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Dear TAS Community,

At The American School of Vietnam, our goal is to educate students to become healthy and altruistic global citizens who understand the importance of academics and the arts. From our Early Childhood Center, through to the Elementary, Middle and High School, we are privileged to teach a diverse group of students from more than a dozen countries, the majority of whom are multi-lingual. At TAS we see this diversity of nationalities and languages as an opportunity for all to learn about new cultures and enjoy a variety of new experiences with our friends from around the world.

The curriculum at The American School of Vietnam follows standards from America (including Common Core, AERO and Next Generation) with English-only instruction and is created using the Understanding by Design format. “Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher’s critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities,” (www.authenticeducation.org).

In order to best serve the academic needs of Vietnamese and international students planning to study at high schools, colleges and universities in the United States, The American School of Vietnam provides a demanding American curriculum, in keeping with courses recognized by the College Board and taught at most American public and private high schools.

All course offerings and curriculum at The American School of Vietnam are taught with an international and global perspective, increasing awareness of a student’s global responsibilities but recognizing, articulating and celebrating the values inherent in their own culture. To implement and support this curriculum, The American School of Vietnam faculty and students utilize many of the same textbooks and learning resources as those used by students at American high school programs across the United States.

The American School of Vietnam is very proud of our mission to provide well-rounded educational opportunities for all of our students that educate the whole child incorporating mind, body, and spirit. Academics at TAS are the stepping stones for raising smart, healthy, artistic, and altruistic learners to one day be leaders and confident global citizens.

Sincerely,

Garth O'Donnell
Academic Director
TAS Mission and Core Values

Mission
The mission of the American School, a private Early Childhood to Grade 12 college preparatory school, is to educate the whole child incorporating mind, body, and spirit. The school provides the tools, opportunities, and human resources to inspire and promote inquiry and development of self-confidence.

The students will be equipped to become leaders with inquiring minds through critical thinking, writing, reasoning, investigating, problem solving, and collaborative experiences.

A strong partnership of motivated students, caring faculty and parents, affirms and challenges each person within a dynamic American educational program enriched by a multicultural setting in Vietnam. TAS promotes high standards of excellence by enhancing student learning for leadership in a global world.

Core Values
The American School seeks to develop academic excellence and strength of character within each student. The school models and promotes these core values:
- Academic excellence
- Independent thinking, creativity, and innovation
- Integrity, honesty, and personal responsibility
- Cooperation, teamwork, and sportsmanship
- Respect for diversity of people, ideas, thoughts, and values
- Understanding and compassion
- Service to oneself, family, country, and humanity
The American School of Vietnam provides a safe place for all students to learn solid habits of mind, body, and character necessary for success.

To that end, the school community has collectively agreed upon the following Expected School-wide Learning Results to drive the school’s programs:

**Academic:**

Each TAS graduate is an Effective Communicator and Critical Thinker who:
1. Reads, writes, and speaks effectively and critically.
2. Demonstrates a work ethic that reflects dependability, integrity, and honesty.
3. Applies complex problem-solving processing and critical thinking to real-life scenarios while cooperating and collaborating with others.
4. Sets goals and actualizes these goals.

**Aesthetic:**

Each TAS graduate will have been exposed to the arts in various forms and thus:
1. Appreciates the fine and performing arts as a means of self-expression, creativity, and aesthetic enjoyment.
2. Engages in inquiry, experimentation, design and sharing of their own artistic work.
3. Values his or her unique identity and realizes his or her full potential through participation in a variety of arts experiences.
4. Demonstrates the ability to reflect upon and assess the characteristics and merits of various forms of artwork—both of their own work and the work of others.

**Athletic/Wellness:**

Each TAS graduate understands that a healthy body supports a healthy mind, and to that end:
1. Understands the benefits of being physically fit.
2. Has developed a sense of worthiness and positive self-esteem.
3. Practices good nutrition and fitness and avoids high-risk behaviors.
4. Identifies the benefits of maintaining good health, good nutrition, good exercise habits and positive life choices.

**Altruistic:**

Each TAS graduate is a Socially-Responsive Citizen who:
1. Takes responsibility for his/her own actions.
2. Exhibits social and civic leadership in fulfilling the duties of citizenship; promoting social justice; and strengthening family, community, and environment.
3. Demonstrates that they act honestly, ethically, and responsibly toward themselves and others.
4. Respects diverse cultures, lifestyles, and ideas.
Academic Grading and Reporting

At TAS Elementary, we utilize a “standards-based” grading system. Standards describe what a student should know and be able to do at each grade level in all subjects. In a standards based system, students do not receive percentage or letter grades; instead they are evaluated based on their ability to meet individual standards. This is shown through a number scale of 1-4, with definitions for Academic and Learning Behaviors as well as for Expected Schoolwide Learning Results.

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<td>Minimum Performance Level</td>
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Students who receive a 4:
- Have exceeded grade level standard in this area
- Are currently working above and beyond the expected level of performance for this quarter
- Always demonstrates the identified behavior

Students who receive a 3:
- Have met the expected grade level standard
- Are making progress at the level at which is expected for this quarter
- Regularly demonstrates the identified behavior

Students who receive a 2:
- Have made progress toward meeting the expected grade level standard
- Are not yet performing at the level at which is expected for this quarter
- Sometimes demonstrates the identified behavior

Students who receive a 1:
- Have not met the expected grade level standard
- Are performing significantly below the level at which is expected for this quarter
- Rarely demonstrates the identified behavior

Students Receiving ESL Support

Students whose level of English language proficiency does not allow them to adequately access the standards attend an additional English as a Second Language (ESL) class each day. These classes are held during the English Language Arts block so for this reason, ESL students do not receive grades on this section of their report card. Instead, they receive a separate report, written by the ESL teacher that details the progress they are making towards grade-level English language proficiency. At the end of each quarter, students in ESL are evaluated and if they have made enough progress, they may be integrated back into their regular Language Arts class for the following quarter.
Elementary School Guiding Philosophy

At The American School of Vietnam, our goal is to educate students to become healthy and altruistic global citizens who understand the importance of academics and the arts. In our Elementary School, we are privileged to teach a diverse group of students from more than a dozen countries, the majority of whom are multi-lingual. At TAS we see this diversity of nationalities and languages as an opportunity for all to learn about new cultures and enjoy a variety of new experiences with our friends from around the world.

The curriculum at The American School of Vietnam follows standards from America (including Common Core) with English-only instruction and is created using the Understanding by Design format. “Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher’s critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities,” (www.authenticeducation.org).

Early Childhood

Through play, center activities, and direct instruction, children in our Early Childhood Center learn a variety of cognitive, social, and emotional skills. There is an emphasis on providing a secure and nurturing environment. Within the classroom structure, children are encouraged to develop at their own pace. Individual learning experiences are provided so that each child is supported and challenged. Teachers and teaching assistants support children through structured play experiences and offer open-ended learning opportunities for child-initiated projects. There is a strong emphasis on social and emotional development through which children develop skills in independence, problem solving, and confidence.

Lower and Upper Elementary

Because of our large population of multi-language learners at TAS, our Elementary School puts a strong emphasis on English literacy instruction. Utilizing the UbD format and the Readers’ Workshop model, teachers are able to differentiate classroom instruction to meet the needs of the variety of learners we have here at TAS. Our Elementary Library is full of books that would interest any reader, new or experienced, and each classroom has a library of popular leveled-readers for their grade to help encourage a love of reading.

The TAS Elementary School also strives to have students that are math literate! Our math program utilizes Everyday Mathematics as a base for instruction. This reputable and rigorous program is very challenging, yet rewarding as it helps to build a deep understanding of mathematical concepts.

Our globally focused AERO Social Studies standards and Next Generation Science standards provide our Elementary teachers with a solid foundation for creating interactive, project-based UbD units to enrich the students’ experience at TAS. Through these subjects, students will learn how to become responsible stewards of our earth and respectful participants in our global community, with a rich understanding of the importance of our past as a guide.
towards a better future.

Daily English as a Second Language Classes, Vietnamese Studies, and Vietnamese as a Second Language classes are provided as needed for students as a means to improve upon their language skills and Vietnamese cultural development. All Elementary students also attend twice-weekly Music, Art, Physical Education (PE) and Information and Communication Technology (ICT) classes in order to help provide well-rounded educational opportunities for all of our students. Academics at the TAS Elementary School are the stepping stones for raising up smart, healthy, artistic, and altruistic learners.
Early Childhood

Nursery

Our Nursery classroom provides a bright, friendly and child-centered environment where the emphasis is on developing lively, positive and enquiring minds. We engage the young students’ natural curiosity and enthusiasm to build the foundation of lifelong learning.

In ECC We believe that it is through PLAY that children develop intellectually, creatively, physically, socially and emotionally. Nursery children’s learning is nurtured through purposeful, structured and spontaneous play. We stimulate and harness our children’s imaginations through singing and dancing, making and building, painting, gluing, role play, experimenting and generally having a wonderful time in the classroom, and outside and in the wider school environment.

We increase the opportunities for children to flourish, recognizing the need for a flexible curriculum designed to meet the varying needs of our very young learners.

Close relationships are built with parents, teachers and assistants to ensure that each child is supported and has the best preparation for the next stage of their education.

Our Nursery children’s learning is carefully planned within the following five areas of learning:

**Practical Life Activities**

- Fine Motor Skills
- Hand and Eye Coordination
- Control and Coordination of Movement
- Self Help Skills

**Language**

- Enrichment vocabulary
- Expressions
- Sight Reading
- Phonetics
- Songs/Rhymes

**Social and Emotional Skills**

- Interacting with peers
- Developing Self confidence
- Communication skill
- Social Play
- Understanding Emotions
Basic Math Concepts

- Counting
- Shapes
- Color/Number Recognition

Sensorial Activities

- Painting
- Sorting
- Olfactory
- Gustatory
- Auricular

Curriculum Enhancement

All children in Nursery have lessons in music, art, and physical education taught by specialist teachers. Through the course of the school year, children participate in school outings, themed days, sporting events and school productions for parents and friends.

Pre-Kindergarten

Through play, center activities, and direct instruction, children in Pre-K learn a variety of cognitive, social, and emotional skills. There is an emphasis on providing a secure and nurturing environment. Within the classroom structure, children are encouraged to develop at their own pace. Individual learning experiences are provided so that each child is supported and challenged. Teachers and teaching assistants support children through structured play experiences and offer open-ended learning opportunities for child-initiated projects. There is a strong emphasis on social and emotional development through which children develop skills in: independence, problem solving, and confidence.

Oral Language and Literacy

Teachers create a language-rich classroom to support children’s development in listening and speaking. Children are given multiple opportunities to use language in a variety of ways. For example, much time is spent on engaging children in extended conversations. Children are encouraged to tell and retell stories and describe events in their lives. Children are taught how to ask questions and make text-to-text and text-to-self connections. Teachers challenge children to justify their thinking. Teachers also provide a good model of verbal language and scaffold children’s current language abilities. Teachers read aloud to children multiple times a day to facilitate oral language and vocabulary development. Teachers offer phonological awareness activities including: rhyming, segmenting syllables, alliteration, and letter sounds. Concepts of print are reinforced through activities such as shared reading and shared writing.

Mathematics

Teachers plan math experiences that build from children’s natural interest and reveal how math is part of our physical and social world. Activities are presented that strengthen children’s problem-
solving and reasoning skills. Children are encouraged to represent, communicate, and connect mathematical ideas. Math and other subject areas are often interconnected. Teachers provide time, materials, and support for children to engage in play (a context in which children explore and manipulate mathematical ideas). Specific math concepts addressed include: numeration and counting, relationships between numbers, measurement and comparison, and shapes.

**Social/Emotional Development**

At the beginning of the year, children practice separation from home and transitioning smoothly into the classroom. Later on, they begin to learn more about themselves and their classmates. By comparing and contrasting themselves, children begin to see how they are alike and different. This understanding lays the groundwork for teaching about diversity and solving conflicts. Teachers model and express a respect and appreciation for differences. Children begin to develop friendships. Strategies for making and keeping friends are taught and practiced. Conflict resolution skills are integrated to assist children in solving problems with others. Children’s feelings are acknowledged and correctly labeled. Appropriate ways to demonstrate a feeling are taught and modeled. Children also learn coping strategies for dealing effectively with their feelings. As children become more confident with themselves in their classroom, they are encouraged to increase their independence, and take more risks in their learning. Children are also provided with opportunities to become skilled in: transitioning from one activity to the next, taking care of classroom materials, following directions, and making decisions/choices.

**History/Social Science**

From birth, children begin to explore their world and attempt to make sense of both the social and physical environments. When children arrive in Pre-K, (their first sense of community outside the home), they are ready to learn how to make sense of this new social and physical arena. 4-year olds are typically egocentric and love to talk about themselves. We begin the year by building upon this natural interest by learning all about ourselves. Through art activities, book-making, and class discussions, children gain a better understanding of themselves, their interests, abilities, preferences, and characteristics.

Because 4-year olds are concrete thinkers, our social studies experiences center on the familiar experiences in their own lives. We learn about such topics as: families, birthdays and celebrations, going to the doctor, getting a haircut, and growing bigger. Through stories, dramatic play, field trips, and songs, children learn about community roles and a sense of history (past, present, future). As the year progresses, children learn about their roles and responsibilities in the classroom. They learn the importance of taking care of their immediate environment. We introduce classroom jobs, role-play how to help one another, and become experts at cleaning up and taking care of our materials. This ecological skill is a rehearsal for the children eventually taking care of the planet.

**Science and Technology**

Pre-K children are natural experimenters. As they explore their world (and classroom), they begin using science processes such as observing, classifying, experimenting, predicting, drawing conclusions, and communicating their ideas to others. We observe living and non-living things, ask questions about how things work, and think about why things change. Through multi-sensory experiences like cooking and following recipes, children predict what is going to happen and learn about change over time. Through building, children learn about the various tools used and their purposes. Teachers provide hands-on materials such as water, rice, beans, seashells, and rocks for children to examine, classify, and explore.
Language Arts
In kindergarten language arts students will work on reading, writing and conversational English. In reading students will understand basic features of print such as reading from left to right, that words are separated by spaces and recognizing all upper and lower-case letters. They will demonstrate phonemic awareness by understanding spoken words, syllables and sounds. Kindergarteners will work on applying phonics and world analysis skills to decode words by reading common high-frequency words by sight and being able to sound out words. They will also be able to read beginner level texts. In kindergarten reading they will also be able to ask and answer questions about unfamiliar words, ideas, or topics. They will also be able to identify the author and illustrator with meaning. Kindergarteners will learn to retell familiar text with detail and understand the relationship between the words and pictures. For writing in kindergarten the students will use combination of drawing, dictating and writing to form opinion pieces, add details, or narrate a single event. They will also use a variety of digital tools, input from peers and recall previous experiences to produce writing. Students will also learn how to spell simple words phonetically, proper punctuation and capitalization. Students will learn how to properly carry on a conversation through multiple exchanges and agreed upon rules using proper grammar. They will ask and answer questions in order to gain and seek information and express feelings clearly with purpose. A variety of different resources will be used such as the Reading Street program, beginning readers, activity worksheets, games, puzzles, songs, dance, computers, stories and podcasts.

Reading Units of Study:
- The First 25 Days
- Readers Read for a Purpose
- Readers Use their Schema
- Readers Make Predictions
- Readers Retell Stories
- Readers Make Connections
• Readers Use Illustrations and Text
• Readers Create Mental Images
• Readers Ask Questions
• Readers Make Inferences

Writing Units of Study:
• Alphabet: Formation & Recognition
• Being a Writer
• Writing True Stories
• Writing Books with a Pattern
• Writing How-to Books
• Persuasive and Opinion Writing
• Fiction and Fairy Tale Writing
• Writing Nonfiction Books

Mathematics
In kindergarten mathematics the students will be working on a variety of different content areas including: number and numeration, operations and computation, data and chance, measurements and references frames, geometry, and patterns, functions and algebra.

Sample Kindergarten Goals:
• Numbers and Numeracy
  Count on by 1s to 100; count on by 2s, 5s, and 10s and count back by 1s with number grids, number lines, and calculators. Estimating, representing and comparing numbers, reading and writing numbers and decomposing simple numbers is learned.
• Operations and Computation
  Use manipulatives, number lines, and mental arithmetic to solve problems involving the addition and subtraction of single-digit whole numbers; demonstrate appropriate fluency with addition and subtraction facts within 5.
• Data and Chance
  Collect and organize data to create class-constructed tally charts, tables, and bar graphs. Explore basic probability and concepts.
• Measurement and Reference Frames
  Describe and use measures of time periods relative to a day and week; identify tools that measure time. Use nonstandard tools to estimate and compare the weight and length of objects. Look at temperature using thermometers and time using calendars, clocks and other tools.
• Geometry
  Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, and cubes.
• Patterns, Functions, and Algebra
  Extend, describe, and create visual, rhythmic, and movement patterns; use rules, which will lead to functions, to sort, make patterns, and play "What’s My Rule?" and other games.

The students will learn these skills through a variety of different methods including song, classroom routine, Everyday Mathematics program, manipulatives, games and activity worksheets.
Science
The performance expectations in kindergarten help students formulate answers to questions such as: "What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?" Students are expected to develop an understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather. Students are able to apply an understanding of the effects of strength or direction of a push or pull on the motion of an object to analyze a design solution. Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live. The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the kindergarten performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas. The students will learn these skills and standards through songs, activity work pages, the Interactive Science program, discussion, physical activities, investigations, writing and drawing activities.

Science Units of Study:
- Weather
- Living Things
- Penguins!
- The Science Fair

Social Studies
In kindergarten socials studies the students will learn to identify stories about past events, people and places. Students will explore ways to get along with others and why it is important to take turns and get along. They will learn conflict resolution by following four steps; stop and clam down, talk and listen, think of a solution and agree on a plan to try. Kindergarters will discover who they are as a person, what or who they care about, how they feel and the things they are able to do. They will also explore what makes families special and what it means to be part of a family, a group of people. They will see how a family can change over time and relate it back to themselves. The students will also learn about their rights and responsibilities in relation to his or her social group, including characteristics of a good citizen. They will look at how they can makes and keep friends, how they can be a good student at school and what it means to be a good neighbor. They will also be able to identify sources and purposes of authority in different settings. This means know who is in charge, why and what their purpose is. They will also learn the difference between needs and a wants. They will learn these ideas through the Social Studies Alive! program which uses a worksheets, coloring pages, group discussion and thought, songs, writing activities and interactive activities. They will also read and listen to books to help them learn the concepts.
Social Studies Units of Study:
- Our School’s ESLRs
- Teeth Health
- International Day (Antarctica!)
- Friendship
- Identity
- Community
Lower Elementary

Grade 1

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Literacy skills taught all year: comprehension strategies, reading and writing across the content areas, phonics/word study

Expected Schoolwide Learner Results (ESLRs): Academics, Aesthetics, Athletics, Altruism

Language Arts

Reading and Writing

In Grade 1 students review and practice the basic skills of how to read and write. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students learn to write clear and coherent sentences and paragraphs that develop a central idea. Their writing will begin to show that they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions, and publishing). Students write narratives both individually and as a class in a variety of genres (fantasy, realistic, etc) that describe and explain familiar objects, events, and experiences. Students are expected to read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.

For reading and writing our class will utilize a combination of the Daily 5 and Reading Workshop Models. For Reading Workshop, students are given the power to decide which books they read. They learn comprehension-building tips every day during mini-lessons, which helps them to hone their skills as readers, and focus on specific aspects, strategies, and literary elements. We will have a daily read aloud, selecting from a wide range of authors and genres. The Daily 5 will be used alongside Reading Workshop, providing students with the choice of 5 tasks: 1) Read to yourself, 2) Read to someone, 3) Work on writing, 4) Listen to reading (computer/headphones), and 5) Spelling/word work. By using this model, we will work hard to close any learning gaps within the classroom and work to build stamina in regards to working on assignments for extended periods of time, and teach students to own their learning.

Speaking and Listening
In Grade 1 students work on listening critically and responding appropriately to oral communication. They are encouraged to speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking is expected to demonstrate a command of standard American English and the organizational and delivery strategies practiced in class.

Reading Units of Study:
- The First 20 Days
- Readers Read for a Purpose
- Readers Use their Schema
- Readers Make Predictions
- Readers Retell Stories
- Readers Make Connections
- Readers Use Illustrations and Text
- Readers Create Mental Images
- Readers Ask Questions
- Readers Make Inferences

Writing Units of Study:
- Being a Writer
- Writing to Tell My Stories
- Writing How-to Books
- Writing to Share My Opinion
- Writing Realistic Fiction
- Writing Nonfiction
- Writing Letters
- Writing Poetry

Social Studies
Grade 1 Social Studies is focused on “My School and Family.” Throughout the year, a variety of hands-on-manipulatives, readings, and interdisciplinary projects will be used to answer the following questions: How do we get along in school? What is it important to learn from each other? Why do schools have rules? Who helps us at school? What is a map? What was school like long ago? What groups do we belong to? How are families special? What do families want and need? How do families care for each other? The concepts that are learned are applicable to any person anywhere, whether they are in Asia, America or anywhere else. Throughout each study of the different facets of Social Studies the students will spend much time learning, understanding, and practicing specific vocabulary.

Social Studies Units of Study:
- Our School’s ESLRs
- Dental Health
- How do we get Along in School?
• Why is it Important to Learn from Each other?
• International Day
• What is a Map?
• What was School Like Long Ago?
• Health: Exercise
• What Groups do we Belong to?
• How are Families Special
• What do Families Need and Want?
• How do Family Members Care for Each Other?

Mathematics
In Grade 1 the following basic concepts are introduced, practiced, mastered or reviewed with manipulatives, workbook pages, and through games and activities.

• **Number and Numeration**: Counting; reading, writing, and modeling whole numbers; investigating whole number place value; exploring the values of coin combinations.

• **Operations and Computation**: Learning addition and subtraction facts and exploring fact families; beginning informal work with properties of numbers and operations; exploring the values of coin combinations.

• **Data and Chance**: Collecting, organizing, and displaying data using tally charts, tables, line plots, and graphs; exploring concepts of chance.

• **Measurement and Reference Frames**: Using tools to measure length and weight; using clocks, calendars, timelines, and thermometers.

• **Geometry**: Exploring 2- and 3-dimensional shapes.

• **Patterns, Functions, and Algebra**: Exploring attributes, patterns, sequences, relations, and functions; finding missing numbers and rules in Frames-and-Arrows and “What’s My Rule?” problems.

Science
In Grade 1 students are introduced to Life Science, Earth Science, Physical Science, and Space and Technology through a variety of hands-on-manipulatives, readings, and interactive text. Throughout each study of the different sciences the students will use the Scientific Method to conduct a variety of experiments. The sciences are vocabulary-rich and therefore much time during science is devoted to learning, understanding, and practicing scientific vocabulary.

Science Units of Study:
• Safety and Tools
• Structure, Function, and Information Processing
• Space Systems: Patterns and Cycles
• Engineering Design and The Science Fair
• Waves: Light and Sound
Grade 2

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<td>How are communities different?</td>
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<td>Who provides services in a community?</td>
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<td>How are goods made and brought to us?</td>
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<td>How can I be a good shopper?</td>
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<td>How do communities change?</td>
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<td>How can a person make a difference in a community?</td>
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<td>What does a good citizen do?</td>
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<td>What do communities share?</td>
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Literacy skills taught all year: comprehension strategies, reading and writing across the content areas, phonics/word study

Expected Schoolwide Learner Results (ESLRs): Academics, Aesthetics, Athletics, Altruism

Language Arts

Reading

Students will learn how to find key ideas and details, integrate knowledge and ideas, and describe craft and structure. They experience a range of reading materials, with varying levels of text complexity. They ask and answer questions while reading to demonstrate comprehension, recount stories to determine central messages, and describe how characters in a story respond to major challenges. Students use information derived to depict an understanding of plotlines, settings, etc., and compare and contrast stories from different cultures. By the end of the year, students read and comprehend literature that is grade-appropriate.

Our class utilizes a combination of the Daily 5 and Reading Workshop Models. For Reading Workshop, in place of a textbook, students are given the power to decide which books they read, primarily picture books and chapter books. Students are afforded the opportunity to read individually, or in pairs. They learn comprehension-building tips every day during daily mini-lessons, which helps them to hone their skills as readers, and focus on specific aspects, strategies, and literary elements. We will have a daily read aloud, selecting from a wide range of authors and genres. The Daily 5 will be used alongside Reading Workshop, providing students with the choice of 5 tasks: 1) Read to yourself, 2) Read to someone, 3) Work on writing, 4) Listen to reading (computer/headphones), and 5) Spelling/word work.

Reading Units of Study:

- The First 20 Days
- Readers Read for a Purpose
- Readers Use their Schema
- Readers Make Predictions
- Readers Retell Stories
- Readers Make Connections
- Readers Use Illustrations and Text
- Readers Create Mental Images
• Readers Ask Questions
• Readers Make Inferences

Writing
Students will recognize text types and purposes, in which they write opinion pieces, informative/explanatory texts, and narratives. They will learn about the production and distribution of writing, focusing on revision, editing, and publishing. They will research to build and present knowledge by participating in research and writing projects, and recall information from experiences from provided sources to answer a question.
In our classroom, students work on spelling and respond to daily questions in their writing journals. Students will learn the traits of writing, how to write clearly, and how to develop ideas. Students will work on grammar through explicit instruction via the My Pals language program. They will learn to identify and use the different parts of speech, which will boost fluency and vocabulary. Writing takes place in every discipline in various forms, and serves different purposes.

Writing Units of Study:
• Being a Writer
• Writing to Tell My Stories
• Writing How-to Books
• Writing to Share My Opinion
• Writing Realistic Fiction
• Writing Nonfiction
• Writing Letters
• Writing Poetry

Math
“By the end of Grade two, students will understand how to represent and solve problems involving addition and subtraction, add and subtract within 20, work with equal groups of objects to gain foundations for multiplication, and determine place value. They will use place value understanding and properties of operations to add and subtract, measure and estimate lengths in standard units, relate addition and subtraction to length, and work with time and money. They will also represent and interpret data, and reason with shapes and their attributes,” (Common Core Standards).
Students will work with the Everyday Math curriculum in the classroom, and IXL for homework activities. Both are aligned with Common Core Standards. Second Grade Everyday Mathematics focuses on the following content strands, skills, and concepts:
• Number and Numeration - Counting; reading, writing, and modeling whole numbers; identifying place-value; comparing numbers; working with fractions; using money to develop place-value and decimal concepts.
• Operation and Computation - Recalling addition and subtraction facts; working with fact families; adding and subtracting with tens and hundreds making reasonable estimates beginning multiplication and division; calculating values of coin and bill combinations.
• Data and Chance - Collecting, organizing and interpreting data using charts, tables, line plots, and graphs; exploring concepts of chance.
• Measurement and Reference Frames - Using tools to measure length, weight and temperature; using U.S. customary and metric measurement units; using clocks and calendars.
• **Geometry** - Exploring 2- and 3- dimensional shapes; classifying polygons.
• **Patterns, Functions and Algebra** - Exploring number patterns, rules for number sequences, relations between numbers, and attributes.

**Social Studies**
We will be utilizing the Social Studies Alive: My community course materials, which will teach students the basics of geography, economics, and citizenship in the context of learning about their local community. Readings are reinforced by activities that develop a wide range of skills. These skills include designing communities within the classroom, map-making, investigating our community/city, reflecting on how to be a smart consumer, and civic responsibilities. The strands in SS Alive, are aligned with the Aero Social Studies Standards.

**Units of Study:**
- Our School’s ESLRs
- What is a Community?
- How are Communities Different?
- Who Provides Services in a Community?
- How are Goods Made and Brought to us?
- How can I be a Good Shopper?
- How do Communities Change?
- How can a Person Make a Difference in a Community?
- What does a Good Citizen do?
- What do Communities Share?

**Science**
In Science, students deepen their learning about scientific concepts through the big question and essential question format. Lessons will follow the inquiry model of laying the foundation, building on it through investigation, and completing the structure through application. *The Next Generation National Science Standards* form the basis for our interactive science program at TAS.

**Science Units of Study**
- Ecosystems
- Biological Diversity and Unity
- Earth’s Changing Face
- Structure and Properties of Matter
- Engineering Design
- The Nature of Science
## Upper Elementary

### Grade 3

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<td>Month</td>
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<td>Reading: Personal Narratives Writing traits: ideas</td>
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<tr>
<td>Social Studies</td>
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<td>Our Community</td>
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</table>

Literacy skills taught all year: comprehension strategies, reading and writing across the content areas, phonics/word study, grammar. Expected Schoolwide Learner Results (ESLRs): Academics, Aesthetics, Athletics, Atrium.

### Language Arts

**Reading**

Students will learn how to find key ideas and details, integrate knowledge and ideas, and describe craft and structure. They experience a range of reading materials, with varying levels of text complexity. They ask and answer questions while reading to demonstrate comprehension, recount stories to determine central messages, and describe how characters in a story respond to major challenges. Students use information derived to depict an understanding of plotlines, settings, etc., and compare and contrast stories from different cultures. By the end of the year, students read and comprehend literature that is grade-appropriate.

Our class utilizes a combination of the Daily 5 and Reading Workshop Models. For Reading Workshop, in place of a textbook, students are given the power to decide which books they read, primarily picture books and chapter books. Students are afforded the opportunity to read individually, or in pairs. They learn comprehension-building tips every day during daily mini-lessons, which helps them to hone their skills as readers, and focus on specific aspects, strategies, and literary elements. We will have a daily read aloud, selecting from a wide range of authors and genres. The Daily 5 will be used alongside Reading Workshop, providing students with the choice of 5 tasks: 1) Read to yourself, 2) Read to someone, 3) Work on writing, 4) Listen to reading (computer/headphones), and 5) Spelling/word work.

**Writing**

Students will recognize text types and purposes, in which they write opinion pieces, informative/explanatory texts, and narratives. They will learn about the production and distribution of writing, focusing on revision, editing, and publishing. They will research to build and present knowledge by participating in research and writing projects, and recall information from experiences from provided sources to answer a question.
In our classroom, students work on spelling and respond to daily questions in their writing journals. Students will learn the traits of writing, how to write clearly, and how to develop ideas. Students will work on grammar through explicit instruction via the Let’s Go language program. They will learn to identify and use the different parts of speech, which will boost fluency and vocabulary. Writing takes place in every discipline in various forms, and serves different purposes.

Mathematics
In Grade 3, the American curriculum Everyday Mathematics is taught on a daily basis. Students work towards the following content strands, skills and concepts:

- **Number and Numeration:** Counting patterns; place value; reading, writing, and modeling whole numbers up to 1,000,000; fractions, decimals, and integers.
- **Operations and Computation:** Automaticity with all addition and subtraction facts; extending multiplication and division facts to multidigit problems; working with properties; operations with fractions and money; making reasonable estimates.
- **Data and Chance:** Collecting, organizing, and displaying data using tables, charts, line plots, and graphs; exploring concepts of chance.
- **Geometry:** Exploring 2- and 3-dimensional shapes and other geometric concepts.
- **Measurement and Reference Frames:** Measuring lengths to the nearest ½ inch and ½ centimeter; describing relationships among units of length and time; finding areas of rectangles; finding the perimeter of polygons; telling, showing, and writing time to the nearest minute.
- **Patterns, Functions, and Algebra:** Finding patterns on the number grid; solving Frames-and-Arrows puzzles having two rules; completing variation of “What’s My Rule,” activities; exploring the relationships between addition and subtraction and between multiplication and division; using parentheses in writing number models; naming missing parts of number models.

Science
Students study Interactive Science in Grade 3. Each lesson includes a number of engaging activities and questions that challenges children to think deeper about the material. Lessons begin with labs that set up lessons. Throughout the lessons are additional activities that show the lesson in action. Students continue to study and apply the Scientific Method throughout the school year.

**Units of Study:**
- The Nature of Science
- Technology and Design
- Plants
- Ecosystems
- Earth and Weather
- Forces and Motion
- Matter and Energy
- Earth and Our Universe
Social Studies
In Grade 3 students follow the curriculum of Social Studies Alive! Our Community and Beyond. Students will also apply concepts and ideas to learn about America, Southeast Asia, and other home countries. Students will experience social studies as active participants as they take part in activities such as group projects, creative simulations, role playing, and writing. Units of Study include Geography, Immigration, Diversity, Economics, Public Service, Community Action, and Environmental Problems. Time in Social Studies is also devoted to studying the core values that guide our school, the ESLRs.

Units of Study:
- School ESLRs
- Our Community
- The United States and Southeast Asia
- Geography
- Immigration
- Alike and Different
- Cultural Diversity
- Economies and Global Trade
- Helping the Global Community

Grade 4

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<th>Term</th>
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<td>Month</td>
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<td>Literacy</td>
<td>Launching the Reading and Writing Workshop</td>
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<tr>
<td>Social Studies</td>
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<td>Life Gives Rise to Humans</td>
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Literacy skills taught all year: comprehension strategies, reading and writing across the content areas, phonics/word study, grammar

Expected Schoolwide Learner Results (ESLRs): Academics, Aesthetics, Athletics, Altruism

Language Arts
In grade 4 students are expected to understand the basic features of reading and move toward fluency. In class, we learn using the Reading Laboratory as we practice buddy reading and independent reading. We also use Reading Street for in-class instruction and practice. Students select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions,
making predictions, comparing information from several sources).

In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). Grade 4 students read at-level RAZ-Kids books every night, improving their listening, fluency, and comprehension levels significantly throughout the year.

For writing, students write clear, coherent sentences, paragraphs, and full works that develop a central idea. Their writing shows they consider the audience and purpose. Students’ progress through the stages of the writing process (prewriting, drafting, revising, editing, and publishing). Writing is often cross-curricular with independent writing projects in Science and Social Studies that follow structured writing lessons and practice.

Students write and speak with a command of Standard English conventions appropriate to this grade level. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies.

Units of Study:
- Launching the Reading Workshop
- Launching the Writing Workshop
- Grammar and Spelling
- Reading & Writing Narratives
- Reading Traditional Literature
- Reading & Writing Informative Texts
- Reading & Writing Biographies

Social Studies
We base Social Studies on the AERO standards (American Standards Reaches Out):
- Time, Continuity, and Change: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.
- Connections and Conflict: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
- Geography: Students will understand the interactions and relationship between human societies and their physical environment.
- Culture: Students will understand cultural and intellectual developments and interactions among societies.
• **Society and Identity:** Students will understand social systems and structures and how these influence individual.

• **Government:** Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

• **Production, Distribution, and Consumption:** Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

• **Science, Technology, and Society:** Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

In our classroom, we cover these strands with lessons about the US from Social Studies Alive! as well as projects, often reflecting on how to apply our new knowledge and skills towards understanding Vietnam. We use our textbooks as a resource, equally important to trade books and internet resources.

**Units of Study:**
- School ESLRs
- Life Gives Rise to Humans
- Creation
- Peopling The Earth
- Tools
- Humans and Nature
- Energy
- Politics
- Communication and Transportation

**Mathematics**

Based on the Common Core Standards (CCSS), Mathematics focuses on 6 strands of math; Number Sense, Operations, Algebra, Measurement, Geometry, and Reasoning. We use Everyday Math during math instruction and IXL for homework and practice. We also use the math trainer at mathisfun.com for basic facts speed training. By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers.

Fourth Grade Everyday Mathematics emphasizes the following content strands, skills, and concepts.

• **Number and Numeration:** Reading, writing, and comparing whole numbers up to 1,000,000,000, decimals through thousandths, negative numbers to -100, and fractions; understanding relations between fractions, decimals, and percents; locating fractions and mixed numbers on a number line; generating equivalent fractions.

• **Operation and Computation:** Using paper-and-pencil algorithms to add, subtract, multiply, and divide multi-digit whole numbers and decimals; using mental arithmetic to compute exact answers and to estimate; rounding from millions to hundredths; modeling multiplication with arrays and area; using several methods to add and subtract fractions.
• **Data and Chance**: Creating, reading, and interpreting graphs; identifying landmarks in data sets, including range, median, mode, and mean; listing all possible outcomes in simple situations; using fractions to quantify probabilities; using experimental results to make predictions.

• **Measurement and Reference Frames**: Measuring length, area, volume, weight, temperature, and time; developing personal references for inches, centimeters, feet, meters, and yards; estimating lengths and weights; finding areas and perimeters of rectangles, parallelograms, and triangles; finding volumes of rectangular prisms by counting cubic units; calculating elapsed time; using correct units in all measurements; calculating distances using map scales.

• **Geometry**: Locating points on a coordinate grid; drawing and measuring angles; classifying angles as acute, obtuse, or right; classifying lines as parallel, intersecting, or perpendicular; recognizing and using transformations, including reflections and rotations; understanding the relationship between reflections and line of symmetry; building 3-dimensional shapes; describing, comparing and analyzing 2-dimensional and 3-dimensional figures.

• **Patterns, Functions and Algebra**: Using letters and other symbols for unknowns; simplifying expressions containing parentheses; creating, extending, and describing patterns; using formulas for finding the areas of simple geometric figures; determining rules that relate numbers in pairs; finding missing numbers in tables; translating among verbal, numerical, and graphical representations; understanding and writing number models for number stories.

**Science**

For Science, we use the Pearson Interactive Science program, which focuses on 4 areas of Science; Physical, Life, Earth, and Investigation and Experimentation. Physical Science emphasizes how electricity and magnetism are related effects that have many useful applications in everyday life. Life Science focuses on the understanding that all organisms need energy and matter to live and grow and living organisms depend on one another and on their environment for survival. Earth Science offers a deeper understanding of the properties of rocks and minerals and how these reflect the processes that formed them. Waves, wind, water, and ice shape and reshape Earth’s land surface also are included in this unit of study. Investigation and Experimentation is a focus of the entire year where scientific progress is made by asking meaningful questions and conducting careful investigations.

As a basis for understanding these concepts, students develop their own questions and perform investigations. We do cross-curricular work between ELA and Science for writing information reports and experiments in addition to doing ample reading in the sciences throughout the year.
Grade 5

**Language Arts**

*Reading*
Reading lessons are based on the Reader’s Workshop Model. Instead of reading from a textbook, students read from novels and picture books. During daily mini-lessons, students learn and practice strategies to help them become better, more thoughtful readers. Then, students read individually and apply the strategies that they learned in the mini-lessons to their own reading. They also respond to their reading in Reader’s Response Notebooks and at conferences with the teacher. Students participate in Guided Reading groups where they work in small groups to read a novel that is at their reading level. Often, the teacher will read aloud parts of the novel so students can also listen to reading. Students can read at-level fiction and nonfiction books, improving their listening, fluency, and comprehension levels through the online program Raz Kids.

*Speaking and Listening*

In grade 5, students are encouraged to speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief recitations and oral presentations during projects in Language Arts, Science, and Social Studies. They are expected to demonstrate a command of standard American English and use the organizational and delivery strategies practiced in class.

*Writing*

For writing, students strive to write clear, coherent sentences, paragraphs, and full works that develop a central idea. Students follow the writing process (prewriting, drafting, revising, editing, and publishing) and they develop writing that shows they consider their audience and purpose. Student writing should demonstrate an appropriate command of standard American English. Writing is often cross-curricular with independent writing projects in Science and Social Studies that follow structured writing lessons and practice.

**Social Studies**
Grade 5 Social Studies is focused on understanding and practicing the Essential School-wide Outcomes as well as the AERO standards (American Standards Reaches Out) below:

- **Time, Continuity, and Change**: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.
- **Connections and Conflict**: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
- **Geography**: Students will understand the interactions and relationship between human societies and their physical environment.
- **Culture**: Students will understand cultural and intellectual developments and interactions among societies.
- **Society and Identity**: Students will understand social systems and structures and how these influence individual.
- **Government**: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.
- **Production, Distribution, and Consumption**: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
- **Science, Technology, and Society**: Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

These standards are covered through projects, lessons from Social Studies Alive! textbooks, books from the library, activities, field trips, and other teacher created and internet based resources. Students often apply lessons they are learning to their home country.
VIETNAMESE AS A SECOND LANGUAGE - BEGINNER
This course is designed for beginning students with little or no previous exposure to the Vietnamese language. Students will learn daily issues of communication based on 9 topics: Greetings, Self-Introduction, Time, School, Family, Describing Objects, Food, Weather, and Transportation. Our goals are to engage the students frequent the use of Vietnamese in classroom and community. They learn the alphabets, numbers, and understand the different functions of Vietnamese tone marks, build up Vietnamese vocabulary. The students also learn traditions, cultural activites in community. Focused on improving reading, speaking, listening and writing skills, after the first year, students are expected to carry on a basic conversation and write simple paragraphs in Vietnamese. This class will be taught both in English and Vietnamese.

VIỆT NGỮ 1

VIETNAMESE AS A SECOND LANGUAGE - Immediate
This course is intended for students with a deeper working knowledge of the Vietnamese language. Students will learn standard Vietnamese and communication skills at an intermediate level. Students will improve their reading, writing, speaking and listening skills on 6 groups of topics: Motherland, Education, Health, Hobbies, Entertainment, Lunar New Year. Students are also required to learn the phonetic systems, advanced grammar and vocabulary. At the end of the program, the students will be able to communicate fluently and confidently on topics learned. In addition, the course will introduce some basic issues of the Vietnamese culture which provide students with a background knowledge regarding Vietnamese society. This part will be taught in Vietnamese.

VIỆT NGỮ 2

VIETNAMESE STUDIES 1
This course lasts a full academic year and follows MOET standards (Ministry of Education and
Students will learn the alphabet, spelling, pronunciation, sentence structures. They will know how to write simple sentences and read some idioms and short poems. Focused on improving reading, speaking, listening and writing skills, after the first year, students are expected to carry on a basic conversation and write simple paragraphs in Vietnamese. Moreover, the course will train students some basic issues of the Vietnamese culture and behaviors at their age, get ready for second grade.

**VIỆT NAM HỌC 1**

**VIỆTNAMESE STUDIES 2**
This course lasts a full academic year and follows MOET standards (Ministry of Education and Training) Vietnam. Students will keep improving pronunciation, sentences structure, spelling, reading, writing, speaking and listening skills, learn daily issues of communication based on 15 topics: STUDENTS, FRIENDS, SCHOOL, TEACHER, GRANDPARENT, PARENTS, BROTHERS AND SISTERS, PET, BIRDS, ANIMALS, OCEAN, TREE, HO CHI MINH, SEASONS, PEOPLE. Moreover, the course will keep training students some basic issues of the Vietnamese culture and behaviors at their age, get ready for third grade.

**VIỆT NAM HỌC 2**
Khóa học này kéo dài một năm học và theo tiêu chuẩn Bộ GD & ĐT (Bộ Giáo dục và Đào tạo) Việt Nam. Học sinh sẽ tiếp tục cải thiện cách phát âm, cấu trúc câu, kỹ lưỡng từ, đọc, viết, nói và kỹ năng nghe, tìm hiểu các vấn đề hàng ngày của trường học trong 15 chủ đề: HỌC SINH, BÀN BẾ, TRƯỞNG HỌC, GIÁO VIÊN, ÔNG BÀ, CHA MẸ, ANH EM, VĂN VIỆT, CHỊM CHÓC, ĐỘNG VẬT, CÂY CỎI, SÔNG BIỂN, HỒ CHÍ MINH, BÔN MÙA, CON NGƯỜI. Ngoài ra, khóa học sẽ tiếp tục giúp học sinh rèn luyện một số vấn đề về kĩ năng và hành vi ứng xử phù hợp với độ tuổi các em và văn hóa người Việt, sẵn sàng cho lớp ba.

**VIỆTNAMESE STUDIES 3**
This course lasts a full academic year and follows MOET standards (Ministry of Education and Training) Vietnam. Students will keep improving pronunciation, sentences structure, spelling, reading, writing, speaking and listening skills, learn daily issues of communication based on 15 topics: STUDENTS, FAMILY, SCHOOL, PEOPLE, HOMETOWN, NORTH-CENTRAL-SOUTH, BROTHERS AND SISTERS, CITY & COUNTRYSIDE, NATIONAL PROTECTION, CREATIVITY, ART, FESTIVAL, SPORT, COMMON HOUSE, SKY & GROUND. Moreover, the course will keep training students some basic issues of the Vietnamese culture and behaviors at their age, get ready for grade fourth.

**VIỆT NAM HỌC 3**
VIETNAMESE STUDIES 4

This course lasts a full academic year and follows MOET standards (Ministry of Education and Training) Vietnam. Students will keep improving pronunciation, sentences structure, spelling, reading, writing, speaking and listening skills, learn daily issues of communication based on 9 topics: HELPING, HONEST, DREAMS, ARTICLE FLUTE, THE WORLD, COLORFUL, LIFE, DISCOVERY, BRAVE MAN. Moreover, the course will keep training students some basic issues of the Vietnamese culture and behaviors at their age, get ready for grade fifth.

VIETNAM HỌC 4

Khóa học này kéo dài một năm học đầu và theo tiêu chuẩn Bộ GD & ĐT (Bộ Giáo dục và Đào tạo) Việt Nam. Học sinh sẽ tiếp tục cải thiện phát âm, cấu trúc câu, lối chính tả, đọc, viết, nói và kỹ năng nghe, tìm hiểu các vấn đề hàng ngày của truyền thống qua trên 9 chủ đề: Thương người như thế thường thân, trung thực, trên đời cảnh wóc mu, có chỉ thị nên, tiếc sáo đếu, người ta là hoa dạt, vẻ đẹp muôn mâu, tính yêu cuộc sống, những người đứng câm, khám phá thế giới. Hưn nữa, khóa học sẽ tiếp tục giúp học sinh rèn luyện một số vấn đề về vẻ ngoài và hành vi ứng xử phù hợp với độ tuổi các em và văn hóa người Việt, sẵn sàng cho lớp năm.

VIETNAMESE STUDIES 5

This course lasts a full academic year and follows MOET standards (Ministry of Education And Training, Hanoi, Vietnam). The purpose of this course is ensuring that students are prepared to read complex narrative and descriptive texts in subject-matter areas, which helps students read increasingly with appropriate pacing, intonation, and expression. They use appropriate comprehension strategies when reading for different purposes, and learn to compare and contrast information on the same topic after reading different texts. Students learn to define and identify synonyms, homonym, homophone. Students also study compound sentences and conjunctions. In writing, students write multiple-paragraph compositions, with an introduction, supporting paragraphs, and a conclusion. They write descriptive, narratives, responses to literature, information reports, and summaries. The course will introduce Vietnamese history from late 19th to the 20th century, and Vietnamese geography of climate, rivers, land, forests, sea, agriculture, industry, commercial. In addition, the course also focuses on some annual cultural events, such as The Moon Festival, National Day, Teacher’s Day, Tet, Hung Kings Day.

VIETNAM HỌC 5

Chương trình tiếng Việt lớp 5 được biên soạn theo tiêu chuẩn của Bộ Giáo dục và Đào tạo Việt Nam. Chương trình hướng đến việc giúp học sinh nâng cao kiến thức đọc qua các vấn đề tương tự và nhiều chủ đề. Qua đó, các em biết sử dụng các chiến lược đọc hiểu phù hợp với những mục đích khác nhau và học cách so sánh, đối chiếu thông tin trong cùng một chủ đề sau

Các em viết các thể loại văn miêu tả, kể chuyện, nhận xét tác phẩm văn học, báo cáo thông tin và tóm tắt. Chương trình còn giới thiệu về lịch sử Việt Nam từ cuối thế kỷ XIX đến thế kỷ XX và địa lý Việt Nam với các bài học về khí hậu, sông ngòi, đất đai, rừng, biển, nông nghiệp, công nghiệp, thương mại. Ngoài ra, chương trình còn tập trung về một số sự kiện văn hóa hàng năm như Tết Trung thu, Quốc khánh, Ngày Ngà giáo, Tết, Giỗ tổ Hùng Vương.
Elementary Specials Classes

**English as a Second Language**

Like most schools in America, the ESL team at The American School of Vietnam follows the “Response to Intervention” model to provide varied means of support for students who have had little exposure to English, classes to help students who are not quite ready for the American curriculum, and support in all classes to make sure all of the students at TAS can succeed. Because of our small class sizes, we can offer personalized support to fit the needs of all of our students.

We offer:

- Full-day English Language Instruction for low-level, non-native English speakers;
- ESL courses with focus on Reading, Writing, Speaking, and Listening;
- Courses in academic English;
- Additional Language Support classes offered as needed;
- Preparation for students to enter the mainstream American Program.

**Creative Arts**

TAS’s Elementary Art Program provides an outlet for student-artists to express themselves independently, meaningfully and creatively. Students will become familiar with the diversity of arts and cultures and will be able to evaluate and appreciate them. The program will also enable students to be visually literate and to use a variety of mediums. Students will get the chance to experiment and develop their own artistic style and share ideas with fellow-student artists.

TAS’s Elementary Music Program assists students in recognizing and appreciating various musical forms. It also facilitates the learning of music history, theory and technology, composition, and performance which will allow the students to utilize in their musical self-expression. Students will be able to improvise, create, and compose musical pieces reflecting their individuality and music preferences. Student-musicians will be able to improve their music proficiency through wide-ranging activities, solo and collaborative performances and recitals.

**Physical Education**

Physical Education and Health is an integral part of the curriculum that, through human movement, concentrates on the development of individuals' maximum physical potential and their related social, emotional, and intellectual growth.

The discipline's primary purpose is to assist the learner in developing:
1. Establish a solid foundation for maintaining healthy, active and productive lives;
2. Movement abilities ranging from functional life skills to those needed for successful participation in leisure activities of their choice;
3. A sense of self-worth and dignity;
4. Social competencies;
5. Safety awareness; and
6. An appreciation and understanding of specific sports, including their origins, cultural impact and aesthetic values.

The truly physically educated student will have acquired both competencies applicable to any lifetime activities and a desire to retain the healthy feeling associated with fitness and exercise.

Our vision is that all students will be physically educated, having acquired motor skills to perform a variety of physical activities, physical fitness knowledge, and essential motivation to pursue a healthy and active lifestyle in an increasingly changing society.

The values, principles and concepts associated with a quality physical education program surpass the boundaries of the present facilities. Physical activity is a channel for learning in all content areas. The TAS is committed to providing programming in physical education that allows frequent and diverse opportunities to engage in physical activities necessary to support a healthy mind and body.

Information and Communication Technology

It is the goal of the ICT department to provide our students with exposure to the key current and emerging technologies to improve their efficiency and performance in communication and research. Using a spiral curriculum design to focus on depth of learning over breadth of learning, we endeavor to foster creative and critical thinking and instill in our students an understanding of their duty to be examples of the ethical use of technology both as global citizens and future leaders.

ICT utilizes the Student Standards from the International Society for Technology in Education (iste.org/standards). They are as follows:

1. Creativity and innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
   a. Apply existing knowledge to generate new ideas, products, or processes
   b. Create original works as a means of personal or group expression
   c. Use models and simulations to explore complex systems and issues
   d. Identify trends and forecast possibilities

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
   a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
   c. Develop cultural understanding and global awareness by engaging with learners of other cultures
   d. Contribute to project teams to produce original works or solve problems

1. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.
   a. Plan strategies to guide inquiry
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
d. Process data and report results

2. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
   a. Identify and define authentic problems and significant questions for investigation
   b. Plan and manage activities to develop a solution or complete a project
   c. Collect and analyze data to identify solutions and/or make informed decisions
   d. Use multiple processes and diverse perspectives to explore alternative solutions

3. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
   a. Advocate and practice safe, legal, and responsible use of information and technology
   b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
   c. Demonstrate personal responsibility for lifelong learning
   d. Exhibit leadership for digital citizenship

4. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.
   a. Understand and use technology systems
   b. Select and use applications effectively and productively
   c. Troubleshoot systems and applications
   d. Transfer current knowledge to learning of new technologies
# Elementary Assessment Policy

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*Adapted from Bassett Elementary Assessment Policy, Westlake City Schools*
I. TAS Mission and Core Values

Mission
The mission of the American School, a private Early Childhood to Grade 12 college preparatory school, is to educate the whole child incorporating mind, body, and spirit. The school provides the tools, opportunities, and human resources to inspire and promote inquiry and development of self-confidence.

The students will be equipped to become leaders with inquiring minds through critical thinking, writing, reasoning, investigating, problem solving, and collaborative experiences.

A strong partnership of motivated students, caring faculty and parents, affirms and challenges each person within a dynamic American educational program enriched by a multicultural setting in Vietnam. TAS promotes high standards of excellence by enhancing student learning for leadership in a global world.

Core Values
The American School seeks to develop academic excellence and strength of character within each student. The school models and promotes these core values:
• Academic excellence
• Independent thinking, creativity, and innovation
• Integrity, honesty, and personal responsibility
• Cooperation, teamwork, and sportsmanship
• Respect for diversity of people, ideas, thoughts, and values
• Understanding and compassion
• Service to oneself, family, country, and humanity

II. Philosophy of Assessment

TAS believes that assessment should drive instruction and should be used in decisions regarding intervention and enrichment. Assessments must be developmentally appropriate and differentiated based on student need. We believe assessment should measure growth across cognitive, social, emotional, and physical domains. Assessments should be varied, allowing for multiple forms of output and addressing all modalities, utilizing technology whenever appropriate. Whenever appropriate, common assessments should be used to ensure alignment of learning. Opportunities for self-assessment and reflection should be an integral part of student learning.
III. **Purposes of Assessment**

At TAS Elementary, the primary purpose of assessment is to gather information that shows students' level of proficiency in development of skills and conceptual learning in alignment with school implemented standards. The resulting information is then analyzed and used to make informed decisions regarding modifications to instruction, need for intervention or enrichment, and mastery of concepts, content and skills.

Assessment is the basis of reports and feedback to students, parents, and staff regarding the needs and progress of students. Assessment is a measure of accountability that guides students, parents and teachers through the learning process.

IV. **Types of Assessment**

TAS Elementary School utilizes a variety of assessments in order to measure students' acquisition of globally transferable concepts and skills and standards-based content. This provides teachers with data that drives instruction and informs decisions regarding differentiation to meet the needs of all learners.

- **Pre-Assessment** is used to obtain information about students' prior knowledge and skills in particular areas so that instructional needs of all students can be met.

- **Formative Assessments** gauge the progress of students by checking for understanding throughout the learning process. They provide information needed to make necessary adjustments to teaching and learning practices and to make decisions regarding future instruction and learning engagements.

- **Summative Assessments** are evaluations used to measure student growth and achievement at the culmination of learning in a content, skill or conceptual area. Summative assessments are opportunities for students to demonstrate what they have learned and are referenced when reporting progress to students, parents and staff.

- **Strategies for Assessment** may include, but are not limited to:
o Observations of classes, small groups and individuals on a regular basis
o Performance assessments of goal directed tasks with established criteria, such as presentations, technology-based projects, essays, and written response
o Process-focused assessments in which student learning behaviors are observed and recorded on a regular basis, such as logs and research-based reports
o Progress monitoring using standardized format such rubrics
o Traditional assessments such as tests and quizzes

- **Tools for Assessment** may include, but are not limited to:
  o Venn Diagrams
  o T-charts and column charts
  o K-W-L or K-W-H-L charts
  o Graphic organizers/webs
  o Mind maps
  o Collaborative brainstorming tools, such as carousel
  o Pre and Post reading checklists
  o Rubrics
  o Checklists

- **Common Assessments** are used regularly at TAS ES to formatively assess student progress.
  o Fountas and Pinnell Leveled Reading Assessment
  o Everyday Math Mid-Year and End-of-Year Assessments

- **Schoolwide Standardize Assessments** administered at TAS may include:
  o WIDA Measures of English Acquisition (admittance)
  o TerraNova Standardized Tests (yearly)
  o Track My Progress (quarterly)

V. **Response to Assessment**

**Differentiation:** Differentiation allows teachers to address the differing learning styles, abilities and modalities of all students and tailor instruction to address and develop students’ abilities in areas of strength and need. Differentiation can occur through strategies such as flexible grouping and modification of instruction and/or assessments.
Reporting of Progress: TAS reports the results of assessments to parents and students in a variety of ways:

- TerraNova Home Reports are sent home each year
- Teacher feedback to students and parents is given quarterly using a school report card.
- Teachers meet with parents in conferences that are formally scheduled twice a year but also meet to confer with parents and students to provide feedback as determined by individual student need.
- Teacher feedback in the form of student-teacher conferences and review of student performance occurs in an ongoing manner as part of the process of learning within the classroom.

*Adapted from Bassett Elementary Assessment Policy, Westlake City Schools*