Weeks	Core Standard	Strand	Content		Skills	Activities	Assessments
			International Program	Vietnamese Program			
1	ESS6.4A LS4.4B	- Observe changes in weather.	- Seasons	**Aligned** **Weather, sunny, rainy, hot, cold**	Speaking Listening Identification	Match pictures representative of each season Mime each season Warm – spring Hot – summer Rainy – autumn Cold - winter	Given a season Ss can mime the correct representation Given pictures Ss can identify the most appropriate season
2	ESS6.4A LS4.4B	- Body parts	- Body parts	**Aligned** **Head, arm, leg, hair, ears, eyes, nose, mouth**	Speaking Listening Identifying what is missing	Sing the song *Head, shoulders, knees, and toes* Draw and label the parts of a face	Touch (identify) and say the main body parts Given a partially complete drawing of a body or face Ss can identify and draw what is missing
3	LS4.4A	Life stages	Baby, child, adult, senior	**Not Aligned**	Speaking Listening Identification	Put pictures in order of the life stages Measure feet to observe that as we grow our feet get	Given a picture Ss can identify the correct life stage Ss can correctly order the life stages

							bigger
4	**LS4.4B**	**Human growth and development**	**Walk, eat, drink, write, swim**	**Aligned** **Walk, eat, drink, swim**	Speaking Listening Identifying different abilities at different life stages	Mime abilities Determine which abilities a baby has vs. a child	Understand the babies cannot walk or write Understand that not everyone knows how to swim
5	**LS4.4B**	**Human growth and development**	**Run, sleep, fast, slow**	**Not Aligned**	Speaking Listening Writing	Mime actions Students understand how to take their resting heartrate and then compare their this to their heartrate after physical activity	Ss understand that their hearts beat Ss understand that more activity leads to a higher heart rate
6	**LS1.4A**	**Identify humans' basic needs**	**Sunlight, water, food, air**	**Aligned** **Animals need air, water, sunlight, food to live** **Grade 4 Unit 62**	Reading Speaking	Ask students to hold their breath and count. Explain how air, food, sunlight and water are important for life. Given a set of pictures Ss can identify which items are necessary for life	Ss identify 4 basic necessities for life Ss differentiate between life essentials and non-essentials
7	**LS2.4A**	**Food and energy transformations**	**Breakfast, lunch, dinner, snack**	**Aligned** **Breakfast,**	Speaking Ordering	Say the daily meals Order the daily meals	Ss can order the daily meals

				lunch, dinner			Ss correctly state which meals come before or after other meals
8	**LS2.4A**	**Healthy foods**	**Fish, milk, egg, bread**	**Aligned** **Eat healthy Don't skip meals**	Writing Speaking	Tracing words Identifying food in a picture Talking about favorite foods for each meal	Ss can spell the main meals of the day Ss can talk about the food they like to eat at each meal
9						Review Unit 1, 2	Paper-based test
10	**LS1.4A**	**Living things**	**Living things Animals, plants** **Non-living things**	**Not Aligned**	Listening Identification Speaking Writing	Point and say 'living thing' or 'non-living thing.' Circle living and non-living things Use stickers to group living things and non-living things	Given a set of pictures Ss can identify the living and non-living things
11	**LS1.4B**	**Birds**	**Beak, feathers, tail, wings, legs**	**Aligned** **Beak, feathers, 2 wings, 2 legs**	Identification Listening Writing Speaking	Point and say the body parts of birds Label body parts of birds Trace the words	Ss correctly identify the body parts of birds Given a set of animals Ss can identify the birds
12	**LS1.4B**	**Mammal, fish**	**Hair, scales, fin**	**Aligned** **Fish only** ****no**	Identification Listening Writing Speaking	Point and say the body parts of fish and mammals Label body parts of	Ss correctly identify the body parts of fish and mammals Given a set of animals Ss

				mammals **Tail, fins, scales**		fish and mammals Trace the words Distinguish fish from mammals in pictures	can identify the fish and the mammals
13	**LS4.4A** **LS2.4A**	**Animal needs**	**Born, eat, grow, change, habitats**	**Aligned** **Be born** **Hatch from eggs** **Animals need water, food, good hygiene** **Habitats**	Identification Listening Speaking	Order photos of animals Identify pets in pictures and color the pets Use stickers to identify which animals can be found in the city or the country	Understand that animals are born and grow Order photos of animals in order to demonstrate an understanding of growths Ss understand that not all animals can be pets
14	**LS5.4A**	**Parts of a plant**	**Trunk, leaves, roots, flowers, fruit**	**Aligned** **Roots, stem, leaves, flower, trunk, fruit**	Identification Listening Writing Speaking	Ss point and say the parts of a plant Students label plant pictures	Ss can identify and say the different parts of a plant
15	**SI1A** **LS2.4A** **ESS3.4A**	**Basic needs of plants.** **Items needed for growing plants at home**	**Soil, sunlight, air, water, seed, pot**	**Aligned** **Plant needs: air, soil, sunlight, water**	Writing Observation Recording data	Ss write air, soil, sunlight, water Put a flower in colored water and observe the petals change color Students plant seeds in 3 containers of	Ss can identify the necessary items to grow a plant

							different soils. Observe and record which soil is the most successful	
16	**LS4.4A LS1.4A SI1A**	**Life stages of trees.** **Plant needs.**	**Seed, spring, summer, autumn, winter, sunlight, water, soil**	**Not aligned** **Life stages of trees**	Speaking Predicting Observation Recording data	Ss order the growth stages of a tree Ss indicate which seasons a tree has flowers, fruit, and leaves Ss take 3 healthy plants and remove one of the basic needs and record what happens	Trees grow from seeds Ss understand that the seasons affect the flowering of trees Ss understand what happens when plants don't receive one of their basic needs	
17			**Review**			Review living/ non-living things. Classify animals. Plant needs.		
18			**Final Term Test**				Paper-based test	
19	**LS3.4A LS1.4B**	**Our food comes from plants and animals**	**Eggs, milk, ham, rice, corn, cheese, bread**	**Aligned** **Our food comes from plants and animals**	Speaking Listening Identification	Listen to the story of "The little red hen" and talk about what the hen eats Given pictures of raw materials, Ss choose the food items that come from that raw material	Ss understand that our food comes from plants and other animals Identify whether a food item has come from a plant or an animal	

						Identify which food products come from plants or animals	
20				School Report			
21	**PS1.4A**	**Materials**	**Glass, plastic, wood, metal, stone**	**Aligned** **Glass, metal, wood, plastic stone**	Identification Listening Speaking	Ss listen to the story of The Three Little Pigs and choose what material is best for building a house Ss group pictures of different objects according to the material they are made of	Ss recognize common materials Ss identify what an object is made from
22	**PS1.4A**	**Natural materials** **Adjectives of texture**	**Leather, cotton, wool**	**Not Aligned**	Observing Listening Writing Speaking	Match materials with their sources Describe materials of clothes Ss show different objects and describe the texture	Ss understand the sources of different natural materials Ss can use basic adjectives to describe texture
23	**PS1.4A** **PS1.4C** **SI1A**	**Proper clothes for winter and summer** **Clothing materials and their properties** **Identify observable properties of**	**Rainy, windy, cold, hot, warm,** **Waterproof** **Cotton, wool, plastic,**	**Not Aligned**	Analysis Writing Speaking	Experiment with water to understand waterproof Identify winter clothes as warm or waterproof Group clothes	Ss identify proper clothing given the weather Ss can explain *waterproof*

		clothes	leather Clothing items			according to material	
24	**PS1.4A**	**Materials that make up common products** **Properties of different materials**	**Metal, plastic, wool, glass, leather, wood** **Recycle** **Bend, twist, stretch**	**Aligned** **Metal, plastic, wood, glass** **Not Aligned** **Recycle** **Bend, twist, stretch**	Identification Writing Speaking	Identify the material something is made of Discuss which materials are recyclable Decide which materials are best suited for a given purpose (building a house / making clothes) Given different objects Ss try to twist, bend, and stretch them Identify which materials can change shape	Ss can identify which materials a product is made of Ss can choose the best material for a given purpose Ss understand bend, twist, and stretch Ss can discuss recyclable materials
25	**PS.6.4A**	**Physical Processes – Push/Pull**	**Push, pull**	**Not Aligned**	Writing Speaking Listening	T brings in objects (with wheels). Ss push or pull those objects and say the correct word T says the word and Ss demonstrate with	Ss understand the processes of push and pull Ss demonstrate the processes of push and pull

						an object Ss look at pictures and write the word push or pull Ss use stickers to indicate which objects are pushed or pulled	Ss can look at an object and decide if that object is typically pushed or pulled
26	PS.3.4A	**Energy Electricity**	**Human energy, electricity** **Electric manual** **Proper use of electricity**	**Aligned** **electricity energy** **proper use of electricity**	Identification Speaking Reading	Ss observe two different tools used for mixing (a fork and an electric mixer) Ss note that the mixer uses electricity while the fork is a manual device Ss identify electric and manual tools in pictures Ss identify the appliances they use Ss recognize proper use of electricity	Ss understand that energy makes things work Ss can identify electrical appliances from non-electrical appliances Ss develop an awareness of energy conservation
27	PS3.4D	**Natural/ Artificial sources of light**	**Torch, fire, television, sun**	**Not Aligned**	Reading Observing Listen	Observe pictures of different light sources and classify as natural or artificial light	Ss understand and can identify natural and artificial sources of light

						Test different light sources to determine which source provides the best reading light	
28	**PS.3.4C**	**Sounds**	**Sound Soft, loud**	**Aligned** **Sound Loud, soft**	Identification Speaking	Sing the song "Old Mac Donald had a farm." Identify sounds made from different animals Sing the song "If you're happy" and identify the source of the sounds Identify sound sources in pictures Identify unnecessary noise in pictures	Ss can identify different sources of sounds Recognize that unnecessary noise disturbs some people
29	**Review**					Review Materials and Physical processes through Handouts	
30	**Midterm Test**						Paper based test
31	**LS3.4A**	**Landscapes**	**City, country, street, building, mountain, forest, farm, river**	**Aligned** **City, country, street, building, mountain, forest, farm, river**	Identification Listening Reading Speaking	Ss observe pictures of city and country landscapes Ss point and say what they see in the pictures Ss compare city and country landscapes by	Ss can identify things found in city and country landscapes Ss can explain differences between city and country landscapes

						indicating what things are found in each, or both	
32	**SI.1A**	**Observe, collect and report data**	**Highway**	**Aligned**	Writing Speaking Listening	Ss draw a picture of the landscape where they live

Ss talk about their pictures | Ss can describe the landscape of where they live |
| **33** | **LS3.4A ESS5.4A** | **Different landscapes** | **Forest, desert, seaside, savannah** | **Not Aligned (only forest is aligned)**

Unit 65 (Grade 5) Page 134 (Forests) | Speaking Writing | Ss observe different landscapes and compare them with the local landscape

Ss describe the different landscapes and note how they are similar or different

Ss write about the different landscapes | Ss can identify different landscapes

Ss can describe landscapes |
| **34** | **School Report** | | | | | | |
| **35** | **LS3.4A** | **Different environments support different types of plants and animals** | **Camel, sheep** | **Aligned**

Where different animals live | Speaking Writing | Ss observe different animals

Ss match an animal and its habitat

Ss explain their choices | Ss recognize that different animals live in different places (habitats)

Ss can identify an animal and its habitat |

						Ss write about 4 animals and their different habitats	
36	**ESS7.4A**	**Using water resources in people's daily lives** **Bodies of water**	**Sea, river, lake, wash, drink, water plants,**	**Aligned** **Wash, water plants, drink** **lake, river, sea**	Identification Reading Writing	Ss color different bodies of water and say what they are Ss say and write different uses of water Ss mime activities that use water	Ss explain different uses of water Ss can identify different bodies of water
37			**Review**			Review landscapes, habitats, and water Complete handouts	
38			**Final Term Test**				
39	**PS1.4D HS1.4A**	**States of water** **Humans influence the environment.** **Compare observable physical properties of solid, liquids or gases (steam)**	**Liquid, ice, steam, litter**	**Aligned** **Liquid, ice, steam litter**	Identification Speak	Ss view water in each of its 3 states Ss repeat the words Ss look at pictures and decide which state the water is in Ss discuss why litter is bad for the environment	Ss are able to identify the three states of water Ss recognize litter as bad for the environment
40	**LS2.4A HS1.4A**	**Daily routines**	**At home At school** **Play, sleep,**	**Aligned** **At home activities**	Identification Speaking	Ss mime various daily activities Ss discuss where these	Ss can talk about their routine activities Ss can explain which

			eat, clean, study	**At School activities**		activities take place (at home or at school or both) Ss use stickers to indicate where daily activities take place	daily activities take place at home or at school
41	**LS3.4A LS1.4B**	**Humans depend on animals and plants. Identify relationships between physical structures of animals and the function of these structures (obtaining food)**	**Furniture, decoration, pets, work**	**Aligned** **Animals as pets, food, workers** **Plants as decoration, furniture, food**	Listening Writing Speaking	Ss look at flowers in a vase, a salad, and wooden furniture Ss look at animals playing with people, meat, and animals working Ss discuss different reasons for needing plants and animals Ss match pictures of plants and animals with keywords Ss write sentences explaining why we need plants and animals Ss think about why we need animals	Ss can explain different reasons for needing plants and animals