Elementary Program of Studies

Written Curriculum / Update: June 2022

SSIS
SAIGON SOUTH INTERNATIONAL SCHOOL

ACKNOWLEDGMENTS

Sincere thanks to the
Elementary School Faculty and Staff of
Saigon South International School for their hard work and dedication in
helping develop this Program of Study.

Table of Contents

Principal's Message 5
Part 1: Background to the Written Curriculum 6
Organizing our Curriculum 6
SSIS Foundational Documents 7
Mission 7
Core Values 7
Curriculum Framework 8
Connecting the curriculum 8
Connecting the school 8
Connecting the community 8
Implications for the Written Curriculum 9
Part 2: Overview of Program of Study 11
Introduction 11
Elementary Curriculum 11
Approach to Elementary Education 12
Elementary Curricular Design 13
Super Units 13
Super Unit Understandings 13
Thinking Focus 14
Unit Requirements 15
Academic Standards 15
Early Learning Years: Domains 16
Physical Development and Motor Skills 16
Social and Emotional Development 16
Approaches to Play and Learning 16
Communication, Language and Literacy 16
Cognitive Development and General Knowledge 16
Math 16
Science 16
Social Studies 16
The Arts 16
Critical Thinking 16
Vietnamese 17
Library 17
Grades 1-5: Academic Subjects 17
English 17
Mathematics 18
Science 18
Social Studies 18
Fine Arts 19
Physical Education 19
Vietnamese 19
Library 19
Technology 20
Additional Aspects of the Elementary Curricular Program 20

Part 3: Grade Level Articulation 21
Introduction 21
Early Childhood 21
Who Am I 22
Who Are We 22
What Lives Here 22
How Do Thing Works 22
Kindergarten 23
Community Life 23
Appreciating Others 23
Life Cycles 24
Change Over Time 24
Grade 1 25
Target Practice 25
Under the Whether 25
Campus Rangers 25
All Systems Go! 26
Grade 2 26
Building a Better Me, Building a Better We 26
What's the Matter? 27
Smart Consumers 27
Celebration! 28
Grade 3 28
Teamwork, Dream Work 28
Kaleidoscope 29
Nature Tails 30
Functional Phu My Hung 30
Grade 4 31
Independent Me 31
The Heart of Exploring 31
Viable Vietnam 32
Thinking Outside the Box 32
Grade 5 33
Mission Possible 33
The Essence of Life 33
Phoenix Forest 34
Galaxy V 34

Principal's Message

Our Elementary School Vision:
Our innovative educational program is a model for international elementary schools.

This *Program of Study* helps all members of the SSIS community understand the Elementary School written curriculum. It is used as an initial document for orienting all new elementary faculty members to our curriculum. It is provided to parents to help them understand what their children will be learning throughout elementary school. It is also available for all other members of our school community, including students, staff, administrators, and guests, to have an initial understanding of our elementary curriculum.

The *Program of Study* is organized into three parts:

- **Background to the Written Curriculum:** This clarifies how the Elementary School, operating within the larger SSIS context, engages students in an innovative, exciting, and challenging educational experience. It describes how the curriculum is organized and the SSIS Foundational Documents.
- **Overview of Program of Study:** This describes the design of the elementary curriculum, an overview of the academic standards, and co-curricular experiences.
- **Grade Level Articulation:** This describes the integrated units of study that constitute the basic structure of the curriculum for each grade level.

We believe that this *Program of Study* describes a world-class education that is innovative, engaging, and challenging. In order to deliver this education, we select and train highly qualified and experienced international educators from around the world. Working in partnership with parents, we can maximize every child's elementary education experience.

Respectfully,

MSylvester

Melanie Sylvester, MEd
Elementary School Principal

Part 1: Background to the Written Curriculum

ORGANIZING OUR CURRICULUM

The elementary curriculum is carefully aligned with the foundational documents of Saigon South International School. The SSIS school-wide Foundational Documents guide all work in the school, across all grade levels, all departments, all subjects, and all activities.

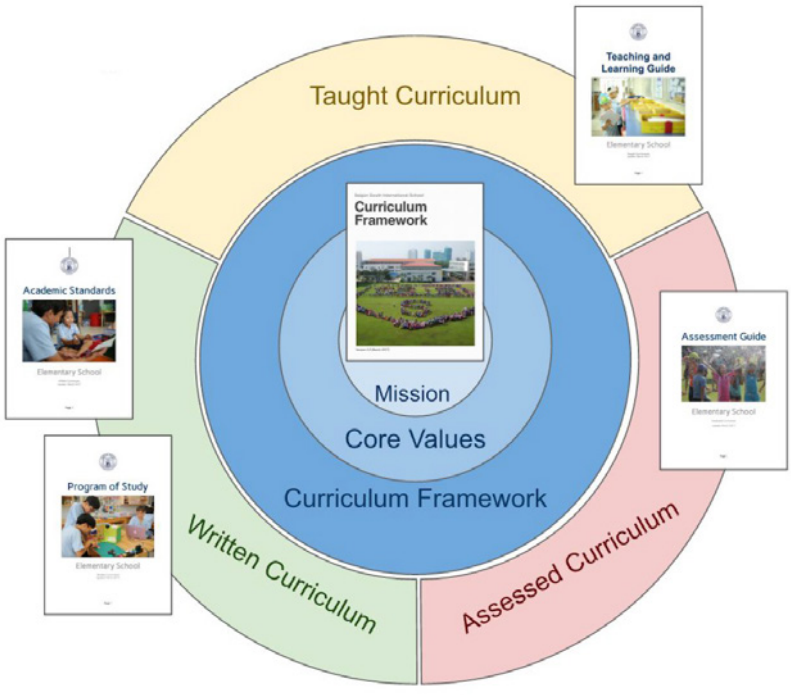
The curriculum may be organized in the following way:

1. SSIS Foundational Documents
   a. SSIS Mission
   b. SSIS Core Values
   c. SSIS Curriculum Framework

2. Elementary Curriculum
   a. Written Curriculum
   b. Taught Curriculum
   c. Assessed Curriculum

The SSIS Curriculum Framework defines the terms used in the SSIS Mission and Core Values and takes pedagogical positions and identifies implications for the written, taught and assessed curriculum. Elementary documents have been developed to provide specific guidance about how the written, taught and assessed curriculum will be implemented within the elementary school. The diagram below illustrates these relationships.

THE ELEMENTARY CURRICULUM



SSIS FOUNDATIONAL DOCUMENTS

The Program Overview begins with our Foundational Documents, the basis for the educational program for all SSIS students. These foundational documents include the SSIS Mission Statement, Core Values, and Curriculum Framework.

Our school's mission provides all members of our school community with the compelling purpose for the education we provide at Saigon South International School. Our Core Values emphasize those values that we hold most dearly which we aim to instill in every member of our school community. Our Curriculum Framework identifies the key educational concepts found in our Core Values.

MISSION

SSIS is a college preparatory school committed to the intellectual and personal development of each student in preparation for a purposeful life as a global citizen.

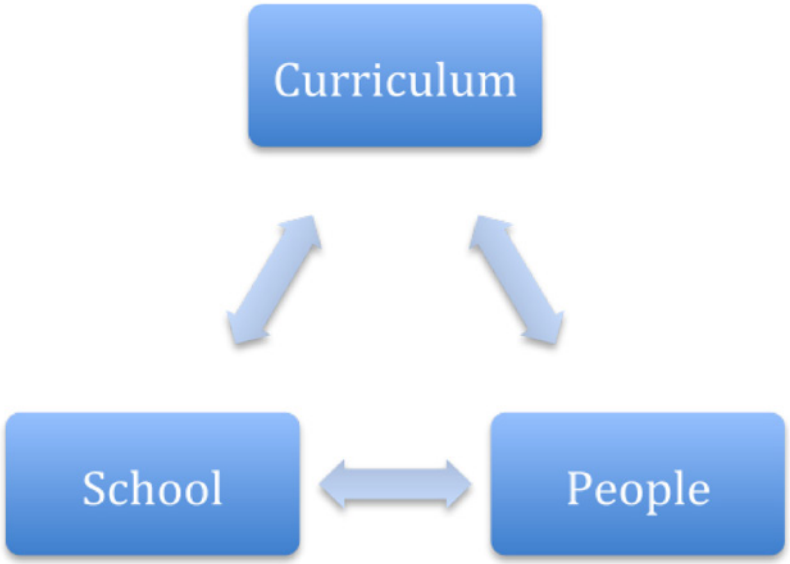
CORE VALUES

In and Promotes:

	**Academic Excellence** A challenging academic program, based on American standards, that teaches the student how to think, to learn, to problem solve, and to work individually and in teams while acquiring a foundational knowledge base of the world.
	**Sense of Self** A community atmosphere in which each student can gain a sense of who they are in the world; to develop self-confidence, strong character, convictions, leadership abilities, grace, courage, the desire to be a life-long learner, and the commitment to achieve excellence in all they do.
	**Balance in Life** An academic program that promotes an appreciation for all of life and seeks to balance the sciences with the humanities; academics with the arts; mental wholeness with physical, social, and spiritual wholeness; and future career with family relationships.
	**Dedicated Service** A view that looks beyond oneself to the assets and needs of the surrounding community and the world and finds fulfillment in unlocking potential in the service of mankind. The model SSIS graduate will demonstrate a caring attitude, be environmentally aware, and persevere for the good of the community.
	**Respect for All** A perspective that each individual is a person of worth.

CURRICULUM FRAMEWORK

While a school's mission, vision and other foundational documents are important, they are often not clear enough to specifically address the school's 'position' on various curriculum issues. This is the role of a curriculum framework; a guide to all curriculum work within the school. A successful curriculum helps build connections in three ways: connecting the curriculum, connecting all parts of the school, and connecting the people within a school community.



CONNECTING THE CURRICULUM

If curriculum is considered the entire set of experiences related to school, then schools can consider that the curriculum is delivered in many different ways: formal, informal, hidden, null, etc. While we value structuring the curriculum by grade levels and subject areas, this can sometimes have the unintended effect of dividing, or disintegrating, the curriculum. A curriculum framework looks at various curricular topics and states the school's overall position. It is informed by the school's foundational documents (vision, mission, etc.). It provides detailed positions on a wide range of curricular issues. It guides all curriculum decisions.

CONNECTING THE SCHOOL

If the school is considered the entire set of programs and facilities related to the school, then schools can work connect across grade levels, programs, departments, and all structures we use to organize ourselves. While we value these structures, they sometimes have the unintended effect of dividing the school.

CONNECTING THE COMMUNITY

A curriculum may also be delivered by a variety of people: teachers, teaching assistants, other students, parents, secretaries, principals, etc. While we value clear roles and responsibilities, this clarity sometimes has the unintended effect of dividing the community.

When the curriculum, school, and people are connected, the overall design of learning experiences for students increases alignment and effectiveness.

IMPLICATIONS FOR THE WRITTEN CURRICULUM

ACADEMIC EXCELLENCE	
Key Concept	**Written Curriculum (What is learned?)**
Academic Standards	We commit to developing a quality curriculum that combines the best characteristics of American, international, and independent schools to maximize student learning.
Challenging Academic Program	We commit to developing a quality curriculum that emphasizes the differentiation, self-directed assignments, and gradual release of responsibility to maximize student learning.
Critical thinking	We commit to critical thinking as the core of our challenging academic program and explicitly integrating it into each unit of study.
Self-management	We commit to developing a quality curriculum that integrates learning experiences that help develop self-management skills.
Collaboration	We commit to developing a quality curriculum that integrate learning experiences that help develop collaboration skills.
Foundational knowledge	We commit to developing a quality curriculum that are based on foundational knowledge.
SENSE OF SELF	
Key Concept	**Written Curriculum**
Character traits	We commit to developing a quality curriculum that are intentionally designed to develop learner character traits. **Grace, Tenacity, Self-concept, Resilience.**
Lifelong Learning	We commit to intentionally designing inspiring curriculum in all aspects of school culture and interactions.
Leadership	We commit to developing a quality curriculum that is intentionally designed to develop leadership skills.
Sense of community	We commit to intentionally designing experiences that develop sense of community and a network of care, including quality pastoral care curriculum.
RESPECT FOR ALL	
Key Concept	**Written Curriculum**
Respect	We commit to quality curriculum that are intentionally designed to develop a safe, positive, nurturing environment to promote a respectful culture.
Diversity	We commit to quality curriculum that is intentionally designed to value diversity.

BALANCE IN LIFE	
Key Concept	**Written Curriculum**
Holistic education	We commit to developing a quality curriculum that emphasizes transformative, trans-disciplinary, inquiry-based, community focused, and academically balanced learning experiences.
Wellness	We commit to developing a quality curriculum that supports the balancing of mental, physical, social and spiritual wholeness.
Balanced Obligations	We commit to developing a quality curriculum that supports the balancing of personal and school obligations.
DEDICATED SERVICE	
Key Concept	**Written Curriculum**
Community Service	We commit to developing a quality curriculum that is intentionally designed to encourage and support community service.
Service Learning	We commit to developing a quality curriculum that authentically integrates service-learning experiences in each grade level.
Social and Environmental Responsibility	We commit to developing a quality curriculum that authentically integrates social and environmental responsibility. We commit to developing a quality school-wide social and environmental responsibility action plan.

Part 2:
Overview of Program of Study

INTRODUCTION

We must ensure that our written curriculum supports our school's commitment to the intellectual and personal development of each student. Our commitment toward academic excellence within the structure of a challenging standards-referenced system emphasizes not only foundational knowledge and critical thinking, but also self-management and collaboration. Our commitment toward personal development emphasizes that students develop sense of self, respect, balance in life, and a commitment to dedicated service. This commitment to intellectual and personal development ensures that we prepare our students for a purposeful life as a global citizen.

If we aim to promote the intellectual and personal development of every student, then our program of study must include, as well as go beyond, traditional approaches to the written curriculum. Going beyond traditional written curriculum practices means that we must consider questions such as:

- What do we mean by an elementary curriculum?
- What is our approach to an elementary curriculum?
- How should we design our elementary curriculum?
- How are academic standards organized and integrated into Super Units?
- How are co-curricular experiences integrated into the overall curriculum?

ELEMENTARY CURRICULUM

Our elementary curriculum is informed by our approach to elementary education, our curriculum design, our academic subjects, and our co-curricular experiences. Our approach to elementary education establishes principles of learning focused on child development, research-based learning theories, and selected approaches to teaching and learning. Our curricular design focuses on integrated units of study, known as Super Units. These Super Units are trans-disciplinary in nature, are organized into themes, emphasize specific approaches to thinking, implement project-based learning, and utilize Super Unit Walls. Our co-curricular experiences emphasize a strong character education/pastoral care program, as well as additional aspects of the elementary program.

APPROACH TO ELEMENTARY EDUCATION

Our approach to elementary education builds on the ideas set forth in our school's foundational documents. Elementary education plays a unique role within a larger school system. The principles of elementary learning inform how we develop our written, taught, and assessed curriculum.

At SSIS, our foundational documents commit us to providing a holistic education and commit to developing a quality curriculum that emphasizes transformative, trans-disciplinary, inquiry-based, community focused, and academically balanced learning experiences. With a focus on wellness, we commit to developing a quality curriculum that supports the balancing of mental, physical, social and spiritual wholeness. Our program supports the balancing of personal and school obligations. With a focus on making our world a better place, we commit to developing a quality curriculum that is intentionally designed to encourage and support community service, authentically integrates service learning experiences in each grade level, and that models social and environmental responsibility.

The approach of our elementary program builds on the ideas set forth in our school's foundational documents. Elementary education plays a unique role within a larger school system as we introduce students to the process of schooling. We ensure an environment that is safe, secure, inviting and emotionally nurturing. Our caring community is respectful of various cultures and values diversity. We recognize that children enter this world with curiosity, which we protect and nurture. We intentionally educate the whole child - academically, socially, emotionally, and physically. As we nurture each child to their full potential, we develop character traits and skills such as self management, collaboration, and leadership. Ultimately, our goal is create an enriching program that encourages lifelong learning.

Our principles of learning consider our students' stages of development, research-based learning theories, and selected approaches to teaching and learning. Since elementary students go through multiple stages of development, our program intentionally designs age-appropriate learning experiences. Based in the learning theories of Constructivism and Constructionism, our program promotes active learning in a stimulating and multi-sensory environment. We implement approaches to teaching and learning that emphasize project-based learning in a structured-inquiry approach.

Our principles of learning inform how our written curriculum focuses on academic standards, critical thinking, and unit design. Our standards-references system is based on clearly articulated content and performance standards. Critical thinking is at the core of our curriculum as we focus on developing concepts and skills while acquiring foundational knowledge. We utilize the academic standards and critical thinking skills in our backwards design of curricular units, emphasizing enduring understandings and essential questions.

Our principles of learning inform how our taught curriculum is implemented in the school. We emphasize the use of the gradual release of responsibility instructional model for all subjects. Differentiation and self-directed assignments are regular components of our balanced instructional practices.

Our principles of learning inform how our assessed curriculum is implemented. With a focus on a balanced assessment program, we implement formal and informal assessments for formative and summative purposes. We use classroom-based, school-based, and internationally standardized assessment tools and strategies.

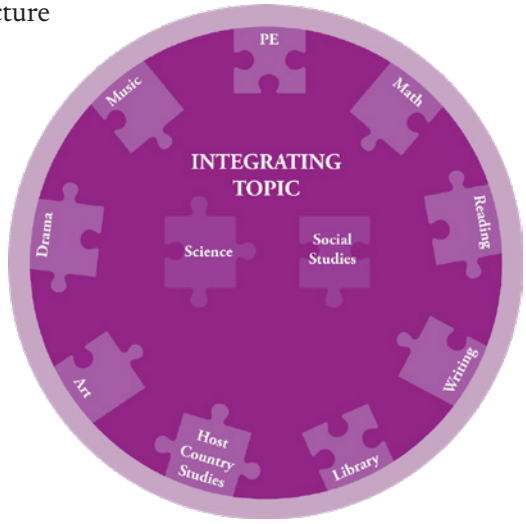
ELEMENTARY CURRICULAR DESIGN

The SSIS Elementary Curricular Design builds upon the work of the Foundational Documents and clarifies how those documents are operationalized within the Elementary School program. The Elementary Curriculum Components include the elementary integrated units of study, subject disciplines, and co-curricular experiences.

The integrated units of study serve as the primary structure for organizing the elementary curriculum in a way that makes the learning rigorous and relevant to students. The subject disciplines provides a structure for organizing our standards of academic excellence. The co-curricular experiences enhance the learning experience for all students.

SUPER UNITS

Integrated units of study, known as "Super Units," are the primary structure for organizing the elementary curriculum. The purpose of subject integration is to help students see connections between academic subjects. Super Units are organized into four different themes that are academically rigorous and relevant to our world today. Each theme has a specific thinking focus that is explicitly taught. Super Units include specific project requirements that engage students in powerful learning experiences.



Super Units focus on the connections between multiple subjects, known as trans-disciplinary integration. The academic subjects in the elementary curriculum include English, Math, Science, Social Studies, Arts (visual art, drama, music), Vietnamese, Library and Physical Education. Homeroom teachers teach English, Math, Science and Social Studies. For most grades, specialist teachers teach Visual Art, Drama, Music, Vietnamese, Library and Physical Education. The integrating topic of every Super Unit is based in Science and Social Studies content; these subjects are rarely taught as stand-alone subjects. The content for all other subjects is integrated into Super Units as appropriate.

SUPER UNIT UNDERSTANDINGS

Super Units are organized into four different understandings that are academically rigorous and relevant to our world today. These understandings ensure a breadth across the curriculum each year, as well as complexity that can be revisited in greater depth, and from a different perspective, each year. The title for every understanding describes an important understanding and applying that understanding to relevant challenges in the world beyond school.

The four Super Unit understandings are:

- Understanding Ourselves: Achieving my Goals in Life
- Understanding Others: Serving the Needs of Humanity
- Understanding our Environment: Sharing the Resources of our Planet
- Understanding our World: Managing the Complexity of Systems

A description for every understanding emphasizes that the Super Unit will: a) use a structured inquiry approach that helps learners develop a certain understanding, b) challenge learners to apply that understanding and take specific actions, c) empower learners to solve real-world problems. The Super Unit understanding titles are descriptions are found in the table below.

THINKING FOCUS

Each understanding for each Super Unit has a corresponding thinking focus. This approach to thinking ensures that thinking remains at the core of all learning experiences.

The four thinking focus are:

- Reflective thinking
- Service design thinking
- Sustainability thinking
- Systems thinking

These thinking foci are explicitly taught during each Super Unit. Each thinking foci helps students learn specific thinking skills that are a) relevant across multiple academic subjects, b) relevant to the world outside of school, and c) relevant to current issues in the world. Further description of these thinking foci are found in the table below. To learn more about thinking foci, *go to this link.*

Title of theme:	**Understanding Ourselves: Achieving my Goals in Life**	**Understanding Others: Serving the Needs of Humanity**	**Understanding our Environment: Sharing the Resources of our Planet**	**Understanding our World: Managing the Complexity of Systems**
Description of theme:	A structured inquiry into helping the learner understand themself. Learners will establish and achieve personal goals in their life. Learners will be empowered to independently give direction to their life.	A structured inquiry into helping the learner understand other people. Learners will identify a local need of others and plan action. Learners will be empowered to authentically provide service to others.	A structured inquiry into helping the learner understand our natural environment. Learners will share the resources of our planet. Learners will be empowered to improve the environmental sustainability of humans.	A structured inquiry into helping the learner understand the world around them. Learners will manage the complex systems of our world. Learners will be empowered to improve the effectiveness and efficiency of the systems in our world.
Approach to thinking:	Reflective thinking helps learners develop higher-order thinking skills by prompting learners to a) relate new knowledge to prior understanding, b) think in both abstract and conceptual terms, c) apply specific strategies in novel tasks, and d) understand their own thinking and learning strategies.	Service design thinking is the process of planning services according to the needs of customers and the competences/ capabilities of service providers, so that the service is user-friendly, competitive and relevant to the customers, while being sustainable for the service provider. Service design thinking uses methods and tools derived from different disciplines in order to inform changes to an existing service or creation of new services	Sustainability thinking is the process of considering how our daily choices affect our environment. Sustainable science is the study of sustainable development and environmental science. Sustainability is the endurance of systems and processes. The organizing principle for sustainability is sustainable development, which includes the four interconnected domains: ecology, economics, politics and culture.	Systems thinking is the process of understanding how those things which may be regarded as systems, influence one another within a complete entity, or larger system. In nature, systems thinking examples include ecosystems in which various elements such as air, water, movement, plants, and animals work together to survive or perish. In organizations, systems consist of people, structures, and processes that work together to make an organization "healthy" or "unhealthy".

UNIT REQUIREMENTS

Super Units include specific requirements that engage students in powerful learning experiences. These requirements are organized into two categories:

- Project-based learning requirements
- Organizational requirements.

The Project-based learning (PBL) requirements include essential project design elements and teaching practices. The table below provides further information about the PBL requirements:

Requirement	Requirement	Graphic
Essential project design elements	1. Key knowledge, understanding, & Success Skills 2. Challenging problem or question 3. Sustained inquiry 4. Authenticity 5. Student voice and Choice 6. Reflection 7. Critique and Revision 8. Public Product	

The organizational requirements include:

- Super Unit descriptors
- Pre-unit communication
- Start of unit sequence
- During unit process
- End of unit components
- Post-unit reflections

ACADEMIC STANDARDS

Every grade level has specific academic standards organized into domains (for early learning years) or subjects (for grades 1-5). Each domain or subject is further divided into specific strands. Each strand has specific academic standards. Below is an overview of this general organizational structure for our academic standards. For a complete listing specific academic standards for each grade, please see the document *Academic Standards.*

EARLY LEARNING YEARS: DOMAINS

The early learning years include the grades of Early Childhood 3, Early Childhood 4, and Kindergarten. The domains provide a structure for organizing our standards of development. The table below provides further detail for each of the learning domains.

Physical Development and Motor Skills	
Strands	1. Health and Well-Being 2. Use of Senses 3. Motor Skills

Social and Emotional Development	
Strands	1. Developing a Sense of Self 2. Self-Regulation 3. Developing a sense of self with others

Approaches to Play and Learning	
Strands	1. Initiative and Exploration 2. Attentiveness and Persistence 3. Play

Communication, Language and Literacy	
Strands	1. Receptive Language 2. Expressive Language 3. Early Reading 4. Early Writing

Cognitive Development and General Knowledge	
Math	
Strands	1. Number and Quantity 2. Measurement and Comparison 3. Geometry and Spatial Thinking 4. Mathematical Reasoning
Science	
Strands	1. Scientific Skills and Methods 2. Earth Science 3. Living Things 4. Physical Science 5. Interaction and Environment
Social Studies	
Strands	1. Family 2. People and Community 3. History and Events
The Arts	
Strands	1. Creative Movement and Dance 2. Visual Arts 3. Music 4. Drama
Critical Thinking	
Strands	1. Thinking Skills 2. Problem Solve

Vietnamese	
Strands	1. Reading 2. Writing 3. Language 4. Culture

Library	
Strands	1. Inquire, think critically, and gain knowledge 2. Draw conclusions, make informed decisions, apply knowledge to new situation and create new knowledge. 3. Share knowledge and participate ethically and productively as members of a community of learners. 4. Pursue personal and aesthetic growth.

GRADES 1-5: ACADEMIC SUBJECTS

The subject disciplines provides a structure for organizing our standards of academic excellence. For each subject, our school has identified content and process strands, written curriculum resources, common instructional strategies, common assessment approaches, and the references for our academic content standards. The table below provides further detail for each academic subject.

English	
Strands	1. Reading 2. Writing & Presenting 3. Speaking & Listening 4. Language
Written Curriculum	
Standards	SSIS English standards are based on the Common Core State Standards.
Resources	• General literacy: - Google Drive Literacy Resources • Reading: - Daily Five Resource - Month-by-Month Reader's Workshop Units--Calkins - Phonics Lessons, Fountas & Pinnell • Writing & Presenting: - Units of Study, Calkins - Writing Nonfiction, Hoyt - Mechanically Inclined & Everyday Editing, Anderson - Handwriting Without Tears • Speaking & Listening: - Speaking and Listening Map of Development, First Steps - Speaking and Listening Resource Book, First Steps • Language: - Words Their Way - Word Journeys

Mathematics	
Strands	1. Counting and cardinality (EC & K only) 2. Operations and algebraic thinking 3. Number and operations in base ten 4. Number and operations with fractions (grades 3- 5 only) 5. Measurement and Data 6. Geometry
Written Curriculum	
Standards	SSIS Mathematics standards are based on the Common Core State Standards for Mathematics.
Resources	Resources: • Mathematics Units of Study - Georgia Framework for Mathematics • Conceptual mathematics and rich problem solving - Number Talks by Sherry Parrish - About Teaching Mathematics by Marilyn Burns - Teaching Student Centered Mathematics by John Van De Walle • Resources for practice, support, and assessment - NZ Math Assessments: Gloss and IKAN - Howard County - Engage NY

Science	
Strands	1. Earth sciences 2. Physical sciences 3. Life sciences 4. Engineering and design 5. Health
Written Curriculum	
Standards	SSIS Science standards are based, in part, upon Next Generation Science Standards and Ontario Health Curriculum.
Resources	• Full-options Science System (FOSS) kits • Next Generation Science resources • Ophea (on-line Health resource from Ontario Ministry of Education)

Social Studies	
Strands	1. Time, Continuity & Change 2. Connections & Conflict 3. People, Places & Environment 4. Culture 5. Society & Identity 6. Governance & Citizenship 7. Production, Distribution & Consumption 8. Science, Technology & Society
Written Curriculum	
Standards	SSIS Social Studies standards are based, in part, upon the AERO standards developed by the U.S. State Department's Office of Overseas Schools and the Overseas Schools Advisory Council.
Resources	SSIS Library Elementary Book Room

Fine Arts	
Strands	1. Visual Arts 2. Music 3. Drama 4. Dance
Written Curriculum	
Standards	SSIS Fine Arts standards are adapted from on the National Core Arts Standards.
Resources	Music-Deleware standards

Physical Education	
Strands	1. Motor skills and movement patterns 2. Movement concepts and tactics 3. Physical activity 4. Physical fitness 5. Personal and social behavior 6. Health, enjoyment and social interaction
Written Curriculum	
Standards	SSIS Physical Education standards are based, in part, on the Society of Health and Physical Educators (SHAPE) standards.
Resources	Society of Health and Physical Educators (SHAPE).

Vietnamese	
Strands	1. Reading 2. Writing 3. Language 4. Culture
Written Curriculum	
Standards	• Vietnam Ministry of Education • Vietnam Department of Education and Training
Resource	• Vietnam Ministry of Education • Vietnam Department of Education and Training

Library	
Strands	1. Inquire, think critically, and gain knowledge 2. Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge. 3. Share knowledge and participate ethically and productively as a community of learners. 4. Pursue personal and aesthetic growth
Written Curriculum	
Standards	American Association of School Librarians
Resource	American Association School Librarians

Technology	
Strands	1. Basic operations and concepts 2. Social, ethical and human issues 3. Technology productivity tools 4. Technology communication tools 5. Technology research tools 6. Technology problem-solving and decision-making tools
Written Curriculum	
Standards	SSIS Technology standards are based, in part, on International Standards for Technology Education (ISTE).
Resources	Our elementary has a full-time Instructional Coach for Technology, as well as an on-site technician. Our program moves from shared technology in the younger grades, to a 1:1 iPad program in grade 3, to a 1:1 Macbook program in grades 4 and 5.

ADDITIONAL ASPECTS OF THE ELEMENTARY CURRICULAR PROGRAM

Below are some additional aspects of the elementary curriculum.

Highlight	Description
Assemblies	We have regular monthly assemblies that bring the elementary school community together for celebrations, performances, and ceremonies.
After School Activities (ASA)	An extensive after-school activities program provides opportunities for students to demonstrate balance in life and participate in a wide range of service activities, clubs, sports, art, and music.
Athletics	The elementary athletics program gives older elementary students opportunities to participate in sports teams that represent our school in competitions with various athletic leagues.
Field trips	Field trips are a valued component of the curriculum and are encouraged to be an important learning experience during each Super Unit.
Guest speakers	Guest speakers are a valued component of the curriculum and are encouraged to be an important learning experience during each Super Unit.
Recess playground	Students have multiple breaks each day where they have opportunities to play outside with friends on age-appropriate equipment.
MakerSpace	Our MakerSpace has tools and supplies for students to tinker, create, and invent. The MakerSpace is open during recess breaks, and is also used as an important part of the formal curriculum. Our school has a full-time Instructional Coach for Science, Technology, Engineering, and Math (STEM) and a STEM Assistant to help classrooms effectively utilize the MakerSpace as an important component of the curriculum.

Part 3:
Grade Level Articulation

INTRODUCTION

This section describes information about the written curriculum for each grade. For each grade level, explanations are provided about the Super Units and individual academic subject areas.

Students in every grade level experience four Super Units each year. Information provided includes:

- Super Unit title
- Theme
- Thinking focus
- Driving question
- Enduring understanding
- Essential questions
- Description of project
- Unit highlights

The information provided is based on recent designs of the Super Units. However, Super Units are in a continuous state of refinement and information communicated from classroom teachers should be considered the most current and accurate information for your individual child's education.

EARLY CHILDHOOD

Super Unit #1	**Who Am I?**
Theme	Understanding Ourselves: Achieving Our Goals in Life
Thinking Focus	Reflective thinking
Driving Question	How can I express who I am?
Enduring Understanding	Lots of things make us who we are.
Essential Questions	• What makes me unique? • How do I understand my feelings? • How do I express who I am? • How am I changing?
Description of project	Students will be creating many examples of learning about themselves to share with parents via Seesaw.
Unit highlights	• Super Unit Launch: Parent interviews and student staggered start. Getting to know your teachers and your classroom. • Guest Speakers: ES specialists will come to the classrooms and tell a little more about who they are so the children get to know them a little bit more. • Super Unit Celebration: The students will create projects that reflect who they are and this will be shared through pictures and videos on Seesaw.

Super Unit #2	**Who Are We?**
Theme	Understanding Others: Serving the Needs of Humanity
Thinking Focus	Service Design Thinking
Driving Question	How can we work together?
Enduring Understanding	Communities are made up of many people working together
Essential Questions	• How do we work and play together? • How does learning about others help us develop empathy? • How do I contribute to the community?
Unit highlights	• Super Unit Launch: Family Fun Morning- Families are invited into the classroom every Friday morning from 7:45- 8:30 am to share learning experiences, learn about what we do, play and interact with our students. • Field Trip(s): Walkabouts around school and virtual field trips to other countries • Super Unit Celebration: Students share projects during a Friday Family Fun Morning.

Super Unit #3	**What is Around Us?**
Theme	Understanding our Environment: Sharing the Resources of our Planet
Thinking Focus	Sustainability Thinking
Driving Question	How can we understand nature?
Enduring Understanding	Nature is important.
Essential Questions	• What is nature? • How can I explore and discover nature? • How do I interact with nature? • How can I appreciate nature?
Description of project	Growing plants, book-making and projects based on student interests/learning
Unit highlights	• Super Unit Launch: Nature Walk around SSIS • Field Trip(s): Nature Walk around Crescent Park • Super Unit Celebration: Students will share their learning with families and grade 4 buddies.

Super Unit #4	**How Do Things Work?**
Theme	Understanding our World: Managing the Complexity of Systems
Thinking Focus	Systems Thinking
Driving Question	How do I discover more about how the world works through play?
Enduring Understanding	Through play, I am able to discover how my world works.
Essential Questions	• What is curiosity? • How do I make discoveries through play? • How does problem-solving help me learn? (persistence, doing hard things, etc
Description of project	Children will take part in interest based projects
Unit highlights	• Super Unit Launch: Exploration of different physical processes (magnetism, electricity, floating/sinking, light/sound, construction etc.) • Field Trip(s): Trips to Makerspace in High School, Middle School, and Elementary School • Guest Speaker(s): Student “makers”, Technology coach and teachers • Super Unit Celebration: Exploration of different physical processes with parents.

KINDERGARTEN

Super Unit #1	**Community Life**
Theme	Understanding Ourselves: Achieving Our Goals in Life
Thinking Focus	Reflective thinking
Driving Question	How can we thrive in our KG communities?
Enduring Understanding	People's relationships with others and the environment have an impact on wellbeing.
Essential Questions	• What makes a community? • How do my choices impact myself and others? • How do I nurture relationships? • Why are relationships important?
Unit highlights	• Super Unit Launch: Students will continue to understand themselves, their feelings and how they build relationships with other students and adults in their KG community. • Guest Speakers: Shawn Edwards (ES counselor) and Tatiana Kladova (ES Literacy Coordinator) will share experiences on how to take care of our well-being and be a part of a community. • Super Unit Celebration: Gallery walk of all students' work, art work, family photos, class pictures and reflections compiled throughout the unit.

Super Unit #2	**We Can Help!**
Theme	Understanding Others: Serving the Needs of Humanity
Thinking Focus	Service Design Thinking
Driving Question	How can we help others?
Enduring Understanding	Helping others builds relationships.
Essential Questions	• How do people help our community? • Why is it important to know what others do in our community? • How does helping others make me feel?
Unit highlights	• Super Unit Launch: KG Assembly with read aloud and skit of The Little Red Hen. • Field Trip(s): Vietopia with Grade 4 Buddy Class • Guest Speaker(s): SSIS community members and parents from different professions • Super Unit Celebration: KG Assembly with members of the community.

Super Unit #3	**Living Things**
Theme	Understanding our Environment: Sharing the Resources of our Planet
Thinking Focus	Sustainability Thinking
Driving Question	How can we show an understanding of living things?
Enduring Understanding	All living things have needs and go through life cycles we can observe.
Essential Questions	• What is a living thing? What is a non-living thing? • What do living things need to survive? • How do plants and animals change over time? • What skills can we use to gather, record, and share information?
Description of project	Students will complete an individual project to demonstrate their understanding of a living thing of their choice.
Unit highlights	• Super Unit Launch: February 6th, 2023 • Field Trip(s): Crescent Park • Guest Speaker(s): Mr. Sang • Super Unit Celebration: Students will complete an individual project to demonstrate their understanding of a living thing of their choice.

Super Unit #4	**Change Over Time**
Theme	Understanding our World: Managing the Complexity of Systems
Thinking Focus	Systems Thinking
Driving Question	How can we show an understanding of change over time?
Enduring Understanding	I can share and reflect about changes that happen to me, and changes that happen around me.
Essential Questions	• How do I change over time? • How do my surroundings change over time? • What changes happen to the earth and sky? • What is a system?
Unit highlights	• Super Unit Launch: Tuesday, April 4th, 2023 • Field Trip(s): TBD • Guest Speaker(s): Mr. D from the Spark Lab • Super Unit Celebration: May 26th - Students will perform in an end of unit concert and afterwards present their writing piece to their grown-ups.

GRADE 1

Super Unit #1	**Target Practice**
Theme	Understanding Ourselves: Achieving Our Goals in Life
Thinking Focus	Reflective thinking
Driving Question	How can we improve?
Enduring Understanding	Knowledge and Practice helps me improve.
Essential Questions	• What is improvement? • What happens when we improve? • What is practice? • Why is good practice important?
Description of project	Using Seesaw journals, students will share the journey of how practicing helped them improve in an area of their lives.
Unit highlights	• Super Unit Launch: Healthy Breakfast Event • Guest Speaker(s): Mr. Lance (ES Counselor) • Super Unit Celebration: Students will share their journeys with their Grade 8 Buddies through their online digital portfolio, Seesaw.

Super Unit #2	**Under the Weather**
Theme	Understanding Others: Serving the Needs of Humanity
Thinking Focus	Service Design Thinking
Driving Question	How does weather impact people, places and living things?
Enduring Understanding	Weather affects all living things.
Essential Questions	• What causes changes in weather? • How does weather impact people and places? • How do people adapt to changes in weather?
Description of project	Students will develop a media piece that helps meet the needs of potential visitors to HCMC, or visitors to another climate.
Unit highlights	• Super Unit Launch: Under the Weather field activity on the week of October 20th. • Field Trip(s): Snowtown (Week of November 28th) • Guest Speaker(s): Community volunteer Colin Dixon will share personal experiences with severe weather, about flooding in Vietnam. (Week of November 21st) • Super Unit Celebration: Student media presentations on the week of December 12th.

Super Unit #3	**Campus Rangers**
Theme	Understanding our Environment: Sharing the Resources of our Planet
Thinking Focus	Sustainability Thinking
Driving Question	How can we help organisms thrive on our campus?
Enduring Understanding	Human choices impact organisms.
Essential Questions	• How are organisms unique and special? (structure and function) • How are characteristics of organisms affected by their habitat? (adaptation) • How can habitats of organisms be impacted? • How can people work together to positively impact the environment? • How can we be responsible for our choices?
Description of project	In their role as Campus Rangers, students will learn about the habitats and organisms on campus, and develop ways to help them thrive.
Unit highlights	• Super Unit Launch: Handing over Little Dragons Park to Grade 1 Park Rangers. • Field Trips: Ho Chi Minh City Park Visit • Guest Speaker: Wildlife Author & Photographer, Michael Leach • Super Unit Celebrations: Students will share their learning through multiple subject areas in our Elementary School outdoor areas.

Super Unit #4	**All Systems Go!**
Theme	Understanding our World: Managing the Complexity of Systems
Thinking Focus	Systems Thinking
Driving Question	How can we show how a system works?
Enduring Understanding	Systems are made of parts working together.
Essential Questions	• What is a system? • Why do we need systems? • How do the different parts of a system work together? • What makes a system effective?
Description of project	Students will create a human system for a service-oriented business.
Unit highlights	• Launch: "Classroom Gone Wrong": what happens when a system is broken? • Field Trip: Visit The Saigontourist Hospitality College to see parts of human systems, especially in a restaurant. • Guest Speaker: SSIS community members speak about their jobs • Super Unit Celebration: Grade 1 Classroom Restaurants

GRADE 2

Super Unit #1	**Building a Better Me, Building a Better We**
Theme	Understanding Ourselves: Achieving Our Goals in Life
Thinking Focus	Reflective thinking
Driving Question	How can we make ourselves better inside and out?
Enduring Understanding	Our bodies and minds grow through making healthy choices.
Essential Questions	• How do we see ourselves? (What are my interests, skills and talents?) • What are healthy choices? (How can we make a healthy learning environment? Mindful listening, communicating, working with a partner, hygiene, food choices, sleep) • How do healthy choices strengthen us inside and out? (Balance in Life and Sense of Self) • How can we help each other to become better?
Description of project	Our bodies and minds grow through making healthy choices.
Unit highlights	• Super Unit Launch: Partner Challenge: Partner teams will work together to complete five challenges in the areas of healthy habits and interests. • Field Trips: Jump Arena • Guest Speaker: Dentist, Yoga Instructor • Super Unit Celebration: Students teach Senior Buddies healthy habits they have learned.

Super Unit #2	**Science Matters**
Theme	Understanding Others: Serving the Needs of Humanity
Thinking Focus	Service Design Thinking
Driving Question	How can we follow our own curiosities to share our knowledge with others?
Enduring Understanding	Scientists investigate and share their knowledge with the world.
Essential Questions	• How do the properties of matter change? • What makes a scientist? • How do we investigate our curiosities? • How can we share our learning with others?
Description of project	Soap making workshop with experts. Weekly investigations to attempt to understand scientific phenomena and share their new scientific discoveries at the Curiosity Workshop.
Unit highlights	• Super Unit Launch: Students will experience a scientific provocation to pique their curiosity. Students will begin their work as scientists by recording their questions and observations. • Field Trip: Spin & Gogh and SnowTown • Guest Speakers: Saigon Scientists and SSIS high school science experts • Super Unit Celebration: Students will share discoveries and scientific knowledge with their peers each week.

Super Unit #3	**Smart Consumers**
Theme	Understanding our Environment: Sharing the Resources of our Planet
Thinking Focus	Sustainability Thinking
Driving Question	How can we use materials responsibly?
Enduring Understanding	Knowing about materials helps us make choices to care for our environment.
Essential Questions	• Where do materials come from? • What happens to materials over time? • How do people satisfy their wants and needs? • How do our choices have a positive impact on our environment?
Description of project	Smart Consumer Campaign
Unit highlights	• Super Unit Launch: The Smart Consumer Trash Challenge • Field Trips: Waste recycling and management facility • Guest Speaker: The Caterers and Compost Expert • Super Unit Celebration: We will share our learning through opinion writing and art in our Smart Consumer Campaign.

Super Unit #4	**Celebration!**
Theme	Understanding our World: Managing the Complexity of Systems
Thinking Focus	Systems Thinking
Driving Question	How does culture shape who we are?
Enduring Understanding	Our cultures connect people and shape our identities.
Essential Questions	• What is my identity? • What are the elements of culture? (Traditions/location) • How are cultures alike and different? • How do roles and responsibilities connect people in a system? • How can we work as a system to organize a celebration?
Unit highlights	• Super Unit Launch: Provocation: Our traditions from around the world! • Field Trips: The Dance Academy • Guest Speakers: Parents and family members • Super Unit Project and Celebration: Second graders plan, prepare, and perform a celebration for their Senior Buddies to honor the seniors' time at SSIS, and their friendship with second graders.

GRADE 3

Super Unit #1	**Teamwork, Dream Work**
Theme	Understanding Ourselves: Achieving Our Goals in Life
Thinking Focus	Reflective thinking
Driving Question	How can we collaborate to succeed?
Enduring Understanding	Effective interactions help teams succeed.
Essential Questions	• What is a team? • What are interactions? • What are effective interactions? • What is reflective thinking? • How can I use reflection to help my team?
Description of project	Becoming a highly effective team through goal setting and reflection practices.
Unit highlights	• Super Unit Launch: Team challenge; Students choose teammates; Students reflect upon teamwork/success • Field Trips: TBD (more info to come!) • Guest Speakers: Community members with teamwork experience. • Super Unit Celebration: Showcasing their teamwork traits and science skills in front of peers.

Super Unit #2	**Kaleidoscope**
Theme	Understanding Others: Serving the Needs of Humanity
Thinking Focus	Service Design Thinking
Driving Question	How can understanding diverse perspectives strengthen our community?
Enduring Understanding	We are all an important part of a community and understanding diverse perspectives can make us stronger.
Essential Questions	• What is empathy? • How do perspectives differ? • How can we identify the needs of others? • How does diversity impact communities? • How can my perspective contribute to my community?
Description of project	Students will write an existing fairy tale from a different character's perspective to teach the importance of hearing both sides of a story.
Unit highlights	• Super Unit Launch: Students will explore the inner workings of a kaleidoscope, and seek to understand what makes them such a beautiful tool. This will serve as a good launching point to discuss the beauty of our diverse community, and the need to show respect and empathy to those around us. • Field Trip: Perspective City Tour • Guest Speaker(s): SSIS Community Members (staff, faculty, students, and family members) • Super Unit Celebration: Students will share their perspective-focused fairy tales with parents and their first grade buddies.

Super Unit #3	**Nature Talks**
Theme	Understanding our Environment: Sharing the Resources of our Planet
Thinking Focus	Sustainability Thinking
Driving Question	How can our choices impact the biodiversity in Vietnam?
Enduring Understanding	People have a responsibility to inquire about and advocate for sustaining biodiversity.
Essential Questions	• How is biodiversity sustained? • What happens when ecosystems change? • How can people's wants, needs, and choices impact the environment? • What are actionable steps we can take to advocate for sustainability?
Description of project	Students will research an organism native to Vietnam, using media, inquiry, and observation. They will share their learning in an informational report, as well as create an organism sustainability project to showcase at our Habitat Chat.
Unit highlights	• Super Unit Launch with Guest Speakers: At the field biology skills workshop, learners will be introduced to the skills and tools that field biologists / naturalists use by learning from several experts in our community. • Field Trip: We will take a day trip to Can Gio Mangroves to observe flying foxes, large birds, the mangrove forest, and more. Parent volunteers are welcome on this fun and exciting trip! • Super Unit Celebration: Learners will share their inquiry project about organisms, biodiversity, and sustainability at our Habitat Chat. More info to come.

Super Unit #4	**Systems: Engage!**
Theme	Understanding our World: Managing the Complexity of Systems
Thinking Focus	Systems Thinking
Driving Question	How can we develop effective systems?
Enduring Understanding	Effective human made systems are planned, tested, and revised to meet the needs of people.
Essential Questions	• What is a system? • Why do systems exist? • How do systems work? (interaction of its parts or product of parts?) • How can we know if a system is effective? • How can we adapt systems to meet changing wants and needs?
Description of project	Learners will use their knowledge of efficient and effective systems to develop solutions that address problems they identify within their own classrooms. They will utilize systematic thinking to understand how small systems (involving different parts) within the classroom contribute to the larger classroom system.
Unit highlights	• Super Unit Launch: Classroom Heap - Students will inquire into the need for effective systems in their classrooms. • Field Trip(s): Nhon Hoa Scale Factory • Guest Speaker(s): TBD • Super Unit Celebration: We will celebrate system improvements within our grade 3 community by using the Design Cycle to plan and take action. Grade 3 classes will compare and contrast ideas, resulting in a unit celebration at the end of the unit.

GRADE 4

Super Unit #1	**Independent Me**
Theme	Understanding Ourselves: Achieving Our Goals in Life
Thinking Focus	Reflective thinking
Driving Question	How does decision making help me to gain independence?
Enduring Understanding	Decision-making skills lead to greater independence.
Essential Questions	• What does it mean to be independent? • What does it mean to make decisions? • How does decision making impact your health? • Why should we make healthy and responsible decisions independently?
Description of project	Preparation for and participating in their own G4 Panel Talk on a chosen health topic.
Unit highlights	• Super Unit Launch: Students will engage in a G4 Panel Talk. They will ask questions and reflect upon the topics and positive decisions introduced and discussed by the relevant speakers on the panel. Through careful observation and interaction with the panelists, students will be inspired to inquire into a topic of interest in and present their opinions during their own G4 Panel Talk. • Guest Speaker(s): Health care professionals (nurse, sports medicine, psychology). • Super Unit Celebration: G4 Panel Talks in the auditorium, presented in front of a live studio audience.

Super Unit #2	**The Heart of Exploring**
Theme	Understanding Others: Serving the Needs of Humanity
Thinking Focus	Service Design Thinking
Driving Question	How can we make positive impacts by exploring?
Enduring Understanding	Increasing awareness can make positive impacts on others.
Essential Questions	• How do humans explore their curiosities? • What does it mean to be aware? • How can we build knowledge and awareness through exploration? • How does exploring help us increase our awareness about our communities? • How can knowledge and awareness have a positive impact on others?
Description of project	Buddy service learning project
Unit highlights	• Super Unit Launch: "Discovery Week", exploring different facets of music, physical activities, drama, and open inquiries into our personal interests. Classroom without resources. • Field Trip(s): Spin & Gogh and Vietopia (with KG buddy class) • Guest Speaker(s): Vanmany-Lotus Education Recipient, Andreia Nunes - Book Author • Super Unit Celebration: Exploration Stations, December 13, SSIS Campus

Super Unit #3	**Viable Vietnam**
Theme	Understanding our Environment: Sharing the Resources of our Planet
Thinking Focus	Sustainability Thinking
Driving Question	How can culture be sustained in Vietnam?
Enduring Understanding	The sustainability of culture is connected to the environment.
Essential Questions	• What is culture? • What is sustainability? • How are culture and sustainability connected? • What are landforms and how are they created? • How can we bring awareness about the sustainability of culture in Vietnam?
Description of project	Documentary: Book Creator - Informative and interactive eBook about Vietnamese Culture
Unit highlights	• Super Unit Launch: Vietnamese Cultural Fair • Field Trip(s): Phở 24 Experience, Children's Dragon Farm, Bitexco and Double Decker City Tour • Guest Speaker(s): Jack Clayton - Artist • Super Unit Celebration: Multimedia eBook Share

Super Unit #4	**Thinking Outside the Box**
Theme	Understanding our World: Managing the Complexity of Systems
Thinking Focus	Systems Thinking
Driving Question	How can we help our world by solving energy problems?
Enduring Understanding	Solving energy problems requires an understanding of systems and innovative thinking.
Essential Questions	1. What is energy and how does it move and change? 2. What is an efficient energy system? 3. How do humans harness energy? 4. What is innovation? 5. What skills do we need to be innovative?
Description of project	Students will try to help our world by using innovative thinking to solve energy problems that improve energy systems. They will use their knowledge of energy systems and computer programming to design and develop a SMART room prototype.
Unit highlights	• Super Unit Launch: Creative Solutions • Field Trip(s): To be confirmed. • Guest Speaker(s): Video call with Dr. Daniel Keller, Writing Workshop with Waubgeshig Rice • Super Unit Celebration: G4 Energy Faire, Thursday, June 1, 1.45 - 2.45 pm

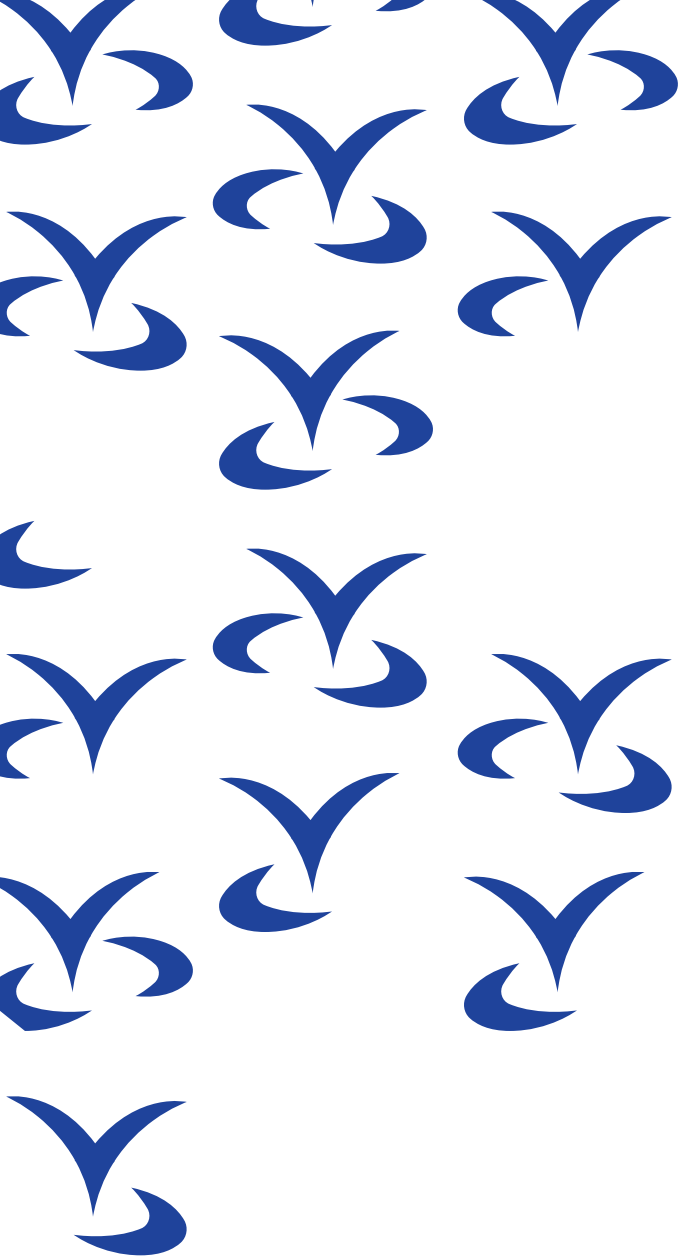
GRADE 5

Super Unit #1	**Mission Possible**
Theme	Understanding Ourselves: Achieving Our Goals in Life
Thinking Focus	Reflective thinking
Driving Question	How can we pursue excellence?
Enduring Understanding	The pursuit of excellence is an intentional effort.
Essential Questions	• How do I define excellence? • How do I set a meaningful goal? (reasonable is embedded in unpacking) • What do I need to do to reach my goals? (design cycle connection, perseverance) • How does reflective thinking shape my intentional efforts?
Description of project	The 20 Hour Project: Learners will set a goal in an area of interest and work through 20 hours of intentional effort. The topic chosen is to demonstrate learning of something new. Then they design and follow a plan to improve in their chosen area. Students document their progress and their reflective thinking along the way. They will then share their learning with peers and parents during conferences.
Unit highlights	• Super Unit Launch: Inquiry and Design Challenges • Field Trip: Outdoor Experiential Learning (risk-taking, self-discovery, goal-setting, and team-building) • Super Unit Celebration: Students will present their goal, plan, and portray their journey to parents at a student-led conference.

Super Unit #2	**The Essence of Life**
Theme	Understanding Others: Serving the Needs of Humanity
Thinking Focus	Service Design Thinking
Driving Question	How can we **raise awareness** about access to basic human needs?
Enduring Understanding	We have a responsibility to understand and respect people's rights to meet their **basic needs.**
Essential Questions	• What is a **basic need**? • What are the **factors** that impact **access** to basic needs? • What are the **consequences** when people don't have access to **basic needs**? • What **assets** can we utilize to support others? • How do I **research** and use data to find out what **people need**? • How can I communicate effectively in order to raise awareness of basic human needs?
Description of project	Students will research and write a nonfiction extended text and create a media piece to raise awareness about access to basic human needs.
Unit highlights	• Super Unit Launch: Simulation to illustrate lack of access to basic human needs • Field Trip(s): "A Long Walk to Water" - Crescent Park • Guest Speaker(s): Internal speakers from SSIS, Deep Sea Community • Super Unit Celebration: Students will share a public service announcement to raise awareness about access to basic human needs.

Super Unit #3	**Eco Champions**
Theme	Understanding our Environment: Sharing the Resources of our Planet
Thinking Focus	Sustainability Thinking
Driving Question	How do living things interact with their environment?
Enduring Understanding	Our choices impact balance.
Essential Questions	• How is an ecosystem balanced? • How do ecosystems become unbalanced and what is the impact? • How do we restore balance in an ecosystem? • How do human choices and geography impact each other? • Why do humans make choices?
Description of project	Students will work to research, design, and build a biome to determine how choices impact the balance of a mini ecosystem; they will work on creating food puzzles for the gibbon population at Cat Tien National Park.
Unit highlights	• Super Unit Launch: Representatives from the Wilderness Foundation Africa will share about the rhino poaching crisis • Field Trip: Grade 5 students will be going to Cat Tien National Park for three days and two nights to learn how communities can help sustain and strengthen this ecosystem. • Guest Speakers: Representatives from Wilderness Foundation Africa and the EAST Primate Recovery Center at Cat Tien National Park • Super Unit Celebration: Student work and reflections will be integrated into Learning Journeys at the end of the quarter.

Super Unit #4	**Galaxy V**
Theme	Understanding our World: Managing the Complexity of Systems
Thinking Focus	Systems Thinking
Driving Question	How do systems influence life?
Enduring Understanding	Humans depend on, create, and manipulate systems to address their needs.
Essential Questions	• What are different types of systems? • What systems sustain life? • How do different parts within a system work together? • How do planetary systems work? • How can we use what we know about systems to sustain life on a planet?
Description of project	Students will complete a Mars Rover Mission by coding Lego Mindstorms to complete specific missions. They will also work to convince others to come and visit their newly formed Mars Colony.
Unit highlights	• Super Unit Launch: Students will be introduced to their project program through an interactive presentation in the Auditorium. • Field Trip: Chloe Gallery planetarium experience • Guest Speaker(s): Cosmonaut, NASA Astronauts; Space Conference with various guest speakers from across all divisions at SSIS. • Super Unit Celebration: Students will share their Mars Rover Mission. They will also work to convince others to come and visit their newly formed Mars Colony.



SSiS
SAIGON SOUTH
INTERNATIONAL SCHOOL

78 Nguyen Duc Canh Street, Tan Phong Ward,
District 7, Ho Chi Minh City, Vietnam
T: (84 8) 5 413 0901 | W: www.ssis.edu.vn