/03</i>	<i>Grade 1</i>	<i>Grade 2</i>
<i>01/09/03 – 31/08/04</i>	<i>KG</i>	<i>Grade 1</i>
<i>01/09/04 – 31/08/05</i>	<i>EE4</i>	<i>KG</i>
<i>01/09/05 – 31/08/06</i>	<i>EE3</i>	<i>EE4</i>
<i>01/09/06 – 31/08/07</i>	<i>EE2</i>	<i>EE3</i>
<i>01/09/07 – 31/08/08</i>	<i>N/A</i>	<i>EE2</i>

English Language

English is the teaching medium of the school and there is an expectation that all students will have, or will acquire, a level of English proficiency that allows them to achieve success within the curriculums we offer. The school provides an English as an Additional Language Support programme for those students whose English is not yet strong enough to do this. However, it should be stressed that non-English speaking students should gain maximum prior exposure to the language. If a student does not have a satisfactory standard of English at the time of application, the Headmaster may refuse admission if there is no appropriate curriculum to cater for the student's needs.

The school provides both sheltered and immersion programmes for EAL students. Sheltered means that students are withdrawn for various periods of time from regular classes and work with EAL staff. They may also receive some in-class language support. It also means that, in some subject areas, there are designated EAL classes. Other than this students are immersed in regular classes alongside their peers. In Junior School EAL students are immersed in classes with teacher and peer support.

This model, typical of international schools, provides for the language development of all students regardless of their background. It provides access to classes for students regardless of language proficiency and academic ability.

In Grades 8-12, the curriculums on offer require a high level of English proficiency. Applicants for these grades will be formally assessed, prior to acceptance, in order to determine their language suitability for the appropriate programmes of study.

Learning Support

The school does not undertake to provide for all specialised educational needs such as severe learning difficulties or job-specific vocational training. Moderate learning

support needs may be provided for in Grade 2 to Grade 8 on a case by case basis. In the High School (Grades 9 to 12) the courses are essentially college-preparatory and with a demanding academic emphasis. Support for students with specific learning needs at this level is limited.

The School Day

The school calendar runs from mid - August to mid - June and is divided into two semesters and four terms for assessment purposes. Students are expected to be in class on all school days. Parents are requested to ensure full attendance in school and to make personal travel and holiday arrangements accordingly. The school year provides a minimum of 180 days of instruction.

Daily Schedule

Junior School

EE2 + EE3		08:00	11:00
EE 4		08:00	13:30
Kindergarten + Grade I		07:50	14:20
Recess		10:00	10:30
Lunch		12:30	13:10

We realise your child may get tired, especially during the first few weeks. Students in EE4 may be picked up at 12:00 noon during the first term if you wish.

If you have another child at school in either Kindergarten or higher, then your child in EE4 may be collected at 14:20pm.

Elementary School

Grade 2 to 5		07:50	14:30
Recess		10:00	10:30
Lunch		12:30	13:10

Attendance

The school's instructional programme is based on the assumption that students will attend school regularly. Daily class attendance is a condition for fulfilling class requirements, completing coursework, and general academic progress at school. To qualify for completion of a course/grade level, a student is required to attend school for at least 85% of the instructional days designated in the school calendar. Only in exceptional circumstances may the Headmaster grant a waiver to this requirement.

Students may not go off campus without prior permission from the Head of Section. Parents/ Students must submit written requests to leave campus for reasons such as medical appointments, before the start of classes on the day in question.

Picking up students at school

Please make sure that your child is picked up on time. There is a lot of stress on your child if he/she is wondering where you are and if you are coming to pick him/her up.

Your child may go home with a friend if he/she brings a permission note from home and gives it to the teacher at the beginning of the day. The note should include the name of the friend.

If your child is to be picked up by someone other than your regular driver, please notify the teacher.

No child is allowed to go home in any car or bus other than his/her own unless the teacher is informed. There is no supervision on campus after 3:00pm except for students involved in supervised activities.

Absence

Students should be absent from school only for essential and important reasons, such as illness or family emergency. The school seeks co-operation from parents in exercising the utmost discretion in excusing their children from school.

If a student is absent for any reason, he/she should bring a letter to the homeroom teacher signed by the parent/guardian explaining the reason for this absence. This will be passed to the Head of Section. If no letter is received within two days the absence will be treated as unexcused. In the event of a planned absence, parents are asked to write to the homeroom teacher in advance, informing the school of the absence.

If leave has to be taken during the school year, parents should notify the school in good time. While a student's teachers will make every effort to indicate what work will be covered during the period of absence, it is the student's responsibility to make up this work. No grade will be awarded for work that has been missed and not made up.

An excused absence is considered to be one for which the parent or guardian assumes responsibility for the student's absence in writing for reasons which are appropriate and essentially unavoidable. A record of these absences will be kept..

Unexcused absence, a 'deliberate absence from a class' or truancy are disciplinary matters and students will be referred to the Head of Section in such cases.

A student who continues to amass unexcused absences risks suspension and ultimately expulsion from the school.

Punctuality

Good timekeeping is expected from all members of the school. Punctuality is a mark of good manners and students are expected to arrive in school and at their lessons on time. If a student is late for school, he/she is required to report to the appropriate school office before going to class. A continued pattern of lateness will be treated as a disciplinary matter.

Student Visitors

Parents wishing to have a student from another school visit must obtain prior permission from the Head of Section. At least one day's notice is required. Permission will normally be granted for one school day during which the visitor will accompany the host to classes and be subject to school regulations. The host family is expected to take full responsibility for the visiting student.

Lunch and Recess arrangements

At the morning recess, students have a snack of fresh fruit provided by the school.

There are separate, staggered morning recesses and lunch breaks for the Junior/Elementary, Middle and High School sections.

In the Junior School, during morning tea students spend ten minutes eating and twenty minutes outside playing. During lunch they spend twenty minutes inside eating and twenty minutes outside playing.

Lunch can be brought from home or ordered from the canteen. Orders must be written on an envelope with appropriate monies enclosed. All students are supervised while eating. A catering company, contracted by the school, provides a canteen service where light meals and a limited menu of snacks are offered. Please ask for an up-to-date menu and price list.

Water is available in the canteen, in the playground and in all classrooms. All students are encouraged to drink water regularly during the day. If you send along drinks, please avoid glass containers.

Drinking water is provided from chilled fountains throughout the campus.

Parents are encouraged to provide healthy, nutritious lunches, limiting snack/junk food, chocolate and excluding fizzy/soda drinks.

The School Curriculum

The school is a member of the International Baccalaureate Organisation and current curriculum development in the school is in line with the international curriculum developed by the IBO for students in international schools. The curriculum guide for this section of the school is outlined in the handbook. Guides for each section are available separately.

Assessment

Assessment is seen as an integral element in the teaching/learning process. It is not an end in itself. The assessment procedures are based upon current educational philosophy and are directly related to the school curriculum. Assessment and grading practices aim to be consistent, based on published criteria and are designed to give realistic and positive feedback on student academic progress to parents and students.

In the Junior, Elementary and Middle Schools assessments are made and grades are awarded based on the degree to which each student can demonstrate having learnt the skills, concepts and goals of the programme of study.

In the High School (Grades 9 to 12) assessment is based on an internal course grade based upon a seven point criteria referenced scale and an external course grade as appropriate to International General Certificate of Secondary Education (Grades 9 and 10) and International Baccalaureate (Grades 11 and 12).

Reporting Procedures

Formal narrative reports are sent home twice yearly, in December and June. These written reports contain assessments by the staff, including descriptions of academic progress and social adjustment in the school environment generally. Formal Parent/Teacher Conferences are held in October at which progress reports are provided in conjunction with assessments of student portfolios. Children in Early Explorers receive written reports once a year. In March students and parents are

involved in a Learning Journey at which work, daily activities and assessment are explained by the student.

When any cause for concern arises, individual Parent/Teacher Conferences may be arranged at any time to discuss how best to address a student's needs.

The reporting process is an integral element of the instructional programme and school calendar. Parents should be aware that reports will only be given in advance of the published dates in an exceptional circumstance.

Promotion to the next grade level

Students will normally proceed to the next year level at the beginning of each year. This is not dependent upon passing end of year assessments. However, where it is felt that a student would benefit from repeating a year or being promoted, a full review of the student's academic potential will be undertaken and a parent/teacher conference held before any decision is made.

Homework/Student Planner/Communication Book

Homework is an important part of a student's education since it reinforces the work covered during lessons. It is recommended that parents remain aware of their children's homework, course work and project commitments. Helping to ensure that time is set aside and that there is a quiet place to study is of particular assistance in establishing good habits.

Homework is an expectation, although the amount and nature of the homework will vary according to the age and year level of a student. In the Junior School, all students will receive a Communication Book that they will take home each night. In it the teacher will record the student's home reader each night and any messages from the teacher. It is a *communication* booklet and parents should also use the booklet to respond to the teacher and convey messages. A Student Planner is given to students in Grades 2 to 12 to assist with the organization of class work and teacher/parent communication. Homework assignments and due dates are recorded by students in class. The Student Planner is also a useful vehicle for direct communication between home and school and should be checked each day by parents, especially at the younger grade levels.

Students in Grade 1 will receive homework starting in Term 1. Homework will consist of English and Mathematics. Homework will be given out on Monday and returned on Friday. Starting in Term 2, Grade 1 students will receive spelling words to learn at home. These words will be sent home on Monday and tested the following Friday. All spelling lists reflect the child's needs, with words coming from the students' journal writing, basic spelling lists and topic words in the classroom.

The Homework requirement increases as a student progresses through the school. A guide to the time expected to be spent on regular homework and individual study is given below.

Grade 1	15 minutes approximately each evening plus reading
Grades 2/3/4	30 minutes approximately each evening plus reading
Grade 5	45 minutes approximately each evening plus reading

Spelling Programme

All spelling lists will reflect each child's individual needs, with words coming from the student's writing, basic spelling lists and the Unit of Inquiry that enhance vocabulary. These words change regularly and on a weekly basis for Grade 1.

General Homework

Students will require access to an English dictionary and a bilingual dictionary if English is not their native language.

School Supplies

The school provides students with textbooks, and work books where applicable. A list of additional materials that are required is given to each student depending on grade level.

Students are responsible for maintaining their textbooks in good condition and will be charged for books which are lost or damaged. At the end of each school year, and prior to a student's final departure, a book return form has to be completed.

From Grade 2 it is recommended that students are equipped with pencils, eraser, ruler, ink pen and coloured pencils.

School Bags

Please ensure your child has a school bag clearly labeled. A separate bag for books from the library is also required.

Bookwork Expectations

The front cover of all notebooks, the student planner and folders is to be completed as followed:

- Name
- Homeroom
- Subject

Students are encouraged to develop pride in their work. Therefore scribbling and designs, etc. are not appropriate or acceptable, on covers or in any other sections of notebooks.

All photocopied worksheets should be kept in folders or portfolios, according to subject areas.

Toys and Pets

Expensive toys, electronic toys, plastic swords, guns, weapons, or knives are not permitted on the campus. Arrangements with the teacher should be made before animals are brought onto campus.

We recognize the need to share toys and experiences. Please give guidance in selecting items, which will stimulate language development. Individual teachers have their own rules regarding "show and tell". Please familiarize yourself with the rules before sending objects or animals to the classroom. It is not necessary for students to bring toys to play with outside in the playground.

Lost and Found

Parents are asked to make sure that all possessions brought to school are marked with the student's name. Great care should be taken with possessions and respect shown to

items belonging to others. Students are advised not to bring expensive items to school as the security of these cannot be guaranteed. In addition, the school accepts no responsibility for theft or loss of property. Misplaced items which are found are kept in the reception offices. Items may be collected during the morning break, lunch and after school from 2.30 p.m. to 3.00 p.m.

Excursions/Fieldtrips

Fieldtrips are regarded as an important dimension to learning and all students are expected to participate in planned co-curricular activities.

A fieldtrip is an educational activity which involves all members of a class outside of the classroom. It will involve prior preparation for the activity and follow-up evaluation and work in class after the trip.

In the Junior and Elementary Schools students take fieldtrips several times during the school year. The purpose and arrangements for a particular fieldtrip will be determined by the teacher. Parents will be informed at least 7 days in advance of a fieldtrip. In some instances parents may be invited to assist as chaperones.

Students in Grades 4 and 5 are involved in overnight field and study trips. The cost of these trips, including transport and accommodation, is calculated and conveyed to parents in good time before the trip.

In the Middle and High Schools, fieldtrips may involve staying away overnight in order to conduct extended study for a given assignment. The cost of these trips, including transport and accommodation, is calculated and conveyed to parents in good time before the fieldtrip.

Parental permission is required for all excursions/field trips and parents should note the waiver that is requested on the application for admission form.

Insurance

The school carries basic liability insurance and students are not covered for personal accidents. The school cannot accept liability for students on or off campus. Parents may wish to take out their own personal insurance policies as deemed necessary. If students are travelling on a fieldtrip, in Vietnam or overseas, parents are advised to make provision for personal accident, travel and medical insurance.

Awards

Excellence and effort in all aspects of school life are encouraged amongst students. The value of positive recognition for student achievement is actively acknowledged. During the year assemblies are held at regular intervals, where particular recognition is given to students following sports fixtures, drama, music and/or house events and competitions.

Academic Awards

Recognition of achievement, effort and good progress is made in all sections of the school and final awards are presented at the Presentation Day Awards Ceremony in June.

Excellence and effort in all aspects of school life are encouraged amongst students. The value of positive recognition for student achievement is actively acknowledged. During assemblies, 'Student of the Week' Awards are presented to students, recognising their

academic, personal or social achievements. Parents are welcome to attend these assemblies.

Merit Awards

Students may be awarded certificates of recognition for success or outstanding effort in specific events at the school such as sports, music or activities. In addition, there are some individual awards which are awarded according to established criteria. These include the Board of Management Service Award and the Award for International Understanding from the European Council of International Schools.

Parent School Communication

Good parent/teacher communication is vital to the education process. A child who sees parents and school acting in partnership with his/her best interests in mind will have a more positive attitude towards school and learning than one who sees evidence of conflict between the two. Parents should first address matters of concern with the grade teacher. If a satisfactory solution to any issue is not established then the matter should be raised with the appropriate Head of Section. Following this procedure any matter or issue should then be addressed further with the Headmaster, if necessary.

The following avenues for communication between parents and school are in place:

- a) The Student Planner/Communications Book
- b) Easy and open communication with Headmaster, Head of Sections and Teachers
- c) The school policy of prompt communication with parents in the event of sickness, accident, academic difficulty or disciplinary trouble
- d) The school, section and class Newsletters
- e) The twice-yearly written academic reporting system
- f) Parent information evenings
- g) Formal Parent/Teacher Conferences, Student Led Conferences and Learning Journeys
- h) The Advisory Council for parent input into the long-term development of the school.
- i) The Parent - Teacher Organisation (PTO)

Parents are welcome to participate in many of the school day activities such as hearing individual children read, helping students during PMP times, taking small activity groups during Enrichment and sharing their culture during International Week. Please talk with the teacher regarding how you may become involved in the life of the school and your child/ren's learning.

Parent Information Evenings

Parents are invited to an orientation evening early in Term 1 where they will meet their child's teachers and hear as a group what occurs in individual classrooms. During the year, various sections of the school hold parent information evenings to discuss curriculum, school matters and student issues, including aspects of student course selections and transition for the following school year. Please refer to the school calendar for specific details.

Parent Teacher Conferences

Formal Parent/Teacher Conferences are held in all sections of the school at the end of Term One in October. In Term Three in March students and parents are involved in a Learning Journey at which work, daily activities and assessments are explained by the student. In the Middle and High School students are invited to attend these

conferences also and to participate in reviewing their progress. Parents are encouraged to contact classroom teachers, co-ordinators and members of the administration at any time to discuss the progress of their child, or the school's programme.

Student Code of Conduct

The school supports the principle that no one has the right to interfere with other people, other people's property and other people's time. The school does encourage an attitude of individual responsibility towards the quality of life in the school community.

The code of behaviour expected from our students rests on three basic rules: respect for oneself; respect for others; respect for one's own and others' property. All school regulations are logical extensions of these three basic expectations, and will be explained to students in those terms. The school places particular emphasis on the following values of the IB Learner Profile as follows :

IB Learners strive to be :

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Student Discipline

It is expected that most students, in most instances, will be able to keep to the basic code of behavior and adhere to the values outlined above. However, there may be times when students need to be reminded of their responsibilities to themselves and to the school, and when it may be necessary to impose disciplinary procedures. When problems of behavior arise, they will be dealt with according to the established policies and procedures.

Sportsmanship

Good sportsmanship is expected of all students who participate, either as athletes or as spectators, in any form of school-related sports activities.

Student Rights and Responsibilities

Each student in our School has the right to be treated with respect, courtesy and consideration by every other student, teacher, School employee, or other adult in the School. He/she has the right to know what the rules are; to appeal to higher authority when he/she feels unfairly treated, or when he/she thinks that no objective hearing has been allowed.

However, it must be accepted that persons in charge of classrooms and of the School as a whole must have the authority to carry out their work for the benefit and safety of everyone concerned without argument or disruption. If a student feels that a particular rule or judgment is unfair, he/she may express such complaints as described below.

Student Complaints and Grievances

Most complaints and grievances can and must be resolved at the level at which they arise; between the student and the teacher or other School employee, or as necessary with the help of the relevant Head of Section. In all cases student complaints should be dealt with courteously and promptly, preferably within two school days after the student raises the matter.

If the Head of Section cannot resolve any matter the student may consult the Headmaster.

Dress Code

Students are responsible for being neat, clean and dressed appropriately.

The School Uniform

Junior School

For class, boys wear a white school polo shirt with school navy shorts. Girls wear a school dress.

Students wear a polo shirt and navy shorts for Physical Education. The uniform is to be worn for the whole day when your child has P.E. Students wear white soled trainers.

A school hat is also compulsory and your child should wear it outside during recess and class sessions. Please write your child's name on his/her hat so that it can be returned easily, if misplaced.

All students

For students in EE2/3/4 low, flat, light, sandals with a secure ankle strap that can be worn with or without white socks are acceptable.

Trainers with white socks are required footwear for all students Beach sandals are not permitted. Students are also encouraged to wear a hat when outside and a "no hat - no play" rule is enforced.

In the event of cool weather students can wear the blue school sweater.

Uniforms are available from the Uniform Shop, 3rd floor of the New Administration Building. Arrangements can be made with the school supplier for personal tailoring as required.

Junior School

For class, boys wear a white school polo shirt with school navy shorts. Girls wear a blue and white checked dress.

Elementary School

For class, boys wear a white school polo shirt with school navy shorts. Girls wear a white school polo shirt but have a choice of school navy shorts or skirt. The wearing of colour shirts under the white or blue school polo shirt is not acceptable.

For Physical Education classes, boys and girl wear a T-shirt with navy school sports' shorts. The students should bring a change of clothes for days on which they have PE. Trainers/ tennis shoes may be worn, but must be clean and neat. All footwear should be closed. In all cases, the uniform should be worn correctly.

Make- up policy

The wearing of make-up and nail varnish to school is a privilege and is restricted to students in Grades 11 and 12 only. Students in these grades may wear make – up and nail varnish in a clear, neutral colour only. It is viewed as an extension of the alternative dress code for students in Grades 11 and 12. However, no student may bring make – up on to school premises.

Student's hair colouring should be in natural shades and cut in a neat style. From EE2 to Grade 5 students with long hair must have their hair tied back/up.

All students using the school pool must wear a swim cap due to health and safety concerns.

Jewelry Policy

The amount of jewelry worn by a student should not be excessive nor of great monetary or sentimental value.

Students should be aware of safety concerns and dress appropriately. For certain classes, e.g. Physical Education, Art and any other lessons where the relevant teacher deems the wearing of jewelry as inappropriate due to safety concerns, students will be requested to remove any jewelry prior to the lesson.

Parents are requested to ensure that the dress and grooming of a student respects the values and standards of the people of our host country, and reflects well on the school and the international community.

Headphones and Mobile Telephones

- The use of I-Pods and personal listening devices for study purposes, only is permitted with direct permission from the teacher.
- It is suggested that students do not bring mobile phones to school. If you feel that your child needs to have a mobile phone for after school contact, then the phone should be placed in their locker for the duration of the day. Students should not have a mobile phone on their person during lessons or during break times. If a student needs to be contacted urgently, the school can be contacted and the student in question will be found and allowed to call parents from a school landline.

These rules are in the best interests of students, both in regard to safety and social interaction. Social interaction is an important part of a child's growth and it is felt that the use of personal listening devices at school greatly limits this interaction. Students in breach of these rules stand to have these items confiscated for a period of time deemed suitable by the Head of Section.

Smoking

The School is a Non-Smoking Campus. Students using tobacco on campus or during school sponsored activities will be suspended immediately.

Alcohol Abuse

The use or possession, buying or selling, or giving of alcohol beverages by any student of the School on the campus or during school-sponsored activities is prohibited.

Any student who violates this policy shall be suspended immediately.

If it is determined after investigation by the Headmaster that a student is/was present in school under the influence of alcoholic beverages, the student may be subject to expulsion from School.

Drug Abuse

The unlawful use, possession of, buying or selling of, giving of or trafficking in narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, marijuana or

any other dangerous drug by any student of the School on the campus, in its immediate environs, or during School-sponsored activities is prohibited.

Any student who violates this policy shall be suspended immediately.

If it is determined after investigation by the Headmaster that the student was using, or was under the influence of, or was in possession of dangerous drugs, the student will be subject to expulsion from School. The Headmaster may insist on a medical examination or appropriate medical tests in such circumstances.

Searches

A search of student property in school or school sponsored activities - including but not limited to lockers - may be made at the discretion of the Head of Section if a reasonable suspicion arises of suspected theft or that items considered illegal, dangerous, disruptive, or a general nuisance to the educational process are being kept at school. Personal searches of students may be made only in the presence of two adults of the same sex as the student being searched, and a written report will be made to the parents and to the Headmaster.

Discipline procedures

Infractions of school expectations or breaches of discipline shall be dealt with using progressively severe sanctions, which appropriately meet the seriousness of the offense. Disciplinary measures in order of severity are:

a. Interview

The student is interviewed by the Head of Section who sets a plan for the matter to be addressed. Parents will be informed by letter on the same day.

b. Detention of student

Detention may be imposed by a teacher or administrator. The detention may involve staying on after school hours or during lunchtime or recess. If the detention is after school parents will be notified prior to the imposition of the detention.

c. Disciplinary probation of student

Students may be placed on disciplinary probation following a conference between the student, parent (s) or guardian, and the administration.

d. Suspension of student

Behaviour that deviates from accepted standards as judged by the administration will lead to suspension from one to a maximum of five school days by the Headmaster. A suspended student cannot return to school until a conference is held between the administration and the student, parent (s) or guardian. Work missed during a suspension must be made up, but may not be marked or included in the student's academic record.

e. Expulsion of student

Very serious and /or chronic offenses may lead to expulsion. This action shall only be taken after due consideration and consultation between the Headmaster, the student, and the parent(s) or guardian. The Board of Management shall receive written notice of all expulsions prior to, or concurrent with, the expulsion.

f. Forfeiture of Tuition Fees

If a student is suspended or expelled, tuition fees for the period of suspension or for the remainder of the term after expulsion will not be refunded.

Classroom/Campus Behavior

- Students are expected:
 - To walk on campus and in the building and to move quietly between classes.
 - To interact appropriately with other members of the school community.
 - To respect others and not interfere with or harass/ bully other students.
 - To arrive on time and to be in Homeroom on time.
 - To wear a hat when playing outside.
 - To wait in line in the canteen.
 - Not to leave the school grounds during the day, including lunchtime and recess, without authorisation.
 - Not to push others in the playground/field.
 - Not to wear caps or I-pod in class.
 - Not to chew gum in class.
 - Not to sit on desks rather than chairs.
 - Not to have mobile phones in classrooms.

Guidance and Counselling

Homeroom Teacher

A class or homeroom teacher is assigned to each student. This teacher is responsible for some aspect of the student's instruction and, in addition is the teacher responsible for the general welfare of the student. If matters of concern regarding a student arise the first point of contact for parents with the school is the grade/homeroom teacher.

Counselling

The school employs two full-time Counsellors and offers counselling in the areas of academic, social and personal development. The services of the Counsellor are available to both students and parents. The Counsellors works closely with the teachers and in group meetings to ensure that the students at each grade level receive the information and support they need to cope with the demands placed upon them.

In the High School students are also given counselling for, and information and assistance, with the application process for university or other post-secondary career/educational opportunities. This includes information on testing, e.g. Scholastic Aptitude Test (SAT), for which the school is a testing centre. The school endeavours also to offer parents advice on schools in other countries if the family is due to be transferred prior to the completion of their child's education.

School Records

An academic file or record is maintained on each student in the school. Student files contain information that is pertinent to a child's enrolment at school. Notes on academic, social and behavioural progress are included. Files are available for parental perusal but may not be removed from the school. A student file is best interpreted to parents by the Head of Section with whom an appointment should be arranged.

Learning Support Programme

The school does not undertake to provide for all specialised educational needs such as severe learning difficulties or job-specific vocational training. The Learning Support

Teacher provides moderate learning support for EE2 to Grade 8. In the High School (Grades 9 - 12) the courses are essentially college-preparatory, with a demanding academic emphasis. Support for students with learning support needs at this level is limited.

Learning Support Team

An important element in the pastoral care process is the Learning Support Team. This team may consist of the Head of Section, Head of Student Support Services, Learning Support Teacher, the Counsellor and the Homeroom Teacher. The team meets to discuss student progress and to initiate strategies for support and remediation of learning difficulties.

English as an Additional Language (EAL) Support Programme

The International School Ho Chi Minh City offers an English as an Additional Language (EAL) Support Programme for students in Grades 2-10. The EAL Coordinator oversees the EAL Programme. All students enrolling in school whose mother tongue is not English and who have not just completed two full years in an English medium school are assessed by the EAL Coordinator before starting school. The Coordinator meets with the parents of the student, evaluates the student's English language skills, and helps to orientate both the student and parents to the school. After the initial meeting with the EAL Coordinator, the student is then referred to the Head of the appropriate section of the school for class placement and course selection. The school's Counselor is also involved in the admission process.

In Elementary/Middle/High School, one or more EAL specialists are responsible for the support of all students in a grade level who are deemed to be in need of extra support in English. EAL teachers and class/subject teachers share responsibility for the English language development of these students. EAL teaching uses a combination of withdrawal and in-class support. All EAL Support is aimed at helping students to access the relevant curriculum. In Middle and High School sections, EAL Support is taken for 4 or 5 periods a week, in lieu of French or Korean.

EAL teachers continually assess students' progress in English. Student progress is also frequently discussed between EAL and class/subject teachers. All EAL teachers work closely with class/subject teachers to ensure consistency of goals and expectations. EAL progress is reported on in accordance with the policy of the appropriate section of the school.

Exiting is done through mutual decision by both EAL and class/subject teachers. This is conducted twice a year, at the end of each semester. After the consultation and decision making procedure is completed the EAL Coordinator is advised by EAL teachers which students are exiting from the EAL Programme. The Coordinator then notifies both students and their parents in writing. The average time a student spends in the EAL Support Programme varies according to previous experience and motivation. A student who arrives at the school as a beginner in English usually requires EAL support for about three years.

The Library

The Library provides an important resource centre for primary and secondary school students. A variety of subject-related materials, reference sources, work of fiction and periodicals are available, together with CD ROM, internet facilities and on-line databases.

We view books as valuable resources and hope that the students will value them as well. It is particularly difficult to replace library books in Vietnam.

With the exception of reference books and current periodicals, materials are available for borrowing. Borrowers are responsible for maintaining materials in good condition and will be required to pay for any loss or damage. Students and parents are encouraged to make full use of these facilities and parents may also register as users.

The library is a place to read, research or relax with a book. The library hours are 7:30 - 4:00pm on weekdays.

Students are encouraged to borrow books on a regular basis. Books can be checked out before school, at lunchtime and after school. The loan period is two weeks.

The library plays a key role in the program delivered by the Elementary school and Middle school teachers. In consultation with the class teachers the teacher/ librarian delivers a program of instruction in information skills which aims to equip students with the skills necessary to access, evaluate and use information effectively. The library also promotes reading and literature appreciation exposing students to and encouraging them to borrow books from a range of literature genres.

In the Junior School your child/ren will have a special time each week in the library where he/she will be read a story, learn about the library and how to check out books. Your child/ren will need to have a special library book bag. The library bag greatly assists the children in their management and caring of books. Please help your child/ren remember his/her bag to prepare the books to go to school. Library attitudes and responsibility for the return and care of books is established early along with the love of reading.

Information Technology Facilities

The school has well equipped technology facilities. These consist of six teaching laboratories and teachers' self access workroom. The computers are all PC compatible. One teaching laboratory is specifically designed to meet the needs of the Design Technology programme. In addition, there are computers in the Library and in classrooms. Art rooms are equipped with networked computers, scanners and colour printers. Multimedia facilities include: digital projectors, digital video camera, digital cameras, scanners, laser and colour printers, and a networked CD-ROM server. Internet access through a digital leased lines is provided. All students in grade 9 – 12 receive a tablet PC whilst enrolled at the School.

The laboratories are operational from 7:30 a.m. - 3:30 p.m., Monday - Friday. One is available for student use before school, during break times and after school (providing no after school activities conflict with usage). Where students make use of any of the facilities, either in class time or breaks, they are expected to use the equipment with appropriate care and consideration and to follow the guidelines established by the Technology Department.

Students in Grades 5 – 12 are provided with an Acceptable User Policy and this must be signed and returned before access to the technology facilities will be granted. It is the responsibility of the student using the designated password to ensure that only authorized individual access the computing facilities. Users should ensure that screens

and peripherals are cleared of all confidential information and that proper log-on, log-off procedures are followed.

The school does not provide copies of software for student use. However, teachers can give information on where to obtain the required software.

If a student is deemed to be using the computer facilities inappropriately e.g. misuse of equipment, sending of abusive e-mail to other users, obtaining unauthorized access (hacking) to other user accounts on the network, etc. then serious action including expulsion from school may be taken.

School Clinics

The school clinic is staff by medical personnel. The clinic is located in Room 1.5. If your child becomes ill at school, the Clinic staff will, if necessary, contact parents and arrange for the child to be taken home.

The following medical problems are indications for sending a student home:

EE2 to Grade 12 Students

- Fever above 37.7⁰C
Students should remain at home until the fever has settled for 24hrs without medication
- Persistent nausea and vomiting and diarrhea
 - Students with nausea and vomiting should remain at home until 24hrs after the last episode without any medication.
 - Diarrhea occurs twice. The students should stay at home 24hrs after the last episode and has returned to a normal diet.
- Communicable diseases
 - Students must stay at home 24hrs after they have started an antibiotic treatment.
 - Students with suspected conjunctivitis will be sent home and medical treatment must be commenced. Students may return to school after 24hrs of medication.
 - Herpes infection lesions should be covered until dry.
- **EE2/3/4 Students**
 - Junior school students with Herpes infection must remain at home until all scabs or lesions have dried.
 - Students using nappies with a fungal infection such as candidiasis or thrush should remain at home until all signs of the infection have disappeared.
 - Unusual lethargy and inability to participate in regular activities.
 - Irritability or persistent crying.

Children are often enthusiastic about coming to school regardless of their physical condition. We rely on your good judgment to keep children at home when it is appropriate. Children should not be in school if they are unwell.

If your child is ill, or if you are not sure about their condition in the morning, please keep him/her at home. He/She may love school and want to come, but we cannot risk spreading the illness to the whole class.

If your child is ill with a contagious disease, please telephone the school nurse to report it.

All students are required to complete a Medical Form and provide a medical report to the school prior to admission.

It is essential that any changes to the information provided initially is notified in writing to the clinics.

Parents are requested to make all reasonable attempts to collect their sick child/children from the clinic as soon as possible. An authorized driver or maid may collect students. Students will not be allowed to return home unaccompanied unless authorized by parents and Head of Section.

Medical concerns outside general childhood illnesses should be discussed with clinic staff to determine appropriate school based procedures and care.

Parents are urged for their children's safety to inform the school of any long-standing illnesses or allergies. In such cases a doctor's letter with instructions explaining what action should be taken in an emergency should be provided.

Medication at School

The administration of any personal medication by clinic staff must be authorized by parents. Students are not permitted to self-administered medication unless authorized by clinic staff.

The school nurse or doctor will transcribe the details of the medication onto the Medication Administration Form and provide medication as indicated. The student must be instructed to attend the clinic at the appropriate time.

Medication will be kept in the school clinic although asthma inhalers and epipens will be kept by the student so they can self-administer when required.

If a medication needs to be administered at school, a signed letter must be submitted, by the parent or guardian, to the school clinic. If a student needs to take medication(s) during school hours, or whilst on a school excursion, the following details should be provided by a parent or guardian in writing and signed.

- 1) The medication should be in a labeled container/envelope stating the name of medication and dose.
- 2) Statement the name of the person who should take the medication, the prescribed dose, time(s) and route of the medication.
- 3) Describe the indications for the drug if it is optional.
- 4) State any known precautions relating to the drug.

Medication in a plastic bag without clear labeling will not be administered and must not be sent to school.

School excursions

Medications taken on school excursions will be kept by the nurse or teacher who is responsible for medical matters.

Students who are found to have medications for which details have not been provided by a parent or guardian will have the medication confiscated and returned to their parent/guardian at the end of the excursion. (i.e. staying with a host family).

If a student is to be billeted, the above details need to be provided for the student's host so that they can administer the medication.

Communicable Diseases

The Clinic staff has a duty to take reasonable care for the health and safety of students and staff in the school. Staff monitors the incidence of illness and maintains infection control in the school setting, and takes every opportunity to promote correct hand washing, handling of body fluids and environmental measures to reduce disease transmission.

Many communicable diseases may be prevented by immunization and the Clinic staff recommends that families and staff are vaccinated against such diseases and are aware of the updates necessary for these vaccinations.

The International Vaccination Schedule is used as a reference when advising parents about the “routine” immunization programs which most children commence at birth, with the appropriate updates throughout their schooling. It also outlines the special vaccinations which are advisable when living in Vietnam.

**International Vaccination Schedule For Adults And Children Living
In Ho Chi Minh City**

Vaccine	Minimum Age	Schedule	Booster	Availability (Vietnam'07)
BCG	At birth or after a negative test	Once	None	Yes
DPT (Diphtheria, Pertussis, Tetanus)	2 months	1. 2 months 2. 4 months 3. 6 months 4. 18 months	10 years (DT only)	Yes
DT (Diphtheria, Tetanus)	5 years	1. day 1 2. 1 month 3. 2 months	10 years (T only)	Yes
HIB (Haemophilus influenza B)	2 months	1. 2 months 2. 4 months 3. 6 months	None	Yes
Hepatitis A	12 months	1. Day 1 2. 6-12 months after dose	10 years	Yes
Hepatitis B	Birth	1. Day 1 2. 1 Month 3. 6 months after first dose	5-10 years	Yes
Japanese Encephalitis	12 months	1. day 1 2. 7 days after first dose 3. 28 days after first dose	3 years	Yes
MMR (Measles, Mumps, Rubella)	12 months	1. 12-15 months 2. 4-6 years old	10 years Rubella if not had MMR	Yes
Polio	12 months	1. day 1 2. 4 months 3. 6 months 4. 15 months	10 years	Yes
Rabies	12 months	1. day 1 2. 7 days after first dose 3. 21 days after first dose	3 years (After exposure 3 shots needed)	Yes
Typhoid (oral)	24 months	1. day 1 2. day 3 3. day 5 4. day 7	5 years	Yes
Typhoid injection	5 years	Once	2 years	Yes
Pneumococcal pcv	2 months	1. 2 months 2. 4 months 3. 6 months 4. 15-18 months	None	No
Varicella	18 months	Once	4-6 years	Yes
Influenza	6 months	Once	Every year	Yes
HPV (Human papilloma virus)	Adolescent girls	1. day 1 2. 2 months 3. 6 months	After 5 years	No
MPV (Meningococcal)	4-6 years high risk groups only	4. once		Yes
MCV (Meningococcal)	11-12 years	Once (before entering boarding school or college)		Yes

When there is an incidence of an infectious disease occurring within the school community, the Clinic staff notifies the Headmaster, the Head of Section and the

appropriate members of staff. In the case of outbreaks, such as head lice, the appropriate screening is commenced.

The following Exclusion Table is used to determine how long the infected child should be excluded from school. When an outbreak occurs parents are advised, by a general letter in the case of an “epidemic”, or by note or telephone call in isolated incidents.

Disease	Exclusion from School
Chicken Pox	Until fully recovered or at least one week after the eruption first occurs. All lesions should be crusted.
Conjunctivitis	Until discharge from eyes has stopped.
Hepatitis A	Until receipt of a medical certificate of recovery from infection.
Hepatitis B	Until recovery from acute attack .
Impetigo(School sores)	Until sores have fully healed. The child may be allowed to return earlier provided that appropriate treatment has begun and sores on exposed surfaces are covered with moisture proof dressings.
Measles	Until at least 5 days from the appearance of the rash or until receipt of a medical certificate of recovery from infection.
Meningococcal Infection	Until receipt of a medical certificate of recovery from the infection.
Mumps	Until fully recovered, at least 9 days after Onset of symptoms.
Pediculosis (Head lice)	Until appropriate treatment has begun.
Pertussis (Whooping cough)	Until 2 weeks after the onset of the illness and until medical certificate of recovery from infection.
Ringworm	Until appropriate treatment has begun.
Rotavirus (Diarrhea)	Until diarrhea has stopped.
Rubella	Until fully recovered or until at least 5 days after onset of rash.
Scabies	Until appropriate treatment has begun.
Shigella (Diarrhea)	Until diarrhea has stopped.
Streptococcal Infection (including Scarlet Fever)	Until receipt of medical certificate of recovery from infection.
Trachoma	Until appropriate treatment has begun.
Tuberculosis	Until receipt of medical certificate from a health officer stating that the child is not considered infectious.

Fire and Evacuation Procedures

The school has established emergency evacuation procedures. Regular drills are carried out, so that all students know what to do in the event of a fire alarm, which stairs to go down, and where to assemble.

After-School Activities for Elementary, Middle and High School

Students are encouraged to participate in a variety of sporting, aesthetic, recreational and cultural activities. These take place either after school or on Saturday mornings and are organized by teachers, some outside instructors and parent volunteers.

Each year a variety of different activities are offered to students. These are determined by interest and by availability of sponsors to organize particular activities. At the beginning of each semester information is provided on the activities available. These details and a sign up form are sent home with the student. Students are then requested to return activity requests by a stated deadline. The activity programme commences once students have had their activity choices confirmed. Every effort is made to provide students with the activity of their choice, however, some activities are heavily subscribed. Students are expected to pursue a chosen activity for the full period for which it is offered.

Mekong River International School's Association/ (MRISA).

The school is a founding member of MRISA. This association promotes inter-school activities and competitions for students in the Middle and High Schools. These include sporting tournaments and cultural exchanges. Students travel to other schools in the region or host visiting students from participating schools.

MRISA organises a Student Leadership Summit, Model United Nations, Cultural Exchange and Sports Exchanges in Basketball, Volleyball and Soccer for students in Middle and High School each school year.

To participate in any MRISA event, students must be up-to-date with their work/course and if there are any doubts about their academic standing they may need to obtain written permission from each of their subject teachers. This will be done six weeks before the event to enable lists of participants to be sent to the host school.

Students are also required to sign a contract in which they undertake to complete all academic work set, to the best of their ability, and to adhere to the MRISA code of conduct during the event. It is the student's responsibility to collect and complete any school work missed in class during the event.

In recognition of the demands made on Grade 12 students, they will be asked to limit their choice to one MRISA tournament, subject to the above conditions.

The House System for Elementary, Middle and High School

The school's internal activities and sports are organized on a house basis. The school has established four 'houses' or groups into which each student (Grades 2 to 12) is assigned. All students and teachers are assigned to either the red house (Cobras), green house (Dragons), yellow house (Tigers) or blue house (Buffaloes), when they first enter the school.

Competitions in various activities are held throughout the year and form a focus for intra-school events.

House points

Housepoints are awarded through designed sporting and cultural activities. A clear constitution for the House competition is given to elected captains at the beginning of the school year.

The Student Representative Councils

The Student Representative Councils are organization which represents the students and promote student welfare. The Student Representative Councils has been established to plan and coordinate student activities as well as maintain high levels of cooperation and school spirit. The Student Representative Council is also designed to encourage a sense of responsibility, leadership and service amongst students.

The Elementary SRC consists of an executive committee of two elected representatives from each Grade 5 and one representative from each Grade 2, 3 and 4 class.

The Middle and High School SRC each consist of an Executive Committee (President, Vice-President, Treasurer, Media Co-ordinator, Social Convenor and Secretary) and a membership of elected representatives from each homeroom group.

Students interested in being involved in the SRC should be aware that commitment and dedication is required to carry out each role successfully.

The Advisory Council

The Advisory Council is structured to reflect the views of the majority of parents and children, the teaching faculty, the administrative and support staff and the wider community, while remaining compact enough to function effectively. As a representative body, aware of the school philosophy, it advises the school, through the Board of Management, with sound direction and support.

The Advisory Council acts as an advisory body to the Board of Management by examining relevant and constructive issues and policy, and making appropriate recommendations for approval and subsequent implementation at the management level.

The Advisory Council consists of three elected parents, Vietnamese staff and faculty representatives, Board of Management appointees and the Headmaster (who has no voting power, and cannot serve as Chairperson). Advisory Council Membership is voluntary. Elections for parent representatives are held in January each year. The term of appointment is for 12 months.

The Parent - Teacher Organisation

Parents may serve on the Parent Teacher Organisation which has as its aim the goal of fostering closer relations between parents, the faculty and wider school community.

Membership is open to all parents/guardians of current ISHCMC students and to all current teachers at ISHCMC

Mission Statement

The PTO is committed to supporting the Teachers, Parents and Students through social and education activities and improving a forum for the ideas and concerns of its members within an intercultural community.

Objectives

1. To promote positive communication between teachers, administrators, parents, students, and the community with the framework of the PTO Guiding Principles and Constitution.
2. To provide a mechanism for parents and staff to raise and discuss matters pertaining to the school community.
3. To enable parents and staff to share ideas and information about education and how to improve the students' academic and non-academic performance.
4. To provide support, both materially and otherwise, for the various activities of the school.
5. To provide a mechanism for the school to be represented in the broader community.

The Parents and Teachers Organisation has the power to appoint Committees, from time to time, to perform such functions as may be delegated to them and to encourage such committees in their functioning.

The PTO is organised on the basis of a number of sub groups, overseen by an Executive Committee. For example, “Classroom Parents” and “Cultural Representatives” fall under the umbrella of the PTO.

Classroom Parent

The role of the Classroom Parent is as a:

- Supporter of teacher, parents and students within a particular class and grade.
- Co-ordinator of parent resources (e.g. cake – makers, school trips, organise party games, ideas for crafts, etc.)
- Promoter of good parent/teacher/student relationship within a particular class and Grade.
- Keeper of the Emergency Call – Out List.

The responsibilities are:

- To work with the homeroom teacher with a view to encourage parental involvement where needed.
- To encourage parents to become involved in class activities where the teacher would like their involvement.
- To contact other parents in a particular class in the case of an emergency.
- To work with the Support Parent Co-ordinator who can
 - i. be a liaison with other parent groups through PTO.
 - ii. be a liaison with teachers and administrators where appropriate.

National and Cultural Representatives

The role of the National and Cultural Representatives is:

- To act as a liaison between the school and the various national/cultural groups represented in the school.
- To foster intra – community relationships and raise awareness of national/cultural diversity within the school community.
- To act as a resource and to offer advice with regard to school issues relating to particular national groups represented in the school.

Some of the tasks of the representatives may include:

- To participate in the orientation of new parents i.e. provide information on school, local community and general advice on settling into Ho Chi Minh City.
- To host and to plan social occasions e.g., coffee mornings to foster social/community relations.
- To sit on a planning committee for such events as UN Day and to assist in the organisation of inter – cultural events.
- To liaise with national associations to develop community relations.
- To liaise with the Co-ordinator of Classroom parents to enhance school activities.

Parents are urged to become involved and to contact the Secretary of the PTO for further details.

Council of International Schools

The International School Ho Chi Minh City is proud to carry full accreditation status with the Council of International Schools. CIS is the oldest, largest and most prestigious international school organisation in the world, serving some 660 schools (of whom 180 carry full accreditation). CIS accreditation is recognised in the United States through the Recognition Program of the National Association of Independent Schools (NAIS).

New England Association of Schools and Colleges (NEASC)

The School also accredited by NEASC. This agency is recognized by the U.S. Department of Education and the accreditation, indicates that a school meets or exceeds established criteria within the profession for the assessment of institutional quality through periodic process of self-study and peer review. An accredited school has the resources to achieve its stated purposes and provides evidence that its students are benefiting from the curricular and co-curricular program offered at the school.

More than 165 American and international schools in 65 nations outside of the United States are involved in some aspect of the NEASC accreditation process.

The school also holds membership status in the East Asian Regional Council of Overseas School (EARCOS) and the Association for the Advancement of International Education (AAIE).

Student Withdrawal

Written notice of an intention to withdraw a student from the school is required. See Appendix 1.

On receipt of a letter giving notice, a “Notice of Withdrawal Form” will be issued to the student. The form should be signed and returned by the parent(s) to the Coordinator of Admissions and Marketing. In the Middle and High School the student will be expected to get this form signed by the relevant teachers on the return of all books and materials.

Parents will be expected to settle all outstanding dues on fees or other school expenses e.g. lost or damaged materials, fieldtrips etc. prior to the departure of the student. School reports and records will only be released after all financial obligations have been met.

In cases where special letters of attendance or particular documentation is required for transfer to another school a written request for these should be submitted to the Counsellor with at least three weeks notice.

The Principles That Guide the Teaching and Learning in the Junior and Elementary School

- The fundamental principle of our school is that children develop at different rates. Readiness and receptiveness to learn varies within individuals and there are many factors that influence this. Teachers are prepared for this and operate a programme that caters to each child's individual needs. It is for this reason that comparisons between children should be avoided at this stage.
- Children learn in different ways – some learn best through listening, some through visual means, many learn best through doing – most learn through a variety of these. Teachers are aware of this and offer programmes that provide a variety of teaching methods and strategies, so that learning needs are met.
- Learning through doing is often a very effective means of learning for many children. Children are provided with many opportunities to investigate their environment and discover for themselves through manipulation of materials and concepts.
- The process of learning is more important than the product. Going through a series of steps to come to a final outcome is very important so that solid understanding occurs. New tasks and problems can then be approached independently by the learner because they have had experience with similar materials or concepts.
- The best environment for learning is one that is safe, secure and one in which each child is valued, challenged and can take control of his / her own learning.
- Children are given opportunities to solve problems, think creatively and divergently, make decisions and become independent as learners and thinkers.
- Learning is a life-long process. Teachers aim to instill a love of learning in each child so that learning is seen as a desirable, enjoyable activity that will continue naturally long after formal education is finished. We want children to view the kinds of things they do at school not just as “school work” but as rewarding, worthwhile activities they would want to do outside of school as well. Our reading and writing programmes reflect this philosophy very strongly.
- The building of each child's self-esteem and self worth is extremely important. If children believe in themselves and believe that they are valued and worthwhile individuals and group members, they will achieve great things. Children also live up to the expectations we have of them. The children are expected to set high standards for themselves and we expect that they will achieve great things.
- Our focus is on positives rather than negatives. This relates to academic achievement (we build on what the child knows, rather than focussing on what the child does not know). In our approach to managing the children's behaviour we focus on rewarding and encouraging the children who are doing the right thing, as opposed to focussing on inappropriate behaviour.
- We focus on development of self-control rather than control that is imposed and based on fear. Often when negative external controls are removed, children do not

understand why or know how to behave and react because they have not been given the responsibility to make decisions about their actions for themselves.

- Education is not just designed to improve future job prospects! Education is for enriching our children's lives with a new and wide range of ideas, ways of thinking and feeling and for opening their minds to be receptive to these new ideas concepts and philosophies.
- Competition is encouraged within the child him/her-self and not between children. Competition between children at this beginning stage, as they develop a view of themselves as learners, can erode self-worth and self-esteem. We encourage children to look at what they could do before and see how far they have improved. We also encourage them to identify for themselves what they feel they need to do to improve. Children learn to deal with competition better as they become more confident and self assured in their own ability, more familiar with the school.
- Real-life and lifelike activities enhance learning. At this stage in their development children need experiences that begin with concepts they are familiar with. Learning is much more meaningful if it is based on experiences and concepts that really exist. Abstract thought is very difficult for developing learners to grasp. We move from the concrete and eventually aim for more abstract thinking.

Curriculum Overview

The International Baccalaureate Primary Years Programme

The curriculum of the Junior and Elementary Schools is based on the International Baccalaureate Primary Years Programme (PYP).

The PYP is an international curriculum framework designed for all children between the ages of 3 and 12 years. The PYP provides a framework and philosophy which covers all of the learning that takes place in this age range. The programme focuses on the total growth of the developing child, affecting hearts as well as minds and addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational programme.

It offers a comprehensive, inquiry – based approach to teaching and learning and provides an internationally designed model for concurrency in learning for mobile, transient students. It incorporates guidelines on student learning styles, teaching methodologies and assessment strategies. The curriculum framework is an expression and extension of three inter-related questions: What do we want to learn? How best will we learn? How will we know what we have learned?

At the heart of the PYP are 6 transdisciplinary Units of Inquiry (UoI), which serve as the key organisers for the selection of the units of learning through an inquiry method of teaching. Each year students will engage in one unit under each of the 6 transdisciplinary themes: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves and Sharing the planet. Those students in Early Explorers will study four Units of Inquiry per year. The transdisciplinary units cover Social Studies, Science, Health and Personal Development. They are cross-curricular and may cover elements of Mathematics, English, The Arts, Physical Education and Music.

Essential Elements of the PYP

The written curriculum is comprised of five essential elements: knowledge, concepts, skills, attitudes and action. These essential elements will be explicitly taught in all areas of the curriculum by all teachers. The essential elements are outlined in the table on the following page.

Assessment

Students will be assessed in many ways so that teachers can build a picture of a student's achievements, knowledge and understanding. A range of assessment tools and strategies are used which allow students with different learning styles to succeed.

All assessments are based on criteria for success which are shared with the students in an age appropriate manner. Assessments focus on what students can do and inform the teaching and learning experience. Students will be assessed on the five essential elements of the PYP.

Assessment will include:

- Pre-assessment: identifying what students already know in order to clarify the starting point for teaching and learning experiences.
- Formative assessment: ongoing assessment which helps the teacher to plan for the ongoing needs of the students and to help to plan the next steps for student learning.
- Summative assessments: finding out how far students have progressed at the end of a unit of teaching.

- Self and peer assessment: students are involved in making assessments about their own progress and that of their peers.

Assessment across the curriculum will include the following at an age appropriate level:

- Using representative examples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting the learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and others

This may include some or all of the following tools and strategies:

Rubrics	Observations
Exemplars	Performance assessments
Checklists	Process-focused assessments
Anecdotal notes	Selected responses
Continuums	Open-ended tasks

The Learner Profile

Through the process of inquiry and the application of the essential elements we encourage students to become internationally minded students that strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Essential Elements of the PYP

Knowledge Significant, relevant content that we want the students to know about.	Concepts Powerful ideas that have relevance students must revisit in order to understand.	Skills The skills students need to demonstrate to succeed in a changing, challenging world.	Attitudes Positive values, beliefs and feelings about learning, the environment and people.	Action Demonstrations of learning through responsible action and behaviour.
<p>Transdisciplinary Themes Each year students complete one Unit of Inquiry (UoI) under each theme. Students in EE are required to complete 4 Units of Inquiry (UoI) per year but they must do one unit in the strands marked*.</p> <p>Who we are*</p> <p>Where we are in place and time</p> <p>How we express ourselves*</p> <p>How the world works</p> <p>How we organize ourselves</p> <p>Sharing the planet</p> <p>Subject Areas</p> <p>(ISHCMC Homeroom) Where ever authentic links can be made these subjects are taught within the transdisciplinary UoI. All Science and Social Studies are taught within the UoI.</p> <ul style="list-style-type: none"> • Languages (English) • Mathematics • Science • Social Studies • PSPE (Personal Social) <p>(ISHCMC Specialists – EE4-Gr 5) Specialists link to a minimum of one UoI per</p>	<p>Form What is it like?</p> <p>Function How does it work?</p> <p>Causation Why is it like it is?</p> <p>Change How is it changing?</p> <p>Connection How is it connected to other things?</p> <p>Perspective What are the points of view?</p> <p>Responsibility What is our responsibility?</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> • Acquisition of knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation • Dialectical thought (Thinking about two or more different points of view) • Metacognition (Thinking about how you learn) <p>Social skills</p> <ul style="list-style-type: none"> • Accepting responsibility • Respecting others • Cooperating • Resolving conflict • Group decision making • Adopting a variety of group roles <p>Communication skills</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Viewing • Presenting • Non-verbal communication <p>Self-management skills</p> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills • Spatial awareness • Organization • Time management 	<p>Appreciation Appreciating the wonder and beauty of the world and its people.</p> <p>Commitment Being committed to their own learning, persevering and showing self discipline and responsibility.</p> <p>Confidence Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.</p> <p>Cooperation Cooperating, collaborating, and leading or following as the situation demands.</p> <p>Creativity Being creative and imaginative in their thinking and in their approach to problems and dilemmas.</p> <p>Curiosity Being curious about the nature of learning, about the world, its people and cultures.</p> <p>Empathy Imagining themselves in another’s situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.</p> <p>Enthusiasm Enjoying learning and willingly putting the effort into the</p>	<p>All students are given the opportunity to take action every year. Action will look different depending on the age of the student and it will take their learning beyond the intellectual.</p> <div style="text-align: center;"> <p>Reflect → Choose</p> <p>Act</p> </div> <p>Action can involve service to fellow students or the wider community Action can take place inside or outside of school. Action should be voluntary and involve students exercising their own initiative Action is best grounded in students’ concrete experiences.</p> <p>Action as a result of learning may not be witnessed by the teacher and often happens beyond the classroom. If your child changes their behaviour or takes some other form of action as a result of their learning</p>

<p>year per grade level.</p> <ul style="list-style-type: none"> • Languages (Vietnamese) • Social Studies (Vietnamese) • Arts • PSPE (Physical Education) 	<p>Reflection How do we know?</p>	<ul style="list-style-type: none"> • Safety • Healthy lifestyle • Codes of behaviour • Informed choices <p>Research skills</p> <ul style="list-style-type: none"> • Formulating questions • Observing • Planning • Collecting data • Recording data • Organizing data • Interpreting data • Presenting research findings 	<p>process.</p> <p>Independence Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.</p> <p>Integrity Being honest and demonstrating a considered sense of fairness.</p> <p>Respect Respecting themselves, others and the world around them.</p> <p>Tolerance Being sensitive about differences</p>	<p>in school, please let your child's classroom teacher know.</p>
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LANGUAGE

Aims

Language is fundamental to learning, thinking and communicating and permeates the whole curriculum. PYP schools have a special responsibility to recognize and support language development to ensure that all students are provided with the environment and necessary language support to enable them to participate fully in the academic programme and in the social life of the school, as well as to develop as individuals. The programme for inquiry provides an authentic context for students to develop and use language.

Content

- **Oral Communication: Listening and Speaking.** Oral communication encompasses all aspects of listening and speaking. In the area of oral communication, students will learn to:
 - Listen and respond to a range of texts; and to the ideas and opinions of others.
 - Improve fluency and accuracy when speaking.
 - Ask and answer questions; relate and retell; persuade; talk about needs, feelings, ideas or opinions. Contribute to discussions.
 - Recognize that oral language needs to be appropriate to the audience and to the purpose.
 - Communicate orally in more than one language.

- **Written Communication: Reading and Writing.** Reading is constructing meaning from text by making inferences and interpretations. Writing allows us to develop, organize and communicate thoughts, ideas and information in a visible or tangible way. In the area of written communication, students will learn to:
 - Read and write for enjoyment, instruction and information.
 - Recognize and appreciate a variety of literary styles, genres and structures; poetry plays and stories; creative, informative, instructional, persuasive and reflective text.
 - Understand and apply a variety of structures, strategies and literary techniques (spelling, grammar, prediction, plot, character, punctuation, voice).

- **Visual Communication: Viewing and Presenting.** Visual communication means interpreting or constructing visuals and multimedia in a variety of situations for a range of purposes and audiences. Learning to interpret this data and to understand and use different media are invaluable skills. In the area of visual communication, students will learn to:
 - Understand, critically analyze and communicate information and ideas through a variety of visual media.
 - Make informed choices in their personal viewing experiences.
 - Use appropriate technology for effective presentation and representation.

MATHEMATICS

Aims

As an integral part of the PYP, Mathematics is viewed primarily as a vehicle to support inquiry. Through the use of a global language, it helps students to make sense of the world around them. Rather than it being taught as a series of facts which need to be memorized, students are taught Mathematics in realistic and relevant contexts. Students are given the opportunity to see themselves as mathematicians, developing an enthusiasm towards exploring and learning about Mathematics.

Content

The Mathematics curriculum contains six strands.

- **Data Handling:** This strand involves learners collecting, organizing, representing and summarizing data. Data may then be used to explore probability and make predictions.
- **Measurement:** learners work towards an understanding of units of measurement, and how accurate a measurement needs to be.
- **Shape and Space:** learners develop an understanding of the characteristics of shapes. They use mathematical language to explore the way shapes interrelate in our world.
- **Pattern and Function:** Through developing an awareness of the patterns and sequences that occur in our world, learners can identify the repetitive features of patterns, known as functions, and build a foundation for the later study of algebra.
- **Number:** Through the exploration of the number system, learners develop a language for describing quantities and the relationship between quantities. They use numbers to interpret information, make decisions and solve problems. learners also explore the degree of precision needed when working with numbers.
- **Working Mathematically:** This strand works towards developing in learners a positive attitude towards problem solving. They will become increasingly confident in working through problems using a systematic and logical approach, and be able to communicate their ideas using the language of Mathematics.

PHYSICAL EDUCATION**Aims**

Students will discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus, and express themselves kinesthetically in a range of situations. Students will be exposed to a number of activities which will develop motor skills that may later be applied in various sports. They will become aware of a number of positive leisure time pursuits. Students will be introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall fitness or well-being.

Content

- **Games** - recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork
- **Individual pursuits** - the development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, swimming, gymnastics); recognizing a high level of achievement and how to improve a performance
- **Movement composition** – moves creatively in response to music, sounds or situations; conveys feelings or emotions through movement
- **Swimming** – water familiarization, confidence and the teaching of correct technique are the foundations of sound swimming development
- **Adventure challenges** – a variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving

- **Health-related fitness** – recognizing and appreciating the importance of maintaining a healthy lifestyle; the body’s response to exercise including the development of physical fitness

ART

Aims

Art aims to develop students’ creativity through experimentation and self-expression, and with consistent exposure to art and art practices to develop lifelong Art appreciation. Art includes the study and exploration of media and the expressive use of the visual elements of art. Students will be exposed to, and work with a wide range of artistic materials, techniques and approaches, developing awareness of art specific vocabulary. Within the Art programme students will work independently and collaboratively on art activities using practical skills, creative thinking and problem solving strategies to create works and to develop visual and artistic awareness. Students will be exposed to the work of artists from a wide range of cultures and art periods, and will have the opportunity to explore the role visual arts play in society. Through experience and exposure, students will develop skills to read, appreciate and understand ideas expressed by artists. Students have the opportunities to develop skills in reflecting on and appreciating the work of others, the work of their peers, and they will gain experience in reflecting on their own creative experiences.

Content

- **Creative processes:** Students explore, develop and express their ideas using visual arts. Students are exposed to a range of techniques to allow them to develop and create visual responses to concepts and feelings. Elementary Art students will gain experience in painting, drawing, printing, sculpting and ceramics among other practices, using observation, imagination, memory and recording as the basis for artworks.
- **Elements of Art and design:** Students consider the practical and theoretical aspects of art and design including line, shape, form, colour, texture and pattern as well as balance, emphasis, rhythm, unity, variety, repetition, proportion, tension, contrast and space. Students will become familiar with and develop skills in maintaining the tools, equipment and materials used to make art and become aware of health and safety aspects associated with them. Students will develop Art specific vocabulary.
- **Visual Arts and society:** Students will look at the role visual arts play in society within a diverse range of cultures, from both a historical and contemporary context. Gaining an insight into social and historical contexts will be an increasing component of this study. Students will also be exposed to artists and art forms from the local environment and community.
- **Reflection and appreciation:** Students study and appreciate artworks from a range of cultures and media (including their own work) to develop their understanding of the principles of art and design in the world around them. Deciphering meaning from art, and developing skills in interpreting images will be a continual component of this study. Students will be encouraged to develop critical thinking and reflection on the work of artists, peers and of their own artwork.

MUSIC

Aims

Music includes the study and exploration of sound and the expressive use of musical elements. Students will join together in musical activities using their voices, bodies and simple instruments to develop concepts about sound and

musical awareness. Students will be exposed to, and work on, a wide range of musical stimuli. They will participate both individually and in groups. Students will read, develop and record musical ideas in composition. They will develop an awareness and appreciation of music from a wide range of times, places and cultures. The development of listening skills will be constantly reinforced through live and recorder performances. Students will have opportunities for practice, and consistent exposure to music in order to produce mastery and lifelong appreciation.

Content

- **Performing** – singing and playing instruments: The use of a range of instruments to perform individually and as part of an ensemble for an audience in formal and informal settings; the voice is the most immediately available instrument for most students, regardless of age or ability.
- **Creating and Composing:** The use of students’ musical experience, imagination and suggestions to generate and organize sounds using a variety of media to create compositions that communicate or record specific ideas or moods; students will use their experience and imagination to improvise and practise creative movement to music.
- **Notation:** The use of traditional and non-traditional notation to read, interpret and record compositions, and recreate compositions.
- **Listening and Appreciation:** Identifying and describing various musical elements and concepts, and learning to make personal musical decisions through both an active and reflective process.
- **Music in Society:** The role music plays in society and in diverse cultures, both historical and contemporary.

VIETNAMESE LANGUAGE AND SOCIAL STUDIES

Aims

- to develop the students communicative abilities in Vietnamese
- to involve them in listening, speaking, reading and writing Vietnamese
- to increase their awareness of Vietnamese culture.

Content

- Key vocabulary
- Basic grammatical structures
- Correct pronunciation
- Short dialogues
- Major cultural events

INFORMATION TECHNOLOGY

Aims

Information communication technology (ICT) provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. ICT is considered as a tool for learning as opposed to an additional subject area, although the necessary skills are explicitly taught, learned and developed in order to support student inquiry.

ICT is used, in an age appropriate manner, to:

- document the learning, making it available to all parties
- provide opportunities to enhance authentic learning
- provide access to a broad range of sources of information

- provide students with a range of tools to store, organize and present their learning
- encourages and allows for communication with a wide-ranging audience
- document the learning, making it available to all parties.

ENGLISH AS AN ADDITIONAL LANGUAGE

(EAL) Aims

The English as an Additional Language Support programme in Grades 2-5 is an integral part of the curriculum at ISHCMC. Respect for and understanding of cultural differences, recognition of the unique linguistic needs of each student, and sensitivity to the cultural adjustment process, are fundamental to its philosophy.

The main aim of the programme is to enable students to gain better access to the social, cultural and academic life of the school. Students will develop their English language skills in these areas, with priority being given to the skills needed for participation and achievement within the IBPYP curriculum.

Content

The EAL Support programme in Grades 2-5 concentrates on improving students' skills in all four areas of language: reading, writing, speaking and listening. It emphasizes vocabulary development, reading and listening comprehension, and involves lots of speaking practice. Particular attention is given to supporting the IBPYP Units of Inquiry at each grade level.

The programme needs to be flexible enough to accommodate changing student needs. Each lesson and unit of work is therefore adapted to meet the particular needs and abilities of the students in each grade level, at any given time.

The Primary Years Programme - PYP

GRADE 2

Aims

The primary aims in Grade 2 are to reinforce and build on the basic skills learnt in Grade 1 and to introduce new skills and concepts outlined in the curriculum. It is also our aim, whenever possible, to integrate the learning areas into transdisciplinary units of study, in order to make the learning experience engaging and relevant to the students.

The Transdisciplinary Units – Units of Inquiry Grade 2

Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationship within them; access to equal opportunities; peace and conflict resolution.
Central Idea: People’s culture influences who they are. Key concepts: Causation & Connection Related concepts: Respect, culture, diversity Lines of inquiry: • Culture • Similarities and differences between cultures • The ways culture shapes who we are	Central idea: Humans migrate for many reasons. Key concepts: Causation & Form Related concepts: Family, culture, migration Lines of inquiry: • Migration • Why people in our community migrate to HCMC • The personal impact of migration	Central idea: We can express messages through stories. Key concepts: Perspective & Reflection Related concepts: Communication, voice, structure Lines of inquiry: • Messages • How authors shape a message • How audiences perceive a message	Central idea: Natural disasters impact on human society. Key concepts: Form & Responsibility Related concepts: Geology, impact, movement Lines of inquiry: • Natural disasters • The impact of natural disasters • Responses to natural disasters	Central Idea: People work together to organise events. Key concepts: Reflection, Function & Connection Related concepts: interdependence, organization, systems Lines of inquiry: • The purpose of events • Decision making • Planning and implementing events	Central idea: Plants are a resource Key concepts: Responsibility & Change Related concepts: Plants, growth, interdependence Lines of inquiry: • Plants • The uses of plants • Our responsibility towards plants

The Programme of Inquiry is a dynamic document and may change throughout the year as teachers plan and reflect on Units of Inquiry

The learning outcomes are:

The central idea and lines of inquiry define the learning experiences and expectations in each unit.

- Shows an understanding of the central ideas and transdisciplinary theme
- Demonstrates an understanding of the key concepts
- Uses and applies the transdisciplinary skills
- Develops the PYP attitudes and attributes of the Learner Profile
- Takes action based on their learning

LANGUAGE ARTS

The learning outcomes are:

Listening and Speaking

- Listens for a specific purpose
- Works in pairs and groups to express opinions and share ideas
- Speaks using appropriate tone and voice level in different situations for a variety of purposes
- Follows multiple instructions independently
- Shares thoughts and ideas during discussion times
- Listens and responds to increasingly complex directions
- Uses language appropriately, confidently and with increasing accuracy
- Explains and discusses their own stories and writing with peers and adults

Reading

- Selects appropriate reading strategies in order to gain understanding
- Reads independently, fluently and accurately
- Comprehends and responds to texts by using a variety of strategies
- Locates and selects reference books, dictionaries and information technology to begin to find appropriate information
- Reads text aloud with fluency, comprehension and with regard to punctuation and expression
- Begins to recognize the author's purpose to inform, persuade, entertain or instruct

Writing

- Identifies spelling patterns and applies it to their everyday writing
- Writes using neat and legible handwriting
- Uses appropriate sentence structure to write complete sentences
- Writes a structured recount which includes orientation, sequence of events and personal comment
- Begins to plan, edit and review own work
- Writes a basic narrative which includes the correct structure
- Writes a complete accurate information report using the correct structure
- Begins to record factual information using their own words

Viewing and Presenting

- Creates visual representations that express their understanding in an organized and informative manner

MATHEMATICS

The learning outcomes are:

Space and Shape

- Classifies, compares and constructs 2D and 3D shapes
- Identifies lines and axes of symmetry in shapes

Data Handling

- Collects data within the classroom in order to create graphs and Venn diagrams to interpret data

Measurement

- Estimates and measures using non-standard units of measurement
- Tells time to the hour, half hour and quarter hours using digital and analogue

- Estimates and measures in centimeters, grams, kilograms and liters

Pattern and Function

- Recognizes, describes and analyzes patterns in numbers to 100
- Makes connections between addition and subtraction through fact families and patterns
- Recognizes patterns in multiples of 2, 5 and 10
- Multiplies using repeated addition, groups and rows

Number

- Uses mental math strategies to solve addition and subtraction facts to 20
- Understands the place value of numbers
- Solves double digit addition and subtraction equations without regrouping
- Models, creates and solves double digit addition and subtraction equations with regrouping
- Recalls multiplication tables 0, 1, 2, 5 and 10
- Creates and solves addition, subtraction and multiplication word problems
- Uses fraction names half, quarter and third to describe equal parts and whole relationships

PHYSICAL EDUCATION

The learning outcomes are:

- Strike, propel, throw or catch a variety of objects with reasonable accuracy
- Work co-operatively as a member of a group
- Demonstrates a range of athletic and gymnastic skills
- Reproduce movement skills and sequences
- Demonstrate the development of at least 3 swimming strokes
- Demonstrate an understanding of water safety.

ART

The learning outcomes are:

- Create images and objects using observation, tactile experience, imagination, feelings and recorded ideas as a basis for artwork. Demonstrate an ability to show creative thinking independently and within a group.
- Use the elements of Art and design with awareness within their art work. Use art specific vocabulary. Show an awareness of art room maintenance and cleanliness.
- Understand about a range of art forms, and communicate knowledge about studied artists.
- Appreciate the art of others, express personal views and respond to images and objects. Reflect on personal achievements and ideas within their own creative expression.

MUSIC

Learning outcomes

- Perform a varied repertoire of music alone and with others
- Compose, arrange and improvise music within specified guidelines
- Read and notate music with simplified symbols
- Describe, listen to, analyze and evaluate music and music performances
- Understand relationships between music and the other arts and the role of music in history and culture.

VIETNAMESE LANGUAGE AND SOCIAL STUDIES

The learning outcomes are:

- Understands and responds to greetings and expressions; asks and answers relevant questions
- Develops and applies specific vocabulary and basic linguistic structures
- Develops an understanding of Vietnamese culture
- Explores different aspects of Vietnamese culture

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Learning outcomes

Listening

- Shows an interest and awareness in what others are saying during small and large group discussions.
- Follows two-step instructions.
- Makes appropriate non-verbal responses during class activities.
- Understands Unit of Inquiry vocabulary with support

Speaking

- Participates regularly in classroom discussions.
- Uses English voluntarily during informal conversations with peers
- Seeks help when required by asking simple questions.
- Retells information or stories that he/she has heard or read.
- Uses correct verb tenses.

Reading

- Reads the 100 most used words from Dolch word list.
- Reads complicated words which contain irregular sounds with accuracy
- Answers recall questions and summarises the information, characters, plot or setting in a text.
- Makes inferences or predictions about a text

Writing

- Uses single sounds, blends and diagraphs to phonetically write words
- Writes in full sentences with correct verb tense and structure
- Uses correct punctuation in finished written work
- Constructs written pieces in a variety of genres

GRADE 3

Aims

The primary aims in Grade 3 are to reinforce and build on the basic skills learnt in Grade 2 and to introduce new skills and concepts outlined in the curriculum. It is also our aim, that whenever possible, to integrate the learning areas into multi-disciplinary units of study in order to make the learning experience engaging and relevant to the students.

The Transdisciplinary Units – Units of Inquiry Grade 3

Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
An inquiry into the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationship within them; access to equal opportunities; peace and conflict resolution.
<p>Central idea: We all interact differently with the world based on information from our senses.</p> <p>Key Concepts: Function & Perspective</p> <p>Related Concepts: Biology, acceptance, communication, responsible behaviours</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ How the senses work ▪ How we interact with the world based on our senses ▪ How our reactions compare to others ▪ How people with sensory impairments compensate for their disabilities. 	<p>Central idea: Now that most of our planet has been fully explored, what lies beyond our Earth is the new frontier for explorers.</p> <p>Key Concepts: Perspective</p> <p>Related Concepts: Atmosphere, space, systems</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ Past, present and future space exploration ▪ How the Solar System works ▪ Why humans explore. 	<p>Central Idea: The environment influences how we express our culture.</p> <p>Key Concepts: Connection & Form</p> <p>Related Concepts: Traditions, legends, communication</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ The heritage and customs of Indigenous People ▪ The influence of the environment on their art and legends ▪ How indigenous cultures express themselves in the modern world. 	<p>Central idea: People use simple machines in their daily lives.</p> <p>Key Concepts: Form & Function</p> <p>Related Concepts: Efficiency, mechanics</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ Forces ▪ How simple machines work ▪ The use of simple machines ▪ How simple machines affect our lives. 	<p>Central idea: Inventions have an impact on our changing society.</p> <p>Key Concepts: Change & Perspective</p> <p>Related Concepts: chronology, conflict, civilizations, discovery, exploration</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ What motivates inventors to invent ▪ Some significant inventions and their impact on society. ▪ The advantages and disadvantages of inventions. 	<p>Central idea: All children have needs that must be met in order for them to live and learn, and to be healthy, safe and free.</p> <p>Key Concepts: Responsibility</p> <p>Related Concepts: Citizenship, rights, consequences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ The difference between needs and wants ▪ Children’s rights and responsibilities ▪ The role of agencies such as the UN in protecting children’s rights throughout the world.

The Programme of Inquiry is a dynamic document and may change throughout the year as teachers plan and reflect on units of inquiry

The learning outcomes are:

The central idea and lines of inquiry define the learning experiences and expectations in each unit.

- Shows an understanding of the central ideas and transdisciplinary theme
- Demonstrates an understanding of the key concepts
- Uses and applies the transdisciplinary skills
- Develops the PYP attitudes and attributes of the Learner Profile
- Takes action based on their learning

LANGUAGE ARTS

The learning outcomes are:

Listening and Speaking

- Listens appreciatively and responsively for specific purposes
- Speaks confidently, with expression and fluency, for specific purposes
- Participates in discussions, presentations and other oral activities
- Listens appreciatively and actively
- Speaks confidently and appropriately to an audience with increased accuracy
- Develops story telling skills

Reading

- Reads independently, fluently and accurately
- Understands and responds appropriately to a variety of texts
- Explores various elements of a story and genre

Writing

- Uses appropriate punctuation and grammar in written work
- Writes a well-structured narrative, recount and poem
- Writes in a consistent, legible cursive style
- Uses a range of strategies to spell words of increasing complexity
- Uses the writing process to write for a variety of purposes eg recount, procedure, explanation and persuasive writing

Viewing and Presenting

- Views, analyses and discusses different media works

MATHEMATICS

The learning outcomes are:

Space and Shape

- Describes, sorts and makes 2D shapes and identifies their attributes
- Identifies and makes tessellations and symmetrical patterns
- Identifies and draws sharp, blunt and right angles
- Describes, sorts and makes 3D shapes and identifies their attributes
- Investigates and makes nets of pyramids and prisms
- Describes the properties of pyramids and prisms

Data Handling

- Collects, records and interprets data.
- Creates a simple graph with appropriate labels and title
- Gathers, records and interprets information on graphs
- Makes and justifies estimates of probability

Measurement

- Estimates, measures and draws given lengths accurately using metres, centimetres and millimetres
- Estimates and measures length, perimeter, area, volume, capacity and mass
- Tells the time using analogue and digital clocks
- Creates and uses temperature scales

Pattern and Function

- Identifies patterns and uses them to complete a sequence
- Recognizes the inverse relationship between multiplication and division

Number

- Estimates sums, differences and products with reasonable accuracy
- Recalls confidently multiplication facts from 0 to 10
- Multiplies a double digit by a single digit
- Uses different strategies to solve multiplication equations
- Develops multiple strategies for solving multiple digit addition and subtraction equations
- Shows an awareness of numbers to a million
- Compares and records fractions; mainly halves, quarters, eighths, tenths and hundredths
- Compares and records decimals, tenths and hundredths and shows how they relate to money
- Develops multiple strategies for solving multiple digit addition and subtraction equations

PHYSICAL EDUCATION

The learning outcomes are:

- Strike, propel, throw or catch a variety of objects with reasonable accuracy
- Work co-operatively as a member of a group
- Demonstrate a range of athletic and gymnastic skills
- Create movements in response to stimuli; convey feelings or emotions through movement
- Help others to achieve set tasks
- Demonstrate the development of at least 3 swimming strokes
- Demonstrate an understanding of water safety and survival skills
- Recognize the importance of physical fitness in maintaining a healthy lifestyle

ART

The learning outcomes are:

- Create images and objects using observation, tactile experience, imagination, feelings and recorded ideas as a basis for artwork. Demonstrate an ability to show creative thinking and problem solving strategies both independently and within group work.
- Use the elements of Art and design with awareness within their art work. Develop and use art specific vocabulary. Show an awareness of art room maintenance and cleanliness and responsible use of art tools and materials.
- Understand about a variety of art forms, and communicate knowledge about studied artists.
- Appreciate the art of others, express personal views and respond to images and objects. Understand meaning within artwork. Reflect on personal achievements and ideas within their own creative expression and the work of their peers.

MUSIC

The learning outcomes are:

- Perform a varied repertoire of music alone and with others
- Compose, arrange and improvise music within specified guidelines
- Read and notate music using traditional and non-traditional notation
- Describe, listen to, analyze, and evaluate music and music performances
- Understand relationships between music and the other arts as well as the role of music in history and culture.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The learning outcomes are:

Listening

- Shows an interest and awareness in what others are saying during small and large group discussions.
- Follows two-step instructions.
- Makes appropriate non-verbal responses during class activities.
- Understands Unit of Inquiry vocabulary with support

Speaking

- Participates regularly in classroom discussions.
- Uses English voluntarily during informal conversations with peers.
- Seeks help when required by asking simple questions.
- Can retell information or stories that he/she has heard or read.
- Uses correct verb tenses.

Reading

- Reads the 100 most used words from Dolch word list.
- Reads more complicated words which contain irregular sounds with accuracy
- Answers recall questions and summarises the information, characters, plot or setting in a text.
- Makes inferences or predictions about a text.

Writing

- Uses single sounds, blends and diagraphs to phonetically write words.
- Writes in full sentences with correct verb tense and structure.
- Uses correct punctuation in finished written work.
- Constructs written pieces in a variety of genres.

VIETNAMESE LANGUAGE AND SOCIAL STUDIES

The learning outcomes are:

- Understands and responds to greetings and expressions; asks and answers relevant questions
- Develops and applies specific vocabulary and basic linguistic structures
- Develops an understanding of Vietnamese culture
- Explores different aspects of Vietnamese culture

GRADE 4

Aims

The primary aims in Grade 4 are to reinforce and build on the basic skills learnt in Grade 3 and to introduce new skills and concepts outlined in the curriculum. It is also our aim, whenever possible, to integrate the learning areas into transdisciplinary units of study in order to make the learning experience engaging and relevant to the students.

The Transdisciplinary Units – Units of Inquiry Grade 4

Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationship within them; access to equal opportunities; peace and conflict resolution.
<p>Central idea: The human body is complicated and requires understanding and maintenance.</p> <p>Key Concept: Function & Responsibility</p> <p>Related Concepts: body systems, biology, balance, choice, growth, nutrition</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Body systems Maintaining a healthy body What happens when we do not maintain our health. 	<p>Central idea: Ancient civilizations impact on today's society.</p> <p>Key Concepts: Connection, Reflection & Change</p> <p>Related Concepts: civilizations, exploration, discovery</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The ways in which historical sources are used How history influences our lives' today The legacies of ancient civilizations. 	<p>Central idea: Advertising can influence how people think and behave.</p> <p>Key Concepts: Causation & Reflection</p> <p>Related Concepts: Persuasion</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The relationship between culture and advertising The techniques used to influence people Responses to advertising 	<p>Central idea: The way we create and use energy impacts on society and the environment.</p> <p>Key Concepts: Function & Responsibility</p> <p>Related Concepts: electricity, energy, conservation, energy sources</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Renewable and Non-renewable energy Uses of energy and energy conservation The impact of energy use on society and the environment. 	<p>Central idea: Individuals can bring about change.</p> <p>Key Concepts: Reflection & Responsibility</p> <p>Related Concepts: initiative, communication, risk taking</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Qualities needed to bring about change People who have had an impact How we can bring about change. 	<p>Central idea: The rivers of the world are one of our most important and fragile resources.</p> <p>Key Concepts: Causation & Form</p> <p>Related Concepts: Dependence, conservation, pollution, sustainability, finite resources</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The water cycle The profile of a river How we rely on and use rivers Our misuse and abuse of rivers.

The Programme of Inquiry is a dynamic document and may change throughout the year as teachers plan and reflect on units of inquiry

The learning outcomes are:

The central idea and lines of inquiry define the learning experiences and expectations in each unit.

- Shows an understanding of the central ideas and transdisciplinary theme
- Demonstrates an understanding of the key concepts
- Uses and applies the transdisciplinary skills
- Develops the PYP attitudes and attributes of the Learner Profile
- Takes action based on their learning

LANGUAGE ARTS

The learning outcomes are:

Speaking and Listening

- Participates appropriately in discussions, conversations and group presentations
- Prepares and delivers an individual presentation to inform.
- Uses a wide vocabulary and varied sentence structure with increasing level of accuracy.
- Listens appropriately for a sustained period of time and for a variety of purposes: to seek information, to gain knowledge, for instructions, for enjoyment
- Argues persuasively and presents a point of view that is not necessarily their own
- Infers meaning, draws conclusions and makes judgments

Reading

- Recognizes and understands similes, idioms and alliteration
- Understand the features of informational texts
- Shows evidence of comprehending by retrieving factual information
- Shows evidence of comprehending by inferring authors meaning
- Identify the elements of plot
- Is familiar with the standard organization of informational text

Writing

- Uses the writing process of planning, drafting, editing and publishing written communication.
- Uses a range of vocabulary including content-specific vocabulary
- Spells most words accurately and uses appropriate resources to check spelling
- Uses appropriate capitalization and correct punctuation
- Uses a range of modes in writing: narrative and persuasive
- Recognizes and uses the main parts of speech correctly: noun, verb, pronoun, adjective and adverb
- Uses a variety of note-taking skills to gather information during research

Viewing and Presenting

- Recognizes that visuals are constructed for particular reasons
- Identifies how their work and the work of others can be developed
- Accepts constructive advice and applies it to develop work
- Experiments with the way voice, body and gesture can be used to express ideas

MATHEMATICS

The learning outcomes are:

Shape and Space

- Understands and uses the vocabulary of 2D and 3D shapes
- Describes, classifies and constructs 3D shapes from nets
- Recognizes and designs shapes with one, two or more lines of symmetry.
- Describes position using grid references
- Classifies and uses the vocabulary to describe types of angles

Data Handling

- Collects data and presents as a spreadsheet
- Processes data and interprets the results
- Predicts and understands the probability of an outcome
- Uses correct vocabulary when making predictions of probability

Measurement

- Measures temperature in standard units
- Tells the time to the minute using analogue and digital clocks.
- Reads and interprets simple time tables
- Determines the perimeter and area of shapes
- Measures accurately using the standard units of mass, volume and length

Pattern and Function

- Creates and continues number patterns
- Understands the relationships between multiplication, addition, division and subtraction

Number

- Uses mental and written strategies for addition of 2, 3 and 4 digit numbers
- Uses mental and written strategies for subtraction from four digit numbers
- Multiplies 2 and 3 digit numbers by a single digit
- Understands improper and mixed fractions
- Divides two and three-digit numbers by one-digit numbers
- Rounds numbers up and down to the nearest ten, hundred or thousand

PHYSICAL EDUCATION

The learning outcomes are:

- Strike, propel, throw or catch a variety of objects with reasonable accuracy
- Work co-operatively as a member of a group
- Demonstrate a range of athletic and gymnastic skills
- Create movements in response to stimuli; convey feelings or emotions through movement
- Help others to achieve set tasks
- Demonstrate the development of at least 3 swimming strokes
- Demonstrate an understanding of water safety and survival skills
- Recognize the importance of physical fitness and nutrition in maintaining a healthy lifestyle

ART

The learning outcomes are:

- Create images and objects using observation, tactile experience, imagination, feelings and recorded ideas as a basis for artwork. Demonstrate an ability to show creative thinking and problem solving strategies both independently and within group work.
- Use the elements of Art and design with awareness within their art work. Develop and use art specific vocabulary. Show an awareness of art room maintenance and cleanliness and responsible use of art tools and materials.
- Understand about a variety of art forms, and communicate knowledge about studied artists. Develop concepts about cultural and historical contexts behind artworks.
- Appreciate the art of others, express personal views and respond to images and objects. Understand meaning within artwork. Reflect on personal the achievements and ideas within their own creative expression and in the work of their peers. Begin the practice of recording the creating processes.

MUSIC

The learning outcomes are:

- Perform a varied repertoire of music alone and with others
- Compose, arrange and improvise music within specified guidelines
- Read and notate music with traditional and non-traditional notation
- Describe, listen to, analyze and evaluate music and music performances
- Understand relationships between music and the other arts and the role of music in history and culture.

VIETNAMESE LANGUAGE AND SOCIAL STUDIES

The learning outcomes are:

- Understands and responds to greetings and expressions; asks and answers relevant questions
- Develops and applies specific vocabulary and basic linguistic structures
- Develops an understanding of Vietnamese culture
- Explores different aspects of Vietnamese culture

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The learning outcomes are:

Listening

- Comprehends and follows multiple classroom instructions.
- Shows interest in other students' contributions during discussions.
- Listens actively to shared stories and presentations.
- Understands Unit of Inquiry vocabulary with support

Speaking

- Participates regularly in classroom discussions
- Uses English voluntarily during informal conversations with peers.
- Uses correct verb tenses when speaking aloud.
- Delivers a spoken presentation effectively to a group of students.

Reading

- Follows written instructions designed for a variety of purposes.
- Shows fluency when reading aloud from texts.
- Demonstrates understanding by summarising a written narrative.
- Uses sight vocabulary and decoding skills to comprehend texts.

Writing

- Uses full sentences, with correct verb tenses.
- Writes structured narratives with an introduction, effective paragraphing and a conclusion.
- Uses correct punctuation in finished written work.
- Constructs written pieces in a variety of genres.

GRADE 5

Aims

The primary aims in Grade 5 are to reinforce and build on the basic skills learnt in Grade 4 and to introduce new skills and concepts outlined in the curriculum. It is also our aim, whenever possible, to integrate the learning areas into transdisciplinary units of study in order to make the learning experience engaging and relevant to the students.

The Transdisciplinary Units – Units of Inquiry Grade 5

Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles;	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationship within them; access to equal opportunities; peace and conflict resolution.
<p>Central idea: People hold beliefs and values that influence their lives</p> <p>Key Concepts: Perspective & Connection</p> <p>Related Concepts: religion, identity, culture</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What are beliefs and values Common beliefs and values How beliefs and values influence people's lives 	<p>Central idea: Throughout history groups of people have explored and traveled to new locations changing the land, society and affecting people.</p> <p>Key Concepts: Causation & Connection</p> <p>Related Concepts: migration, conflict, discovery</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The reasons for and consequences of exploration. Patterns and paths of exploration. Effects of exploration on land, society and cultures. 	<p>Each year the students will select, with the support of teachers, a topic which will be the focus of their PYP Exhibition.</p>	<p>Central idea: All living things have life cycles characterized by physical change.</p> <p>Key Concept: Form and Change</p> <p>Related concepts: animals, classification, growth</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Animal classification The major phases in the life cycles of animals The similarities and differences in life cycles between different animal species The changes in our bodies as we grow, including those associated with puberty 	<p>Central idea: Economic decisions impact on society and the environment.</p> <p>Key Concepts: Function, Connection & Reflection</p> <p>Related Concepts: wealth, distribution, interdependence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The purpose of money Economic choices Impact of our choices 	<p>Central idea: There are real life issues within our community</p> <p>Key Concepts: Responsibility, & Causation</p> <p>Related Concepts: impact, community, rights</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The real life issues in our community The causes of real life issues People's rights and responsibilities toward solving real life issues

The Programme of Inquiry is a dynamic document and may change throughout the year as teachers plan and reflect on units of inquiry

The learning outcomes are:

The central idea and lines of inquiry define the learning experiences and expectations in each unit.

- Shows an understanding of the central ideas and transdisciplinary theme
- Demonstrates an understanding of the key concepts
- Uses and applies the transdisciplinary skills
- Develops the PYP attitudes and attributes of the Learner Profile
- Takes action based on their learning

LANGUAGE ARTS

The learning outcomes are:

Speaking and Listening

- Listens attentively in small and large group situations
- Contributes and shares in small and large group situations
- Prepares and delivers individual presentations appropriately for a variety of purposes
- Articulates a wide range of vocabulary

Reading

- Reads independently to follow instructions and to extract information
- Reads texts aloud with clear pronunciation, fluency and expression
- Predicts, infers and comprehends texts critically

Writing

- Uses compound and complex sentences
- Writes using the correct genre for a particular purpose an audience
- Uses a variety of vocabulary appropriate to context
- Uses correct spelling and grammar effectively
- Reviews writing and self-edits independently

Viewing and Presenting

- Creates projects and presentations using a variety of media

MATHEMATICS

The learning outcomes are:

Number

- Reads and writes numbers to millions
- Selects an appropriate method for calculating addition and subtraction
- Multiplies two digit by two digit numbers using extended algorithm and other appropriate strategies
- Identifies factors of numbers
- Rounds decimals to the nearest whole number, tenth, and hundredth
- Develops strategies for solving division problems
- Creates equivalent fractions, decimals, and percentages
- Finds percentages of whole numbers
- Converts fractions, improper fractions, and mixed numbers
- Adds and subtracts fractions with different denominators
- Understands properties of square numbers

Space and Shape

- Uses major and mid compass points to determine direction
- Turns a 3-D shape into a 2-D net and vice versa
- Explores, describes and models circles using appropriate vocabulary: diameter, radius, chord, circumference, sector, segment
- Identifies and describes lines, rays and segments using mathematical vocabulary

Data Handling

- Uses class intervals on the horizontal axis of a bar graph to represent grouped data
- Calculates mean, median, and mode
- Uses a spreadsheet to process and display numerical information

Measurement

- Selects appropriate units and tools for each measurement.
- Develops procedures for determining volume
- Measures and constructs angles using degrees
- Calculates time on a 24 hour clock and calculate elapsed time
- Uses scales on maps
- Uses simple algebraic equations to calculate perimeter, area, and volume

Pattern and Function

- Identifies, applies, and extends patterns
- Understands multiplication and division as inverse functions

PHYSICAL EDUCATION

The learning outcomes are:

- Demonstrate development of their gymnastic and athletic skills and an increase in their physical fitness
- Generate and abide by rules regarding safety and group conduct
- Use communication skills appropriate to a variety of situations
- Demonstrate an understanding of water safety and survival skills
- Demonstrate competence in at least 3 swimming strokes
- Catch and field a variety of objects thrown at different speeds, levels and from different directions
- Strike, kick, propel and throw a variety of equipment with competence
- Work co-operatively as a member of a team
- Demonstrate an understanding of the importance of a healthy lifestyle including aspects such as exercise, nutrition, sleep and hygiene
- Create movements in response to stimuli; convey feelings or emotions through movement.

ART

The learning outcomes are:

- Create images and objects using observation, tactile experience, imagination, feelings and recorded ideas as a basis for artwork. Demonstrate an ability to show creative thinking and problem solving strategies both independently and within group work. Become comfortable with creative experimentation in planning and developing work.
- Use the elements of Art and design with awareness within their art work. Develop and use art specific vocabulary. Be active in art room maintenance and cleanliness and show responsible use of art tools and materials.
- Understand about a variety of art forms, and communicate knowledge about studied artists. Develop concepts about cultural and historical contexts behind artworks.
- Appreciate the art of others, express personal views and respond to images and objects. Understand meaning within artwork. Reflect on personal the achievements and ideas within their own creative expression and in the work of their peers. Practice recording the creating processes.

MUSIC

The learning outcomes are:

- Perform a varied repertoire of music alone and with others.
- Compose, arrange and improvise music within specified guidelines.
- Read and notate music with traditional and non-traditional notation
- Describe, listen to, analyze and evaluate music and music performances.
- Understand relationships between music and the other arts and the role of music in history and culture.

VIETNAMESE LANGUAGE AND SOCIAL STUDIES

The learning outcomes are:

- Understands and responds to greetings and expressions; asks and answers relevant questions
- Develops and applies specific vocabulary and basic linguistic structures
- Develops an understanding of Vietnamese culture
- Explores different aspects of Vietnamese culture

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The learning outcomes are:

Listening

- Comprehends and follows multiple classroom instructions.
- Shows interest in other students' contributions during discussions.
- Actively listens to shared stories and presentations.
- Understands Unit of Inquiry vocabulary with support

Speaking

- Participates regularly in classroom discussions.
- Uses English voluntarily during informal conversations with peers.
- Uses correct verb tenses.
- Delivers spoken presentations effectively to groups of students.

Reading

- Follows written instructions designed for a variety of purposes.
- Demonstrates fluency when reading aloud from texts.
- Demonstrates understanding by summarising a written narrative.
- Uses sight vocabulary and decoding skills to comprehend texts.

Writing

- Uses full sentences, with correct verb tenses.
- Writes structured narratives with an introduction, effective paragraphing and a conclusion.
- Uses correct punctuation in finished written work.
- Constructs written pieces in a variety of genres.

