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Introduction: International School Ho Chi Minh City

The International School Ho Chi Minh City (ISHCMC) is an English medium, multinational school serving the internationally mobile expatriate and Vietnamese community of Vietnam. It was founded during the 1993/4 academic year as the International Grammar School HCMC with 35 children. Today the school enrolls approximately 850 students from some 35 different countries. The school is registered in Vietnam as a Joint Venture Private Company under its revised name “The International School Ho Chi Minh City”.

The school is located at a purpose built site ten kilometers out of the city on the Hanoi Highway, at 649A Vo Truong Toan Street, District 2, An Phu.

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

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

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.

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 to Grade 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.

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 180 days of instruction.

Daily Schedule

Middle and High School (An Phu Campus)

Grades 6 to 12	07:45	14:40
Recess	09:20	09:50
Lunch	11:50	12:30

Picking up/Dismissal

Parents are requested to make arrangements for students to go home promptly at the end of school. There is no supervision on campus after 3:00p.m., except for students involved in supervised activities.

Unsupervised, on campus, student activities

Students should not be on campus after school or on the weekends without supervision. Senior students may gain permission to attend school on the weekend or during holidays to use the art rooms or music rooms but only with the written permission of the teacher in charge, the Head of Section and a parent. The student in question must make sure that they have obtained the correct permission well in advance.

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. Students must submit written requests to leave campus for reasons such as medical appointments, before the start of classes on the day in question. The Head of Section will complete the appropriate "Sign Out Form" which the student must hand to the security guards when leaving the campus.

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 at the An Phu campus.

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. Many students also bring lunches and snacks from home.

Drinking water is provided from chilled fountains throughout the campus, students should bring their own water bottle.

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

The School Curriculum

The school curriculum is authorised by the International Baccalaureate Organisation and current curriculum development in the school is in line with the international programmes (PYP, MYP, DP) developed by the IBO for students in international schools. The curriculum guide for this section of the school is outlined at the back of this handbook. Handbooks for each section of the school 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 and Elementary 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.

The Middle and High Schools assessment is based on subject specific criteria. Grades of 1 to 7 are awarded at the end of each semester and recorded on students' transcripts.

External assessment and grades may be awarded in the following:

- MYP Grades for Grade 10 students are entered for the MYP Certificate. These grades are moderated by the International Baccalaureate Organisation. Students may then be awarded an IB MYP Certificate by the IBO. All students receive an MYP Record of Achievement.
- In Grades 11 and 12 students may be awarded Certificates or a Diploma from the International Baccalaureate Organisation.

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/Student Conferences are held in October and March at which progress reports are provided in conjunction with assessments of student portfolios.

In Middle and High Schools, Interim Reports are produced for parents in October and March. The grades obtained for IB Diploma Trial Examinations in Grade 12 are sent to parents in February.

When any cause for concern arises, individual 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 exceptional circumstance.

Parent/Teacher/Student Conferences

Formal Parent/Teacher/Student Conferences are held in all sections of the school at the end of Term One in October and Student Led Conferences Term Three in March. In January, conferences are held for students in Grades 6, 7, 8, 9, 11 by request of the school and appointment only. In the Middle and High School students are expected to attend these conferences and to also participate in reviewing their progress. In Grades 12, conferences are held in February following DP trial examinations. Parents are encouraged to contact classroom teachers, coordinators and members of the administration at any time to discuss the progress of their child, or the school's programmes.

Academic supervision

Students who receive less than satisfactory grades and reports will be placed on Academic Supervision. Academic Supervision will last for a time period specified by the Head of Section and may involve weekly progress reports to be signed by parents, teachers, and Head of Section.

Changes in Courses

Once scheduled into a course students are expected to remain in a year long course for both semesters. Students may request a change in course during the first term of the school year only. Students in the High School may request a change in their courses to that originally scheduled under one of the following circumstances:

- the change is necessary to meet graduation requirements
- a prerequisite for the course in question has not been studied
- a student is not coping academically
- there is a medical reason for a class change.

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 grade level, 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

Homework can play 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, coursework 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.

The amount and nature of the homework will vary according to the age and year level of a student. A Student Planner (hard copy/digital) is given to students in Grades 1 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, at the younger grade levels. Teachers may record missed or incomplete homework assignments in the communication pages at the back of the planner. A number of missed homework assignments will result in students making up work after school.

In Grade 11-12 a digital student planner is on the student tablet pc.

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 6/7/8	1 - 2 hours	each evening
Grade 9/10	1 - 2 hours	each evening
Grade 11/12	2 - 3 hours	each evening

Students following IB courses in Grades 11 and 12 should regard this as a minimum, since they are expected to read around their subjects in greater depth and review their work daily.

School Supplies

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

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

It is recommended that students are equipped with pencils, eraser, ruler, ink pen and coloured pencils even though the majority of their work will be done digitally.

Bookwork Expectations

In the High School, all work completed in student note books is to be set out as follows:

- A ruled margin in red.
- A title
- A date

All written work in either blue or black ink, except for illustrations, diagrams etc. Work in Mathematics may be done in pencil.

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 writing and scribbling are not appropriate or acceptable, on covers or in any other sections of notebooks.

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

Lockers

Students in Grades 6 to 12 are provided with individual lockers for their use in school. This facility offers a place to leave tablets, books or possessions not required in class. The lockers are approximately 35cm x 70cm in size. Students should provide their own lock and should give a spare key or a note of the combination to their homeroom teacher. Students are requested that the bags they bring to school are of an appropriate size to fit into the lockers since bags and books not in use should be carefully locked away and not left lying around the campus. It is expected that once a student has been allocated a locker they will keep it in good order and ensure that it is secure at all times.

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. Mislaid 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. Each year we find many lost expensive items such as graphical calculators and we have difficulty returning those that are unnamed.

Excursions/Fieldtrips

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

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 or loss of personal effects, including tablets. 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 academic 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.

Housepoints

Housepoints are awarded by teachers for achievement or effort of particular merit. The points accumulated by individual students are recorded and totaled at the end of the academic year and a trophy awarded to the winning house. Recognition is also given to students who achieve the most housepoints.

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, the Student Award for International Understanding from the European Council of International Schools, the Council of International Schools Award and the East Asia Regional Council of Overseas School Award for Global Citizenship.

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/subject 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. *Please notify the school if your email address changes*

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

- a) All teachers and Heads of Section have school email addresses through which they can be contacted.
- b) The Student Planner
- c) Easy and open communication with Headmaster, Head of Sections and Teachers
- d) The school policy of prompt communication with parents in the event of sickness, accident, academic difficulty or disciplinary trouble
- e) The school and section Newsletters
- f) The twice-yearly written academic reporting system
- g) Parent information evenings
- h) Formal Parent/Teacher/Student Conferences and Student Led Conferences scheduled through the year
- i) The Advisory Council for parent input into the long-term development of the school.
- j) The Parent - Teacher Organisation (PTO)

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.

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 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 behaviour 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 behaviour 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's 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.

Academic Honesty Policy

We, as a school, value honesty and academic integrity. We encourage all students to conduct themselves in a responsible way. In this spirit, we expect all students to avoid malpractice.

The school believes that instruction in academic and personal honesty is a fundamental part of a student's education. Honesty and integrity are basic, desirable character traits as recognised in our **Code of Conduct** and The IB Learner Profile. Academic dishonesty is generally defined as cheating or creating a false impression of one's work and performance.

It is expected that students will demonstrate academic honesty at all times as outlined in school policy. Each student is asked to sign of this policy on enrolment at the school.

Consequences of Academic Dishonesty in Middle School

First time: The teacher will explain through verbal and/or written feedback why the

student's work is inappropriate, and the student will be required to redo the work until that work meets the criteria for honest work.

Second time: A note will be placed in the student's planner by the subject teacher, explaining to the parents that the child is having difficulty with Academic Honesty. The work will need to be resubmitted, looking for improvement following the feedback and support given by the teacher. The student will also be required to complete a Student Reflection Sheet, which will also contain a section for feedback from the student's parents. The overall grade for the work submitted may be reduced at the discretion of the teacher.

Third time: The student will be referred to the Head of the Middle School who will Determine further consequences. These consequences may include detention or suspension

Dress Code

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

The School Uniform

Grades 6-10

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. All footwear should be closed. In all cases, the uniform should be worn correctly.

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 with socks are required footwear for all students.

Grades 11 and 12

Boys

1. A white or blue school polo shirt.
2. Pants, navy blue, should be straight legged-dress pants, slacks or shorts worn with a belt. They must be sized to fit. Properly tailored straight-legged shorts may be worn. No denim is permissible.
3. Shoes may be comfortable dress shoes (preferably with rubber or soft soles). Tennis shoes may be worn, but must be clean and neat. All footwear should be closed.

Girls

1. A white or blue school polo shirt.
2. Skirts, navy blue, not too short, (suitable length is at the discretion of the Head of Section) or straight-legged dress slacks or shorts. They must be sized to fit. No denim is permissible.
3. Shoes may be comfortable dress or formal (closed) shoes, (preferably with rubber or soft soles). Tennis shoes may be worn, but must be clean and neat. Please note that our school has many staircases and high heeled or platformed shoes are inappropriate.

For Physical Education classes, boys and girl wear a T-shirt with navy PE shorts available from school. The students must bring a change of clothes for days on which they have PE. Trainers with socks are required footwear for all students.

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.

The wearing of colour shirts under the white or blue school polo shirt is not acceptable.

Make- up policy

The wearing of make-up and nail varnish to school is a privilege and is restricted to students in Grade 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 senior students. However, no student may bring make–up to school premises.

Students’ hair colouring should be in natural shades and cut in a neat style.

All Students using 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.
- In the interest of safety students should not be wired to listening devices whilst walking in corridors/around the school.

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 or bringing tobacco on campus or 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 from the School.

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.

Behaviour of students off-campus

The behaviour of students off-campus is fundamentally the responsibility of the individual student and parents. Students must continually be aware, however, that they are always the representatives of ISHCMC in the larger community and should conduct themselves in such a manner. Behaviour off the campus that impairs the harmony or efficacy of the School community may be dealt with by the School administration. The school reserves the right to take whatever disciplinary action it deems appropriate including suspension or expulsion.

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:

Initial event will be dealt with by the teacher directly involved.

Interview

The student is interviewed by the Head of Section who sets a plan for the matter to be addressed.

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.

Disciplinary probation of student

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

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.

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.

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 Behaviour

- 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 aspects 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 Counsellors are available to both students and parents. The Counsellors work 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.

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 Grades 6 to 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 very limited.

Learning Support Team

An important element in the pastoral care process is the Case Study 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.

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.

English as an Additional Language (EAL) Support Programme

The International School Ho Chi Minh City offers English as an Additional Language (EAL) Support Programme for students in Grades 2-9. 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 all school sections, 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.

A charge will be made for any lost book. All books and materials loaned to a student must be returned prior to the issuance of school reports and/or other documentation.

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 7:30a.m.-4:00p.m. 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.

Information Technology Centre

The International School Ho Chi Minh City has well-equipped Information Technology Centres (ITC). At An Phu, it consists of five teaching labs, a teacher's workroom and the main IT office. The computers are all PC's and are connected by a campus-wide network. These PC's operate on a Microsoft platform licenced through a Microsoft Schools Agreement, the first to be signed in Vietnam. There are PCs in every classroom along with a digital projector in all Middle/High School classrooms and a large LCD screen in all Junior/Elementary classrooms. Multimedia facilities are available across the network providing access to a large range of educational digital media. The school has substantial numbers of printers, scanners, digital and video cameras. The library media centre has an AV room and 10 additional PC's available for student research.

There are 5 mobile laptop/tablet carts consisting of 24 machines that are available for use with Junior/Elementary and Middle school classes. These carts along with the teaching labs can be booked, when available, through the Online Learning Community. All high school students are issued with a tablet PC to support the schools 1:1 initiative. We have a wireless campus to provide network and Internet access for these portable devices.

Internet access is provided through a 10Mbps leased line in conjunction with six optical fiber lines to support learning.

The school operates a Virtual Learning Environment known as the Online Learning Community (OLC). This learning portal allows teachers and students to post and receive assignments online, sign up for conferences/after activities and provides access to school email for students from Grade 3 and upwards. All students have a network account for file storage purposes.

In HS our faculty expectations are:

Familiarisation with MS Office, in particular OneNote and Outlook

Able to use our Moodle site (OLC)

Able to use Atlas Rubicon Curriculum Mapping Software

A digital standards document is currently being developed with the expectation faculty will be able to teach (develop) specific technological skills within their subject area

IT users from Grade 5 upwards must sign an Acceptable User Policy. The labs are available for student use before school, during break times and after school (providing no after school activity conflicts with lab 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. If a student is deemed to be using the

facilities inappropriately then action will be taken. Inappropriate use includes, but is not limited to:

- misuse of equipment
- sending of abusive email to other users
- obtaining unauthorised access (hacking) to other user accounts on the network
- any other behaviour/use that contravenes the school's code of conduct

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

The system is normally operating from 7:30 a.m. to 3:30 p.m. If there is a need for someone to stay longer or work on the weekends, please check with the Director of Technology in good time so arrangements can be made. Open access should not be presumed. In addition, it is expected that school equipment is being used for professional use. Again, access for personal use e.g. email should not be presumed. Use of equipment for instructional or school purposes as determined by the Director of Technology, in consultation with the Administration, takes precedent over all other uses. Requests for assistance can be made to any member of the ITC staff, but please bear in mind that they too have a schedule to keep. In-service courses are ongoing and planned for. Information will be provided as to the content, duration and venue.

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. 2months 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

Students are encouraged to participate in a variety of sporting, aesthetic, recreational and cultural activities and community service. 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 to students on the activities available. Students are then requested to sign up for activities on the OLC 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

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.

Housepoints

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

The Student Representative Councils

The Student Representative Councils are organizations which represent the students and promote student welfare. The Student Representative Councils have been established to plan and coordinate student activities as well as maintain high levels of cooperation and school spirit. The Student Representative Councils are also designed to encourage the characteristics of responsibility, leadership and service amongst students.

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 are 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 relationships 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 at least one full term prior to the last day of the student's attendance. See Appendix 1.

On receipt of a letter giving notice, a "Notice of Withdrawal Form" and a "Sign Out Forms" will be issued to the student. These forms 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 these forms 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, including damage to tablet pc's, 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 are required for transfer to another school a written request for these should be submitted to the Counsellor with at least three weeks notice.

Official and Unofficial Transcripts

Official Transcript: An Official Transcript is a legal document and is certified with the ISHCMC stamp. It must be transmitted from ISHCMC directly to the receiving institution. Please provide an addressed stamped envelope for this purpose. Normally Official Transcripts will not be issued to parents or students.

Unofficial Transcript: An unofficial transcript is a copy of the transcript but is not certified. Unofficial Transcripts may be given to either a parent or student. They will usually be available for pickup in the Guidance Office one school day after they have been requested. This time may be longer at the end of each semester to allow for the updating of transcripts with current grades.

Number and Cost: There is no limit to the number of Official Transcripts that can be mailed for college placement or other official business. Copies of Unofficial Transcripts

will be limited to two (2) per semester. There is no cost for Official or Unofficial Transcripts.

Transcripts during Vacation Periods: Transcripts can only be issued during regular school sessions. They cannot be issued during school vacation times. Requests made during vacation will be mailed as soon as school resumes.

Curriculum Overview

THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

The International Baccalaureate Middle Years Programme (IBMYP) is a five year programme for students in Grades 6 to 10 (IBMYP Years 1 to 5). It is part of the IB continuum of courses, preceded by the Primary Years Programme, for children to Grade 5, and followed by the Diploma Programme, which is a pre-university course for Grades 11 and 12.

Three fundamental concepts of the IBMYP are:

- *Holistic Education*
The IBMYP is based around traditional school subjects, but rejects the fragmentation that results when people assume that subjects have no relation to each other. Students are encouraged to look at knowledge in an interdisciplinary way, approaching issues and solving problems with knowledge obtained from a variety of sources.
- *Intercultural Awareness*
This goes beyond mere tolerance towards the ideas and artefacts of other cultures. It is positive, empathetic movement towards others, a readiness to act co-operatively in genuine exchange and shared effort. The aim is to show respect for cultural differences while promoting what are seen to be universal human values, so fostering understanding among young people, enabling future generations to live more peacefully and productively than we do today.
- *Communication*
The IBMYP stresses the importance of clarity of expression, of listening to others, of appreciating different cultures and ways of thinking through the learning of languages, and other aspects of the programme.

Subject Groups

At ISHCMC we offer:

- *Language A* – English in Grades 6 - 10, Korean in Grades 9 and 10. Vietnamese in Grades 6 - 10.
- *Language B* – French, English and Mandarin (Vietnamese for non-native speakers). Mandarin – taught in Grades 6 - 8.
- *Technology* – Design, Information and Systems
- *Humanities* – History and Geography
- *Physical Education, Health and Social Education*
- *Sciences* – Biology, Chemistry and Physics
- *The Arts* – Music, Drama and Visual Arts
- *Mathematics*

Areas of Interaction

The areas of interaction give the IBMYP its distinctive core. These areas are common to all disciplines and are incorporated into the IBMYP so that students will become increasingly aware of the connections between subject content and the real world, rather than considering subjects as isolated areas unrelated to each other or to the

world. The IBMYP presents knowledge as an integrated whole, emphasizing the acquisition of skills and self-awareness, and the development of personal values.

Consequently, students are expected to develop an awareness of broader and more complex global issues. In every year of the IBMYP, students are required to experience and explore each of the five areas of interaction:

- **Approaches to learning (ATL)**, in which students take increasing responsibility for their learning, organised around the following questions:
 - How do I learn best?
 - How do I know?
 - How do I communicate my understanding?
- **Community and service**, through which students become aware of their roles and their responsibilities as members of communities, organised around the following questions:
 - How do we live in relation to each other?
 - How can I contribute to the community?
 - How can I help others?
- **Human ingenuity** looks at human contributions resulting from the instinct to create, innovate, develop, or transform our lives or our world, based on these questions:
 - Why and how do we create?
 - What are the consequences?
- **Environments** aims to help students to see the links between economic, political, cultural and social issues, to develop positive and responsible attitudes, and to gain the motivation, skills and commitment to contribute to their environments. It does this by asking:
 - Where do we live?
 - What resources do we have or need?
 - What are my responsibilities?
- **Health and social education** deals with physical, social and emotional health and intelligence, key aspects of development leading to complete and healthy lives, by asking:
 - How do I think and act?
 - How am I changing?
 - How can I look after myself and others?

The areas of interaction are explored through the subjects, thereby fulfilling their integrative function. Some aspects, however, may also be approached as separate modules and interdisciplinary projects throughout the IBMYP. Student participation in the areas of interaction culminates in the personal project (see Page 29 below).

Interdisciplinary Units (IDU's)

As well as working on subject-specific units of work, students also work on interdisciplinary units, involving learning objectives and assessment criteria from more than one subject. The integrity of the academic disciplines is maintained, as are subject-specific objectives, but the intention is that the students will develop a realisation that most real-life problems require insights from a variety of disciplines.

Community Service

As part of our curriculum students examine the roles and responsibilities they have to their community and the ways they can support others; alongside this all Middle School students are expected to fulfill the requirements of the ISHCMC community and service programme. Each year students are required to:

- participate in both service and community activities, including long term activities
- meet each of the six ISHCMC community and service outcomes*
- provide evidence of these activities using their community and service journals
- share these experiences at the Student-Led Conference

Some of the community and service work in Middle School will be directed and overseen by the school, but parents are encouraged to support their children in community involvement outside of school as much as possible.

*More information about these outcomes, and other information relating to the programme, can be found in the students' community and service journals.

The Personal project

The personal project is undertaken in the final stages of the IBMYP Programme, and at ISHCMC will be started during Semester Two of Grade 9 and completed in Grade 10. It is an independent piece of work that is intended to be the student's sustained involvement with and experience of the five areas of interaction. Students are expected to apply methods and techniques developed through approaches to learning, and illustrate their appreciation of at least one of the other areas of interaction.

The personal project can take various forms, such as:

- an original work of art (visual, dramatic or performance)
- a written piece of work on a special topic
- a piece of creative writing
- an original science experiment
- an invention, or specially designed object or system
- the presentation of a developed business, management or organisational plan.

All personal projects must include a structured piece of writing which includes:

- a title page
- a table of contents
- an introduction (goal, area of interaction focus, outline of process)
- a description of the process
- an analysis of research (including references)
- a conclusion
- a bibliography
- appendices (if appropriate)

Each student works with a qualified person in the school who acts as a supervisor for the personal project, providing appropriate guidance and vouching for the authenticity of the work submitted.

Assessment and Reporting

The IB requires that students participate in rigorous assessment based on subject specific criteria. Assessment tasks are varied and include project work, group work, practical work, oral work, etc. Assessment is criterion-referenced, which means that grades are awarded according to prescribed standards. Students are not compared with each other, but are assessed according to criteria which are set for each subject. Student achievement on the criteria will determine the student's IBMYP 1 – 7 Grade. The IB provides general grade descriptors to define the achievement (see Page 31).

External Moderation

Assessed work completed by ISHCMC Grade 10 students is moderated by the IBMYP. Samples of assessment from each subject are sent to the IB Curriculum and Assessment Centre for validation of the grades and nature of the assessment task. This ensures that the assessment is compatible with international standards.

IBMYP Certificate

The IB will issue an IBMYP certificate to each student who satisfies the following conditions. The student must:

- gain at least a 2 in each IBMYP subject
- gain at least a 3 for the personal project
- have participated in the IBMYP programme for at least 2 years
- have met the school's expectations for community and service
- have gained a total of 36 from 8 subject groups and the personal project combined (out of a possible maximum of 63)

IBMYP Record of Achievement

All students registered for the IBMYP will receive a record of achievement. It will indicate achievement in each subject based on the IBMYP general grade descriptors.

IBMYP General Grade Descriptors

The general grade descriptors below illustrate the IBMYP 1-7 scale. These are not specific to any particular subject-group criteria; rather, they serve to make a generalized statement about the skills and knowledge mastered by the student.

Grade	Descriptor
Grade 1	Minimal achievement in terms of the objectives.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support .
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

The school reports to parents twice a year, with each student receiving an IBMYP Grade (see IBMYP general grade descriptors), for each academic subject. In addition, there are regular Parent/Student/Teacher Conferences, providing an opportunity for discussion of the progress of each child in each subject. Student Led Conferences are held in March of every academic year. Parents are also welcome to make an appointment with a subject teacher or with the Head of Section, at any mutually convenient time. Parents may also be invited in to discuss particular issues, if a child's progress gives cause for concern.

Subjects/Time Allocation

SUBJECT	PERIODS PER WEEK
English A and B	5
Vietnamese A and B	2
Vietnamese A/Mandarin B/French B/EAL Support Class	4
Mathematics	5
Science	5
Humanities	4
The Arts	6
Physical Education, Health and Social Education	4
Technology	3
Enrichment	2
Total	40

LANGUAGES A

INTRODUCTION

Language A is considered to be the student’s best language, first language or ‘mother tongue’. However, at ISHCMC, where English is the language of instruction, students may study English as Language A, even though it may not be their best language.

Students in the Middle School will study English and Vietnamese as Language A or Language B, depending upon their ability.

Aims

The aims of the teaching and study of Language A are to encourage and enable the student to:

- use the language as a vehicle for thought, creativity, reflection, learning and self-expression
- use language as a tool for personal growth, social interaction and for developing relationships within the international community
- comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of works
- explore the many facets of the language through the use of media and information technology
- develop the skills involved in speaking, listening, reading, writing and viewing in a variety of contexts
- respond appropriately to a variety of texts
- read widely to promote a lifelong interest in language and literature
- develop a critical and creative approach to studying and analyzing literature
- develop language skills through interdisciplinary work
- consider the role of literature both culturally and historically
- reflect on the learning process in various ways and at various stages
- empathize with real people and fictional characters as and when appropriate

Grammar and Spelling

The spelling, grammar, syntax, punctuation, and vocabulary are predominantly taught within the text of literature and media study, along with some specialized textbook study.

Extended Writing

Students will consolidate their learning through creative writing challenges, reflective journals and a variety of other tasks. In this area of the curriculum, the areas of interaction play particular importance. In Grades 6 and 7, there is a greater concentration on descriptive and plot-driven writing, while in Grade 8 the focus moves more towards persuasive and analytical tasks.

Reading

Students are expected to read regularly outside the classroom, and respond to their reading in a variety of ways, such as reading cafes, presentation, and reviews. Students are encouraged to explore a wide variety of print genres throughout the year.

Texts

Students explore a wide range of texts and genres, including short stories, novels, plays, poetry, and various forms of non-fiction. Additionally, they will explore visual media conventions through film study.

Assessment Criteria

Criterion A	Content	Maximum 10
Criterion B	Organisation	Maximum 10
Criterion C	Style and Language Mechanics	Maximum 10

Grade Boundaries	
Grade	Boundaries
1	0 – 4
2	5 – 9
3	10 – 14
4	15 – 19
5	20 – 23
6	24 – 27
7	28 – 30

LANGUAGES B

INTRODUCTION

The primary aim of Language B is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism.

Work is divided into units based on the areas of interaction. Grammar and vocabulary acquisition are also an integral part of the course.

The programme concentrates on the four skills of speaking, writing, listening and reading and also puts a strong emphasis on intercultural awareness. Learning an additional language expands students' cognitive and analytical abilities and fosters communication and encourages an understanding of, and respect for, students' own countries and cultures and those of others.

Aims

The aims of the study of a modern foreign language are to:

- enable the student to use the language effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- enable the student to develop an appreciation of a variety of literary and non-literary texts
- offer insight into the cultural characteristics of the communities where the target language is spoken
- encourage an awareness and understanding of the perspectives of people from other cultures
- promote involvement with different communities where relevant
- provide access to varied sources of information
- foster curiosity, a lifelong interest and enjoyment in language learning

ENGLISH B

Students will work from carefully selected textbooks, abridged novels, stories and a range of other English language sources to experience different written structures. A wide variety of themes are explored to support the learning of grammar and vocabulary. Oral interaction and cultural aspects of the language of instruction are also an integral part of this course. Language B classes may characteristically have students across a range of English skill levels and therefore classroom activities, teaching pace, content and language skills will be tailored as far as possible to the level of the student.

Curriculum Content – Grade 6

- Getting to know you: biographies
- Mixed Media
- Literature study
- Short stories

- Poetry

Core text

- Engage, Book 2 Oxford University Press, U.K.

Curriculum Content – Grade 7

- Famous people
- Hobbies and leisure
- Literature study
- Speeches, debates and interviews
- What makes a good community?

Core text

- Engage, Book 2 Oxford University Press, U.K.

Curriculum Content – Grade 8

- The perfect holiday
- Understanding literature
- Breaking records
- Myself and others
- Short, short stories

Core text

- A variety of resources and texts are utilized.

FRENCH B

Students practise the four language skills of listening, speaking, reading and writing throughout the course enabling them to understand and express themselves in a number of real-life situations. A variety of teaching methods are used, ranging from text-handling activities to dialogues and role-plays, songs and games. Activities are devised with the IBMYP areas of interaction in mind, so that students develop their problem-solving and leadership skills, their creativity and their organisation while they are acquiring the new language. Students are also given the opportunity to develop IT and dictionary skills and to discover the culture of France and French-speaking countries.

Curriculum Content – Grade 6

- Greetings and introductions
- Home and family
- Animals and descriptions
- Clothes
- Leisure activities
- In town
- Time and daily routine
- Food and drink

Core text

- Encore Tricolore 1, Nelson Thornes, U.K., French Magazines “Bonjour”, “Allons - y”

Curriculum Content – Grade 7

- Tourism in France and abroad
- Transport
- Family
- Food and drinks
- School
- City Life
- Health

Core text

- Encore Tricolore 2, Nelson Thornes, U.K., French Magazines “Bonjour”, “Okapi”

Curriculum Content – Grade 8

- Our world
- School and holidays
- Family life
- Music and sport
- The future
- Pocket money
- Young people

Core text

- Encore Tricolore 3, Nelson Thornes, U.K., French Magazines “Bonjour”, “Okapi”

MANDARIN/CHINESE B

Mandarin was introduced to Grade 6 students in August 2008. It is now taught in Grades 6 – 8.

This course aims to develop competency in the four primary Chinese language skills of listening, speaking, reading and writing. The Chinese Pinyin system and the Radicals are introduced to facilitate the learning of Chinese pronunciation and the characters. Units are delivered through a context-based communicative teaching approach involving learning activities such as dialogues, role-plays, rhymes and songs, oral presentations, reading comprehension, and short compositions, etc. The study of Chinese culture and social customs is also an indispensable part of the course.

Curriculum Content – Grade 6

- Greetings and introductions
- My family
- The Spring Festival
- Countries and languages
- Occupations
- Means of transportation

Core text

- Chinese Made Easy 1

Curriculum Content – Grade 7

- Clothes and colours
- Weather and holidays
- The Mid-Autumn Festival
- Hobbies
- School life
- Our campus

Core text

- Chinese Made Easy 2

Curriculum Content – Grade 8

- *Seeing a doctor*
- *Eating out*
- *Food and health*
- *Shopping*
- *The Dragon Boat Festival*
- *Living Environment*

Core text

- Chinese Made Easy 3

VIETNAMESE B

All students who are not native speakers of Vietnamese follow a three year course in the language from Grades 6 to 8. A variety of teaching methods is used, enabling students to practise all four skills of listening, speaking, reading and writing. Students also learn about the culture of our host country as part of the course. Vietnamese B is currently not offered in Grades 9 and 10.

Curriculum Content – Grade 6

- Greetings
- Introducing yourself and others
- Getting to know people
- Telling the time and date
- Going shopping
- Eating and Drinking

Core text

- Modern Vietnamese – Stage 1 by Phan Van Giuong, published by Victoria University, Australia

Curriculum Content – Grade 7

- My family
- Likes and dislikes
- Going to the market
- Visiting a friend

Core text

- Modern Vietnamese – Stage 1 by Phan Van Giuong, published by Victoria University, Australia

Curriculum Content – Grade 8

- Holidays
- Describing people
- Tet Festival in Vietnam
- Education in Vietnam
- Sports and recreation

Core text

- Modern Vietnamese – Stage 1 + 2 by Phan Van Giuong, published by Victoria University, Australia

Assessment Criteria

Criterion A	Speaking and listening – message and interaction	Maximum 8
Criterion B	Speaking – language	Maximum 8
Criterion C	Writing – message and organisation	Maximum 8
Criterion D	Writing – language	Maximum 8
Criterion E	Reading comprehension	Maximum 16

Grade Boundaries	
Grade	Boundaries
1	0 – 8
2	9 – 16
3	17 – 23
4	24 – 30
5	31 – 36
6	37 – 42
7	43 – 48

ENGLISH AS AN ADDITIONAL LANGUAGE

INTRODUCTION

The English as an Additional Language support programme in Grades 6 to 8 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 academic participation and achievement within the IBMYP curriculum.

Aims

The main aims of the programme are:

- to help students gain better access to the curriculum
- to support students in developing their English language skills to the level required for successful participation in the social, cultural and academic life of the school

Content

The programme concentrates on improving students' reading comprehension, writing skills, vocabulary development and oral/aural skills. The programme needs to be flexible enough to accommodate changing student needs. So, although there is a general curriculum outline for each grade level, which currently incorporates most subjects, this is continually changing. Each lesson and unit of work is adapted to meet the particular needs and abilities of students in each grade level at any given time.

The programme currently includes some in-class language support. This means that an EAL Support teacher goes into subject classes to support students with the language needs of specific lessons and/or topics.

Assessment

EAL Support teachers use a variety of assessment techniques to provide students and their parents with feedback on English language skills development.

Individual portfolios of selected writing assignments are used to keep a cumulative record of students' progress that are then passed on to following teachers at the end of the year. These are periodically shared with students to foster self-evaluation and confidence as they witness their progress over a period of time.

Portfolios may contain examples of first through to final drafts, posters, class activities such as reading comprehension and literature responses, as well as formal end-of-unit assessment tasks and self-reflections.

Portfolios are supplemented by teacher observations and grading records of oral/aural progress. These may include details of oral presentations, student participation in discussion and debate, dramatic role play, the re-telling or reading aloud of both fiction and non-fiction texts, plus cooperative group work.

MATHEMATICS

INTRODUCTION

In Grades 6 and 7, students will be taught foundation skills in the five branches of Mathematics – Number, Algebra, Geometry and Trigonometry, Statistics and Probability, and Discrete Mathematics.

Students in Grade 8 will either study Mathematics or Extended Mathematics. They will have the opportunity to develop skills and understandings that enable them to study Extended Mathematics topics. The decision and timing of the extension topics will be made by the teacher and will be influenced by the readiness of the students and the time available to cover the extended material.

Aims

The aims of the Middle School Mathematics Programme are to enable students to:

- recognize that mathematics permeates the world around us
- appreciate the usefulness, power and beauty of mathematics
- enjoy mathematics and develop patience and persistence when solving problems
- understand and be able to use the language, symbols and notation of mathematics
- develop mathematical curiosity and use inductive and deductive reasoning when solving problems
- become confident in using mathematics to analyse and solve problems both in school and in real-life situations
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others
- develop a critical appreciation of the use of information and communication technology in mathematics
- appreciate the international dimension of mathematics and its multicultural and historical perspectives.

Calculator: The Mathematics staff recommend the purchase of the Casio fx500MS Scientific Calculator for use in Grades 6 to 8.

Curriculum Content – Grade 6

Number:	Number, Whole Numbers, Special Numbers Decimals, Order of Operations Fractions, Percentages, conversion between Negative Numbers
Algebra:	Expressions and basic substitution in Formulae Simplifying Expressions Exponents
Geometry and Trigonometry:	Metric Measures, Perimeter Measurement Accuracy, Constructions Angles and classifications

2-D and 3-D Shapes
Transformations (Rotation, Reflection, Translation)

Statistics and Probability: Interpret graphs
Pie Charts

Texts: International Mathematics for the Middle Years 1 by McSeveny, Conway, Wilkes, Smith, published by Pearson Education, Australia.

Curriculum Content – Grade 7

Number: Fractions, Decimals and Percentages
Sequences and Number Patterns
Ratio

Algebra: Linear Equations

Geometry and Trigonometry: Perimeter, Area and Volume
Graphs and Coordinates
Angles in parallel lines
Quadrilaterals and Polygons
Compass constructions
Transformations (Enlargements)

Statistics and Probability: Displaying Data
Mean, median, mode and range
Probability
Estimating Probability from Experiments
Calculating Probability

Discrete Mathematics: Sets and Venn Diagrams

Texts: International Mathematics for the Middle Years 2 by McSeveny, Conway, Wilkes, Smith, published by Pearson Education, Australia.

Curriculum Content – Grade 8

Number: Rational Numbers, Recurring decimals
Percentage increase
Significant Figures

Number Extension: Surds
Exponential Equations and Standard Form

Algebra: Factorization
Indices
Equations with fractions
Graphing linear functions
Graphing inequalities

Distance time graphs
Formula

Algebra Extension: Expansion and Simplification

Geometry and Trigonometry: Locus using Constructions
Pythagoras' Theorem
Perimeter, Area, Volume (Compound shapes)

Geometry and Trigonometry Extension: Analytical Geometry
Isometric Transformations

Statistics and Probability: Cumulative Frequency
Estimating Probability

Discrete Mathematics: Network

Discrete Mathematics Extension: Set notation and problems

Texts: International Mathematics for the Middle Years 3 by McSeveny, Conway, Wilkes, Smith, published by Pearson Education, Australia.

Assessment Criteria

Criterion A	Knowledge and Understanding	Maximum 8
Criterion B	Investigating Patterns	Maximum 8
Criterion C	Communication in Mathematics	Maximum 6
Criterion D	Reflection in Mathematics	Maximum 6

Grade Boundaries	
Grade	Boundaries
1	0 – 4
2	5 – 8
3	9 – 12
4	13 – 17
5	18 – 21
6	22 – 25
7	26 – 28

HUMANITIES

INTRODUCTION

Humanities is a study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Aims

Humanities aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. The aims of the teaching and study of Humanities are to encourage and enable students to develop:

- an inquiring mind
- a sense of time and place
- a respect and understanding of others' perspectives, values, attitudes
- awareness and understanding of people, cultures and events in a variety of places at different times
- an understanding of the interactions and interdependence of individuals, societies, and their environments
- an understanding of the causes and consequences of change through physical and human actions and processes
- an understanding of contemporary Humanities issues
- a sense of internationalism and a desire to be proactive as a responsible global citizen
- an awareness of the connections with other subjects
- the skills necessary for the effective study of Humanities
- a lifelong interest in and enjoyment of Humanities

The Humanities curriculum is built around thematic units at each grade level. Topics will provide a basis for the development of themes. The focus is on the development of knowledge, understanding, skills and communication as determined by the IBMYP criteria. The programme covers aspects of History and Geography in Grades 6 to 8. Students entering Grade 9 will have the opportunity to study both History and Geography, or select one of these subjects.

History

Themes have been selected for each grade level based on a thematic approach and historical progression. This allows students to understand the sequential progression of humanity and thus provides a sound foundation for Grades 9 and 10.

Geography

Common themes have been selected for each grade. Students progress by utilising past content and skills, incorporating a spiraling approach. This avoids repetition over the three years and provides a sound foundation for Grades 9 and 10.

Curriculum Content – Grade 6

The Ancient World:

Significant concepts and IBMYP unit questions are followed throughout the year and related to the areas of interaction.

Significant Concepts

1. Civilizations emerge as a result of five basic characteristics: a stable food supply, a form of government, specialization of labor, social levels/interaction, and a highly developed culture.
2. The culture of a society is the beliefs, customs, traditions, art and achievements that are passed from one generation to another.
3. Achievements from the ancient world have affected the modern world.

Guiding Questions

1. How do geographic features influence the rise of civilizations?
2. How and why did civilizations emerge?
3. What cultural and political contributions did each civilization have on the ancient and modern worlds?
4. What economic issues did the civilizations face?

Ancient Mesopotamia (*environments*)

1. How did the land create opportunity and conflict?
2. How can you create unity in a diverse landscape?

Ancient Egypt (*health and social education*)

1. How do myth and reality relate?
2. What was the importance of the Nile?

Ancient India (*community and service*)

1. What was the influence of Hinduism on the world?
2. How did early leaders unite such a diverse group of people?

Ancient China (*human ingenuity*)

1. What were the important advances in technology from Ancient China?
2. Why did education have such importance?

Ancient Greece (*community and service*)

1. How did City-States differ?
2. What effects did Greece have on Mediterranean Civilizations?

Ancient Rome (*human ingenuity*)

1. What Roman advances of technology, architecture and science had a lasting impact?
2. How did the beginning of Christianity affect the Roman Empire?

Curriculum Content – Grade 7

The Medieval World:

Significant concepts and IBMYP unit questions are followed throughout the year and related to the areas of interaction.

Significant Concepts

1. Major civilizations develop separately throughout the world and as they come into contact with each other, conflict and opportunity are created.

2. As civilizations develop, so do achievements in science, philosophy, and government.
3. Achievements from the Medieval World have had a lasting impact on today's world.

Guiding Questions

1. How did geographic features influence the Medieval World?
2. How and why did medieval civilizations emerge?
3. What cultural and political contributions did each civilization have on the medieval and modern worlds?

Europe in the Medieval World (*human ingenuity*)

1. How does the feudal system act as a political, social, and economic system?
2. How did the causes and consequences of the Crusades affect Europe?
3. How did the growth of the Christian Church affect the Middle Ages?

Middle East in the Medieval World (*community and service*)

1. What was the importance of Islam in this civilization?
2. Why was trade important to the Middle East?

Medieval Africa (*environments*)

1. How did tribalism and geography affect this region and its relationship with the rest of the world?
2. How did trade affect the region economically, politically, and culturally?

Medieval Asia (*human ingenuity*)

1. How did different philosophies effect the way that people lived?
2. How did trade (or lack of it) affect the different regions in Asia?

Curriculum Content – Grade 8

The Modern World:

Significant concepts and IBMYP unit questions are followed throughout the year and related to the areas of interaction.

Changing Environments (environments)

- Complementing the Grade 8 Field Trip to Dalat.
- There are diverse processes impacting the quality of environments.
- We have conflicting needs and wants.
- Solutions to environmental issues need to address the needs of different interest groups.

Exploration and Its Impacts (human ingenuity)

- Exploration is ingenious and impacts cultures.
- We have responsibility for the impact we have on others.
- Ingenuity brings unforeseen consequences.
- Intercultural awareness can help us understand the impacts of our actions.

Healthy Development (health and social education)

- There are relationships between development and health issues.
- We can control many aspects of our health.

Islam and Religious Tolerance (community and service)

- There are similarities and differences within and between religions.
- Tolerance: Cultural and religious understanding.
- Others, with their differences, can also be right.

Children’s Rights (community and service)

- Understanding the role of the United Nations in monitoring children’s rights.
- Understanding and knowing children’s rights.
- The complexity of children’s rights issues.

Current events, complementing each unit of study, are an integral part of the curriculum.

Assessment Criteria

Throughout the year, a variety of assessment tasks will be given such as model building, unit tests, data collection, field reports and oral presentations.

Criterion A	Knowledge and Understanding	Maximum 10
Criterion B	Understanding and Applying Concepts	Maximum 10
Criterion C	Application of Skills	Maximum 10
Criterion D	Presentation/Organization of Information	Maximum 8

Grade Boundaries	
Grade	Boundaries
1	0 – 7
2	8 – 12
3	13 – 18
4	19 – 23
5	24 – 28
6	29 – 33
7	34 – 38

SCIENCES

INTRODUCTION

The sciences emphasize the role of inquiry and encourage the development of not only scientific inquiry skills but transferable thinking skills.

Aims

The sciences aim to help students appreciate the links between science and everyday life as well as the dynamic interactions between science and society. The aims of the teaching and study of sciences are to encourage and enable students to:

- develop inquiring minds and curiosity about science and the natural world
- acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- appreciate the benefits and limitations of science and its application in technological developments
- understand the international nature of science and the interdependence of science, technology and society including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

Curriculum Content - Grade 6

The following units are studied:

- Change: does it matter?
 - Introduction to Chemistry and chemical reactions.
AOI: human ingenuity
Unit Question: What is in a substance and how to separate what is inside?
- Pushes, Pulls and Spins
 - Introduction to Physics, Forces and the Solar System
AOI: human ingenuity
Unit Question: What is a force and what changes does it bring about on an object?
- The Scientific Method And Safety
 - Introduction to Science and laboratory safety.
AOI: approaches to learning
Unit Question: What makes a good scientist?
- Energy. Where from and where to now?
 - How do we get and use energy in our everyday life?
AOI: environments
Unit Question: How do we get the energy we need to use?

Text: Spotlight Science 7, Johnson, K. Published by Nelson Thones, U.K.

Curriculum Content - Grade 7

The following units are studied:

- Ecology, Microbes and Disease
 - How living things interact to maintain a balanced environment.
AOI: environments
Unit Question: How do living things interact with each other and within their ecosystems?
- Reproduction, Inheritance and Selection
 - How life begins and characteristics are inherited.
AOI: health and social education
Unit Question: How do living things reproduce and transfer features from one generation to another?
- Changes
 - How we differentiate between compounds and mixtures.
AOI: environments
Unit Question: What types of changes are happening around us?
- Light and Seeing, Sound and Hearing
 - When light and sound interact with matter and how they are detected.
AOI: health and social education
Unit Question: What affects what we see and hear?

Text: Spotlight Science 8, Johnson, K. Published by Nelson Thones, U.K.

Curriculum Content - Grade 8

The following units are studied:

- Energy and Life
 - The importance of a balanced diet and the processes that generate food.
AOI: health and social education
Unit Question: How do living things obtain energy?
- Metals and Compounds
 - The way metals form compounds and how their reactions compare.
AOI: human ingenuity
Unit Question: How do metals react?
- Environmental Chemistry
 - How modern chemistry interacts with our environment.
AOI: environments
Unit Question: How can chemistry help or harm our environments?
- Rocket Science
 - How the effects of forces can be interpreted.
AOI: approaches to learning
Unit Question: How can we create a product to measure forces and motion?

Text: Spotlight Science 9, Johnson, K. Published by Nelson Thones, U.K.

Assessment Criteria

Criterion A	One World	Maximum 6
Criterion B	Communication in Science	Maximum 6
Criterion C	Knowledge and Understanding of Science	Maximum 6
Criterion D	Scientific Enquiry	Maximum 6
Criterion E	Processing Data	Maximum 6

Criterion F	Attitudes in Science	Maximum 6
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Grade Boundaries	
Grade	Boundaries
1	0 – 5
2	6 – 11
3	12 – 18
4	19 – 24
5	25 – 28
6	29 – 32
7	33 – 36

HEALTH, SOCIAL AND PHYSICAL EDUCATION (HSE)

INTRODUCTION

We recognise the physical, social and emotional changes that occur during the Middle School years. The Health, Social and Physical Education programme combine the healthy lifestyle habits learnt in HSE with the skills learnt in Physical Education, so that the student has a sense of the well-being of the “whole” child concept. The curriculum reflects both practical and theory classes.

Aims

The aims of the Grade 6, 7 and 8 Health, Social and Physical Education programme are to enable students to:

- appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle
- work to their optimal level of physical fitness
- become aware of movement as a creative medium connected to communication, expression and aesthetic appreciation
- develop the motor skills necessary to participate successfully in a variety of physical activities
- experience enjoyment and satisfaction through physical activity
- develop the social skills that demonstrate the importance of teamwork and cooperation in group activities
- demonstrate a high level of interest and personal engagement showing initiative, enthusiasm and commitment
- show knowledge and understanding in a variety of physical activities and evaluate their own and others’ performances.
- demonstrate the ability to critically reflect upon physical activity in both a local and inter-cultural context
- demonstrate the ability and enthusiasm to pass on to others in the community the knowledge, skills and techniques that have been learned.
- address significant personal development issues such as adolescence, personal relationships and interpersonal communication.
- develop the ability to set realistic and achievable goals.

Curriculum Content – Grade 6

Physical Education

- Fitness: Testing and Evaluation
- Movement Education: Composition of a Gymnastics Routine
- Swimming: Stroke Technique, Swimming Fitness and Water Safety Skills
- Track and Field: Sprints, Long Distance, Throwing and Jumping
- Large Ball Skills: Basketball, Soccer, Volleyball
- Racquet Sports: Development of hand-eye coordination skills in a variety of racquet sports
- Striking Sports: Softball, Cricket, Hockey

Health and Social Issues

- Active Lifestyles

- Healthy Decisions
- Adolescence and Change
- Safety in the Sun and Water

Curriculum Content – Grade 7

Physical Education

- Fitness: Testing and Evaluation
- Softball: Throwing and catching and introduction of game tactics
- Swimming: Stroke Technique, Swimming Fitness and Lifesaving Skills
- Track & Field: Sprints, Long Distance, Throwing and Jumping
- Large Ball Skills: Basketball, Soccer, Volleyball
- Movement Education: Composition of a Dance Routine
- Striking Game: Cricket, Softball, Hockey
- Racquet Sports: Badmintons, Table Tennis

Health and Social Issues

- Active Lifestyles
- Myself and Others – How we communicate
- Water Safety
- My Changing Me

Curriculum Content – Grade 8

Physical Education

- Fitness: Testing and Evaluation
- Sport Education: Volleyball, Basketball, Soccer
- Movement Education: Composition of a Circus Routine
- Swimming: Stroke Technique, Swimming Fitness and Water Safety Skills
- Track & Field: Sprints, Long Distance, Throwing and Jumping
- Striking Sport: Cricket, Softball, Hockey
- Racquet Sports: Tennis, Table Tennis

Health and Social Issues

- Fitness Planning and Goal Setting
- Relationships and Decision Making
- Water Safety

Assessment Criteria

Criterion A	Knowledge and Understanding	Maximum 8
Criterion B	Movement Composition	Maximum 6
Criterion C	Performance and Application	Maximum 10
Criterion D	Social skills and Personal Engagement	Maximum 8

Grade Boundaries	
Grade	Boundaries
1	0 – 5
2	6 – 10
3	11 – 15
4	16 – 20
5	21 – 24
6	25 – 28
7	29 – 32

VISUAL ARTS

INTRODUCTION

The Visual Arts promote distinctive and unique ways of understanding and developing an individual's creative and perceptive abilities.

The Visual Arts provide a holistic approach to the development of students allowing them to investigate and appreciate art from different cultures and environments, and to become actively involved in the development of original artworks.

Aims

The course is aimed at:

- building on two dimensional and three dimensional skills
- extending students' use of experimentation in a range of media
- researching and appreciating artists' cultural and historical backgrounds
- developing understanding of artistic influences
- student's evaluating their own art practice.

Goals

The general goals of the Middle School Visual Arts curriculum are:

- ***Aesthetic***
To help students understand the language of aesthetics and improve visual literacy. To assist students to comprehend the relevance of their environmental context by developing an understanding of historical and cultural influences.
- ***Perceptual***
To provide the students with the perceptual skills needed to comprehend and respond to the Visual Arts.
- ***Technical***
To enable students to experience a range of media, processes and learning situations. This will involve new techniques and the opportunity to consolidate and build on existing experiences.
- ***Personal and Social***
To improve the quality of students' learning; especially their ability to think, perceive, make decisions and work through problems. This will heighten and improve students' personal perception of the world and their reactions and responses to it.

At all times students must be actively involved in pursuits which are related to specific goals and they should understand and appreciate them. Students should feel able to take risks within the framework of a supportive learning environment. Students develop confidence through the realisation that creative exploration and concerted effort have value and foster a positive self-image.

Course Content

The Visual Arts Curriculum places particular emphasis on developing skills in drawing, painting, printmaking, sculpture and photography.

The course is designed with provision for incremental growth at each level with the introduction of new skills, experiences and concepts. Students experience the core techniques of drawing, painting, printmaking, sculpture and photography at each year level, with greater expectations and more complex requirements being demanded of the students as they progress in their Visual Arts education.

At the end of the course students are well-equipped to attempt the rigors of the High School curriculum with a broad range of skills and techniques.

Developmental Workbook

The Developmental Workbook is a record of the students' development as an artist and encourages experimentation and critical thinking. It should include:

- a record of the process of creation, resolution and refinement
- work which is meaningful to the student and can be used as a record of artistic development
- clear demonstrations in visual and written forms reflecting how personal research has led to an understanding of topics or concepts studied
- the application of approaches to learning skills for presentation, such as legibility, organisation and referencing

Curriculum Concent - Grade 6

- Introduce the concept of the Developmental Workbook
- Apply basic pictorial and compositional elements in a variety of media
- Develop painting techniques
- Improve pencil drawing techniques, using a variety of media to manipulate tone in a controlled and intentional manner
- Develop aesthetic, cultural and critical awareness, critiquing the work of well known artists
- Extend the students' experience of 3D construction skills
- Interpretative studies aimed to stimulate students' mental and creative growth through their personal, imaginative, aesthetic and critical response to their environment

Curriculum Concent - Grade 7

- Emphasise in the Developmental Workbook experimentation, critical thinking and reflection
- Develop specific Art language through the further development of pictorial and compositional elements
- Develop techniques in various drawing and painting media
- Observational drawing, accurately describing shape, form and space, using a variety of media
- Develop printmaking techniques
- Further development of aesthetic cultural and critical awareness, relating their own work and the work of others in a social and historical context
- More advanced 3D work; design, construction and manipulation skills
- Further interpretative studies aimed to stimulate students' mental and creative growth through their personal, imaginative, aesthetic and critical response to their environment

Curriculum Concent - Grade 8

- Students are encouraged to take more responsibility in the planning and organisation of the Developmental Workbook. It should include greater analytical, critical and creative thinking, and the development of subject specific vocabulary.
- Further development of painting skills with acrylic paint and mediums
- Accurately record through drawing to understand and represent pictorial and compositional elements
- Build upon production methods and techniques using different materials, including ceramics, printmaking and textiles
- Be able to comprehend the nature of art forms within the context of their own work, a historical content and the context of their own environment and culture
- Further interpretative studies aimed to stimulate students' mental and creative growth through their personal, imaginative, aesthetic and critical response to their environment

Assessment Criteria

Criterion A	Knowledge and Understanding	Maximum 8
Criterion B	Application	Maximum 10
Criterion C	Reflection and Evaluation	Maximum 8
Criterion D	Artistic Awareness and Personal Engagement	Maximum 8

Grade Boundaries	
Grade	Boundaries
1	0 – 3
2	4 – 8
3	9 – 13
4	14 – 20
5	21 – 25
6	26 – 30
7	31 – 34

MUSIC

INTRODUCTION

The study of Music has the potential to promote academic achievement and often assists in the development of individuals' abilities. Our goals aim to enable students to investigate and appreciate Music from different cultures and environments. The students will also actively be involved in creating Music and participating in musical performances.

Aims

The main aims of the curriculum are:

- to enable students to acquire and consolidate a range of musical skills, knowledge and understanding, through the activities of listening, performing and composing.
- to assist candidates to develop a perceptive, sensitive and critical response to the music.
- to help students recognise and understand the music of various non-Western traditions, and thus help form an appreciation of cultural similarities and differences.
- to provide the basis for an informed and lasting love and appreciation of music.

Curriculum Content - Grade 6

Listening

- Students will develop a wider vocabulary to describe music.
- Students will listen to a wide range of music and identify/musical elements such as orchestration, form, rhythm, melody, dynamics, texture, harmony and timbre.
- Students will develop the listening skills necessary to discuss a variety of music.

Performing

- Students will perform on pitched and non-pitched percussion instruments to explore musical elements.
- Students will experience musical performances to develop confidence and a greater appreciation of musical styles.
- Students will perform in solo and ensemble settings whilst developing the ability to follow the conductor, maintain a steady beat, and listen for balance in sound.

Composition

- Students will create short melodies and accompaniments using rhythmic, melodic, and/or harmonic patterns.
- Students will improvise rhythmic, melodic, and/or harmonic patterns through use of appropriate rhythms, chords, and scales.
- Students will develop composition skills and demonstrate an awareness of metre, form, notation, and rhythm.

Curriculum Concent - Grade 7

Listening

- Through listening to a wide range of recorded music in different styles, students will learn to discern differences and identify the elements of music. They will also learn about different categories of musical instruments, their characteristics, and the modern symphony orchestra. Topics will include:
 - Duration (time signatures, note values and rhythms)
 - Timbre (sound qualities of different instruments, materials and playing techniques)
 - Dynamics (loud and soft contrasts in music)
 - Pitch (high and low sounds and ranges of instruments)
 - Structure
 - Texture
 - Orchestration
 - Melody
 - Harmony

- Students will learn about the physical properties of sound and the terminology used in the study of acoustics. They will make observations and learn about:
 - Frequency (pitch)
 - Amplitude (dynamics)
 - Timbre (quality of sound and harmonic series)

Performing

- Students will participate in a range of interesting and challenging practical activities which will illustrate musical elements being studied in class.
- Students will play musical instruments which they will have designed and constructed themselves.
- Students will learn about voice production and care.
- Students will participate in solo, small group and whole-class performances.

Composition

- Students will improve their knowledge of standard music notation and develop their reading and writing skills. In their composition exercises, students will also draw upon theoretical elements that have been previously studied in class, including:
 - Melody writing using keyboards
 - Use of ledger lines
 - Tempo markings
 - Time signatures
 - Dynamic markings
 - Expressive markings

Curriculum Concent - Grade 8

Listening

- Students will encounter music in a wide variety of styles and genres, from Western Art music pieces to popular styles, to World Music traditions.

- Students will learn how to analyze more complex musical extracts in different ways including comparisons between different pieces, by focusing on parameters such as melody, rhythm, harmony, structure, tempo, mood, orchestration, etc.
- Students will learn how to use appropriate musical vocabulary to respond orally and in writing to musical extracts.
- Students will present their listening analyses in a variety of ways including tables, questionnaires and multiple choice answers.
- Students will study and research music from different time periods, including Baroque, Contemporary and popular music.

Performing

- Students will participate in solo, small group and whole class performances throughout the year, often at the culmination of a project.
- Students will have the opportunity to improvise, for example, in the 12-bar Blues, and to perform their improvisations as part of a structured piece.
- Performances will be videoed and then evaluated as part of the project.

Composition

- Students will learn how to compose music in a variety of styles, genres and forms, for example, a programmatic piece based on a picture or a composition based on a certain scale.
- Students will have the opportunity to use music software to compose music.
- Students will be able to use a wide range of instrumental forces, including keyboards, and percussion, as well as their own instrumental skills.
- Students will be encouraged to follow set forms, as well as experimenting in a freer style in response to a non-musical stimulus.

Assessment Criteria

Criterion A	Knowledge and Understanding	Maximum 8
Criterion B	Application	Maximum 10
Criterion C	Reflection and Evaluation	Maximum 8
Criterion D	Artistic Awareness and Personal Engagement	Maximum 8

Grade Boundaries	
Grade	Boundaries
1	0 – 6
2	7 – 10
3	11 – 14
4	15 – 21
5	22 – 25
6	26 – 29
7	30 – 34

DRAMA

INTRODUCTION

Positive experiences in Drama develop imagination and make students more sensitive and responsive to the natural and man made world. The study of Drama also enhances self-esteem and builds confidence.

Aims

The main aims of the curriculum are:

- develop an understanding of Drama in personal, historical and cultural contexts
- develop a range of performance skills
- communicate with increased skill and confidence
- explore creativity and imaginatively through Drama
- develop self-awareness and the ability to work co-operatively with others.

The Middle School Programme provides a solid foundation for students to develop a broad understanding of performance through various social, historical and cultural contexts. It also enables students to develop a wide range of performance skills and acquire a good understanding of how to shape and structure a performance or presentation. Students are expected to and taught to discuss “Theatre” using appropriate language as well as understand and apply a range of dramatic forms, ideas and theories. Students will have many opportunities to demonstrate initiative in planning and self-evaluation in the development of performance.

Developmental Workbook

The Developmental Workbook is a record of the student’s development as a performer and encourages experimentation and critical thinking. It should include:

- a record of the process of creation
- research of Theatre in cultural and historical contexts
- the application of approaches to learning skills in its presentation, such as legibility, organisation and referencing
- written reflection and evaluation.

Curriculum Concent - Grade 6

- Introduce the techniques required to keep a Drama Developmental Workbook.
- Understand basic dramatic elements and vocabulary.
- Learn basic skills such as movement, gesture and facial expression and demonstrate these in all practical work.
- Work in groups, and individually, to develop confidence in performing on stage.
- Create, improvise and perform small scenes.
- Explore Pantomime as a theatrical style with a particular focus on movement and communication. Students create and present a two-minute solo performance.
- Introduce students to Ancient Greek Theatre through exploring chorus, writing, and performing scripts based on Myths.

Curriculum Concent - Grade 7

- Introduce students to ‘radio plays’ as a style of theatre. Students will have the opportunity to develop their skills in character voicing, creating sound effects and writing and performing their own play.

- Introduce students to the ways that different cultures use shadow puppets to present Drama. This includes exploring the historical and social context of puppets in India, China and Indonesia. Students will construct and design shadow puppets, then perform in an ensemble their own script adapted from a folk tale.
- Introduce students to a range of different styles of Musical Theatre. Students perform scenes and have the opportunity to choreograph and perform songs from a variety of different musicals. In this unit students will also develop their review skills as they watch a musical theatre performance and analyze it.

Curriculum Concent - Grade 8

- Develop a detailed understanding of communication, body language and movement through the exploration of masks and expressive techniques.
- Gain an understanding of the tradition of ‘Medieval Theatre’ and understand its relevance to modern theatrical forms.
- Develop skills in creating, improvising and designing theatre through the unit titled ‘Conflict at School’.
- Develop insights into ‘The Beginnings of Theatre’ through the exploration of theatre conventions, including mask, chorus, movement and text.

Assessment Criteria

Criterion A	Knowledge and Understanding	Maximum 8
Criterion B	Application	Maximum 10
Criterion C	Reflection and Evaluation	Maximum 8
Criterion D	Artistic Awareness and Personal Engagement	Maximum 8

Grade Boundaries	
Grade	Boundaries
1	0 – 3
2	4 – 8
3	9 – 13
4	14 – 20
5	21 – 25
6	26 – 30
7	31 – 34

TECHNOLOGY

INTRODUCTION

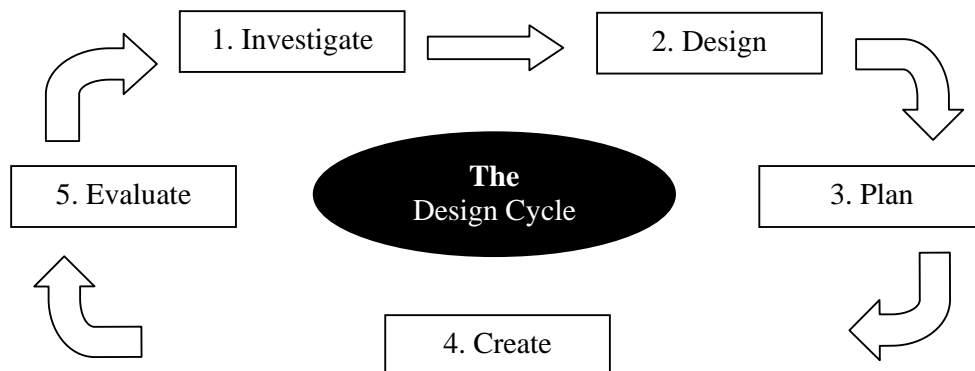
Technology aims to provide the means and the context to help students become skillful problem solvers, who can appreciate the role of technology in everyday life and society and can respond critically and resourcefully to real-life challenges.

IBMYP technology is organised into three branches:

- Information
- Materials
- Systems

Technology deals with all three branches, stressing their inter-relatedness. All technology work is based upon the design cycle – a model of learning and work organisation incorporating knowledge, research, skills and design principles in problem-solving contexts.

Students will begin each year with work on the design cycle, initially concentrating on the ‘Create’ stage but gradually developing their skills and understanding in the other areas.



Aims

The aims of the teaching and study of technology are to encourage and enable students to:

- develop an appreciation of the significance of technology for life, society and the environment
- use knowledge, skills and techniques to create products/solutions of appropriate quality
- develop problem-solving, critical and creative-thinking skills through the application of the design cycle
- develop respect for others’ viewpoints and appreciate alternative solutions to problems
- use and apply ICT effectively as a means to access, process and communicate information, and to solve problems.

Curriculum Content - Grade 6

- Health and Workshop Safety
- File Management
- Electronic Research

- Desktop Publishing
- Basic Graphics
- HTML
- Working with Wood

Curriculum Content - Grade 7

- Health and Workshop Safety
- Electronic Research
- Graphic Design
- Introduction to CAD (Computer Aided Design)
- Working with Wood and Plastic

Curriculum Content - Grade 8

- Health and Workshop Safety
- Electronic Research
- Graphic Design
- Game Design and Programming
- Working with Wood and Plastic

Assessment Criteria

Criterion A	Investigate	Maximum 6
Criterion B	Design	Maximum 6
Criterion C	Plan	Maximum 6
Criterion D	Create	Maximum 6
Criterion E	Evaluate	Maximum 6
Criterion F	Attitudes in Technology	Maximum 6

Grade Boundaries	
Grade	Boundaries
1	0 – 5
2	6 – 9
3	10 – 15
4	16 – 21
5	22 – 26
6	27 – 31
7	32 – 36

ADDITIONAL SUBJECTS

THE ENRICHMENT PROGRAMME

The Enrichment Programme is very much a part of the Middle School culture where students are exposed to a very wide variety of skills and activities that provide a balance to their academic pursuits.

The Enrichment Programme is part of the Middle School timetable and conducted during periods 7 and 8 on Friday afternoons. All students within the Middle School participate in this programme. Students select four activities from a wide variety of choices, which then take place throughout the year in blocks that follow the school terms. The teachers have developed the programme to further support student learning and understanding of the IBMYP areas of interaction. The Enrichment activities cover an engaging variety of fun and enjoyable topics including life time sports, MYMUN, Books for the Blind, and Bridge Building, just to name a few.

The aim of the programme is to provide skills, nurture interest, and create opportunities for students outside of the core curriculum. Furthermore, in keeping with the school's philosophy, the Enrichment Programme develops the whole child and assists students to foster and develop greater respect for each other. It gives students the opportunity to interact with a diverse group of students, building wider relationships and providing experiences to mentor others working with them. Students are grouped according to interests and not grade levels, and therefore given cooperative learning opportunities.

Some activities may require the occasional off-campus excursion. Parents will be required to complete the Field Trip Form for such excursions. Some activities may involve a small cost and this will be collected at the beginning of each block, as the Field Trip Form will be sent to parents, briefly outlining details of the excursion.

Assessment

Each student is assessed on his or her involvement and participation. Based on this, an effort grade is awarded each semester and this will appear on the student's report.

SUBJECT CHOICES FOR GRADE 9

In Semester Two of Grade 8, students will be asked to make choices for continued study in Grade 9.

There will be a Subject Choices Week during which there will be an Information Evening for parents and students, and subject teachers will elaborate on the subject possibilities to help students make selections that will best foster their abilities.

IBMYP Subject Group	Grade 8 Subjects	Grade 9 Subjects
Language A	English Vietnamese	English
		Vietnamese
		Korean
		Mandarin (Subject to student numbers)
		Mother Tongue
Language B	English French Mandarin	English (Standard)
		English (Advanced)
		French (Foundation)
		French (Standard)
		Mandarin (Standard)
Humanities	Humanities	History
		Geography
Science	Science	Biology Chemistry Physics
Arts	Music	Music
	Visual Arts	Visual Arts
	Drama	Drama

Note

- Students may choose to study two Language A subjects.
- Suitability to study any Language A course will be determined after discussion with the Head of Language A.
- A student studying EAL in Grade 8, should seek advice from their EAL teacher regarding their suitability to study an additional language in Grade 9.
- The Mother Tongue option has special requirements and responsibilities:
 - a. Families must find and remunerate a suitable tutor for Grades 9 and 10.
 - b. Tutors must provide ISHCMC with an outline of the 2 year course of study, a sample unit of work, and a sample of student work.
 - c. Tutors must become familiar with the requirements of IBMYP Language A.
 - d. ISHCMC will provide 200 minutes of supervised study per week for which tutors must set work.
 - e. ISHCMC cannot guarantee time or space for tutors during the school day.
 - f. This option allows students who are in Language B English to obtain the IBMYP Certificate.
- Students must study at least one Science and one Humanities subject; they also choose one additional subject from either group.