



Americana Chinese International School

227 Moo 2 Chiang Mai-Lampang Super Highway,
Tambol Nong-Pheung, Amphur Sarapee
Chiang Mai, Thailand 50140
053 - 142517

Curriculum Description

Instructional & Learning Strategies

Our educational program utilizes a variety of strategies to support our standards, namely project-based learning, tactile learning, inquiry-based learning, among others. These learning strategies are supported by our textbook materials, which include the following:

<i>Pre-Kindergarten – Kindergarten 2 classes*</i>	
All subjects encompassed	<u>World of Wonders</u> , published by McGraw-Hill
<i>Kindergarten 3 – Grade 6 classes (divided by subject)*</i>	
Subject	Textbook series
English Language Arts	<u>Reading Street</u> , published by Pearson
Math	<u>Envision</u> , published by Pearson
Science	<u>Science Dimensions</u> , published by Houghton Mifflin Harcourt
Social Studies	<u>Impact</u> , published by McGraw-Hill
Health	<u>Health and Fitness</u> , published by McGraw-Hill
<i>Chinese Language (divided by grade level)</i>	
PreKindergarten – K2	Proprietary resource materials, developed by ACIS Chinese language department to transition kindergarten – aged students to K3 – G6 textbook materials and curriculum expectations
K3 – G6 Chinese National students	<u>语文, Vol 1 – 3</u> , published by 温儒敏
K3 – G6 Non-Chinese students	<u>My First Chinese Reader</u> , Vol 1 – 4, published by Better Chinese

**All textbook materials come from reputable US textbook companies and support fully the California State Common Core standards, Next Gen science standards, and National Council for Social Studies standards.*

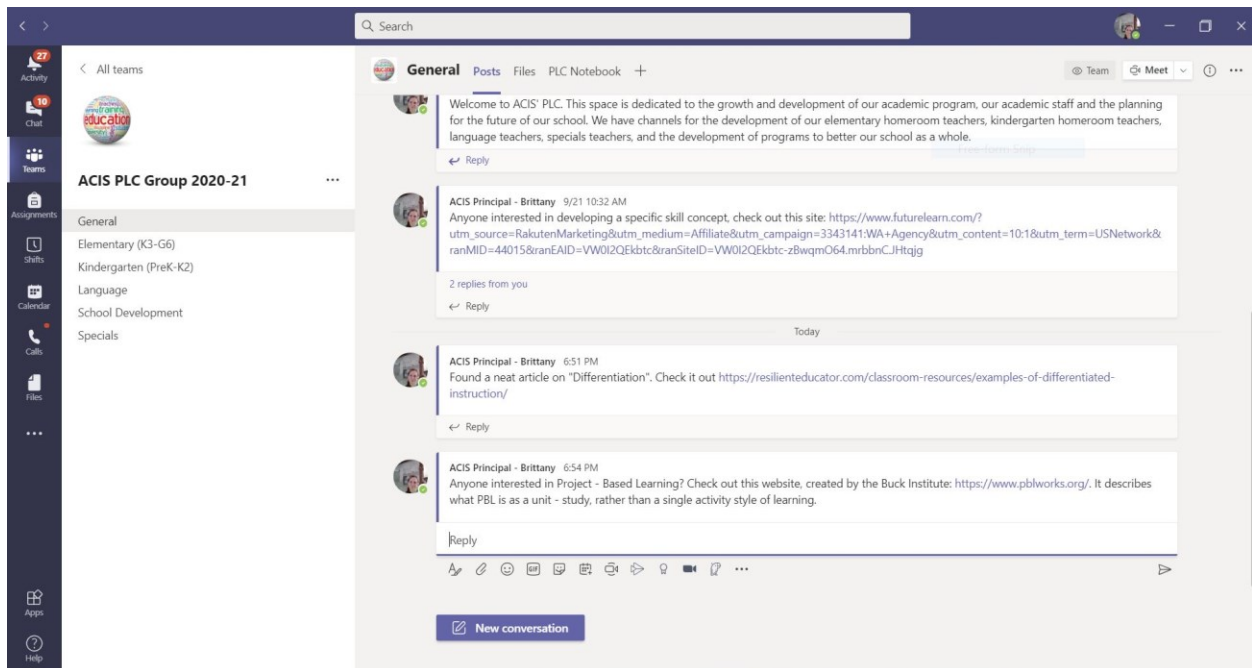
Furthermore, our teachers have undergone training sessions from these textbook companies, experts on project-based learning, and in-house faculty trainings from staff members certified in inquiry-based learning.



Americana Chinese International School

227 Moo 2 Chiang Mai-Lampang Super Highway,
Tambol Nong-Pheung, Amphur Sarapee
Chiang Mai, Thailand 50140
053 - 142517

In evaluating the 2019-2020 school year, it was determined by many faculty members that our student body has a growing need for teaching strategies that support differentiation. In order to address this concern, ACIS created a Professional Learning Community, using Microsoft Teams as a digital platform with which to share ideas. It went live in September 2020. The goal of this community is to provide a space and outlet for our teachers to enjoy professional development in a shared space. Teachers can share resources, articles, ideas and discuss concerns they may have. Peer observations will also be organized through the PLC.



Strength in Assessment and Reporting

In order to properly assess student mastery of our curriculum skills, ACIS utilizes Data Assessment Binders, STAR 360 benchmark testing in English and Math, as well as MyON reading data. Our Data Assessment Binders are organized and maintained primarily by our homeroom teachers, in conjunction with our language and specials teachers. Teachers maintain a separate binder for each student, which includes various examples of assessment data, including spelling, handwriting, and other ELA components along with Math assessments, science, and other subject – specific assessments according to textbook and curriculum standard requirements.

Along with subject – specific, routine assessments, students in grades K3 – G6 all participate in STAR 360 testing 4-5 times throughout the year. These tests measure student grade-level progress through US Common Core State English and Math standards. Our students are measured along-side their US student counterparts, ensuring that we have access to data regarding their achievement based on US standards, rather than our own. Updated testing scores are filed away inside data assessment binders for easy access and parent communication



Americana Chinese International School

227 Moo 2 Chiang Mai-Lampang Super Highway,
Tambol Nong-Pheung, Amphur Sarapee
Chiang Mai, Thailand 50140
053 - 142517

when necessary or requested. An example of our annual STAR 360 reading report is located in our Appendix.

Along with data assessment binders and STAR 360 testing, students also participate in a specific, digital reading program called MyON reading, implemented in September 2020. This digital reading program was created by the same founders of STAR 360 testing and works in tandem with the testing data to give students access to appropriate reading level material. As students read more through the program, they are consistently tested and recommended to books based on their improved reading level. Furthermore, in order to encourage reading at home, MyON is offered to all ACIS families via a proprietary app that is downloadable to all devices. Students can access the MyON through computers, tablets, and other mobile devices. Teachers have shared log in credentials with parents and guided information is available through our website, as well as through in-person training sessions schedule periodically throughout the school year, specifically for parents, covering the basic interfacing of the program, using the app, book selection, interpreting data, etc.

Currently, ACIS uses a Student Information System (SIS) by Rediker Co., called Plus Portals. Teachers use this system, along with assessment data, to assign scores measuring achievement for each student. Academic achievement is measured based on progression through our curriculum standards. Scoring is based as follows and formal assessment reports (also known as Report Cards), are issued officially twice throughout the academic school year (December and June):

A 90%-100%	The student consistently demonstrates mastery of the grade level standards. With relative ease, the student grasps, applies and extends processes and skills for the grade level. At or above grade level expectations.
B 80%-89%	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level expectations.
C 70%-79%	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply concepts and skills for their grade level. Approaching achievement of grade level standards.
D 60%-69%	The student is not meeting grade level standards and is working below grade level. Limited achievement of grade level expectations.
F 50%-below	The student is not meeting grade level standards and is working far below grade level. Limited achievement of grade level expectations. The student is not working to his or her potential.

Please see the Appendix for examples of ACIS report cards.

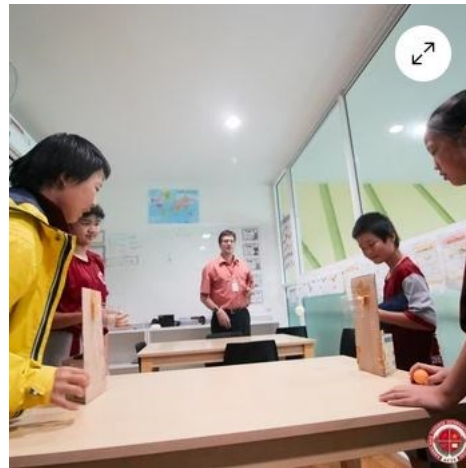
Learning Support

Regarding English language, specifically, ACIS offers a daily, supplementary ESL class available during the school day for qualifying students, grades 1 – 6 (organized in a Pull – Out structure). Students who participate in this class must be tested by our ESL department, comprised of 2 certified ESL teachers. Each teacher teaches students by grade level, and uses the same textbook resources material as homeroom teachers in order to ensure that ESL students develop basic English skills, as well as grade-appropriate vocabulary. The department's goal is successful integration back into the mainstream homeroom class. For examples of typical official grading reporting for this class, as well as the program syllabus please see our appendix.



Americana Chinese International School

227 Moo 2 Chiang Mai-Lampang Super Highway,
Tambol Nong-Pheung, Amphur Sarapee
Chiang Mai, Thailand 50140
053 - 142517



Upon occasion, teaching staff and/or families may notice a student's specific need or struggle. In cases involving faculty awareness, supporting evidence of an academic or behavioral concern is noted, analyzed, and a conference is then called with the student's parents or guardians. The evidence is presented, parents are given opportunity to discuss the student's activity, performance, etc. while at home. Conclusions are then made as to what steps will be taken to help the student. These methods might include after-school tutoring, amended testing parameters, specific behavior expectations or system. These adjustments are notated using our Individual Learning Plan document (located in the appendix). In extreme cases, in which the limited resources available at our school are insufficient to help a student, referrals may be made to organizations who are licensed to test and diagnosis children for learning or behavioral disorders. After diagnosis and reporting is complete, a conference between administration, parents, and the student's teachers is called to review the recommendations for care. Finally, a consistent plan and procedure is put into place for the student, upon agreement by all parties involved.

Co-Curriculum and Extra-Curricular Activities

Along with our school's daily academic schedule of Monday – Friday 8:10 – 3:45 (K3 – G6) and 8:45 – 3:35 (PreK – K2), we offer a weekly After School Program, every Monday – Thursday (Friday is reserved for staff meetings and professional development). This program helps several of our families who struggle to be able to pick up students in at the standard pick up time. Students pay for a weekly program, and attend a different club each day, from 3:45 – 4:45. Club options depend on grade levels but include most of the following clubs:

- Art
- Sports
- Chinese
- Music
- STEM
- Reading
- Thai
- Homework help



Americana Chinese International School

227 Moo 2 Chiang Mai-Lampang Super Highway,
Tambol Nong-Pheung, Amphur Sarapee
Chiang Mai, Thailand 50140
053 - 142517

Apart from an After-school program, ACIS PE teachers operate routine, after-school, sports practices in different team sports, including soccer, swimming, and basketball. These practices take place from 3:45 – 4:45. As ACIS recently obtained ISAT membership, we will be applying for CMAC membership this school year in order to compete in official athletic competitions.

ACIS ASY calendar issues specific field trips each semester in order to ensure that students have opportunities to learn and grow off campus. Our most recent field trip was to the NARIT AstroPark in Chiang Mai. K2 – G6 students all went over the span of 2 weeks, in order to provide a safe learning environment regarding COVID-19 safety.

We have also hosted special guest speakers to our campus including our local fire department, to demonstrate proper fire safety with our students. We also enjoyed hosting author Aston Heath, who wrote a children’s book called “Moshu, the Elephant Who Just Would Not Give Up”. Students listened to his reading, his moral to the story, asked valuable questions about the book and the author and received great insights into this man who did not give up on his dream.



Community Collaboration & Communication

ACIS employs a variety of means and opportunities to communicate and to the work together with community members with goal of bettering ACIS students and the community. In March, several parents presented themselves as leaders among the ACIS and Chiang Mai community. They wanted to support the school during a difficult crisis by providing valuable insight to



Americana Chinese International School

227 Moo 2 Chiang Mai-Lampang Super Highway,
Tambol Nong-Pheung, Amphur Sarapee
Chiang Mai, Thailand 50140
053 - 142517

helped us refine our Remote Learning Program and other features of our distance learning program. Since that time, they have formed the leadership of our Parent Teacher Group (PTG).

In August 2020, they hosted their first meeting with all interested ACIS parents for our first PTG meeting. These parents support the school by providing volunteers for the schools' activities, cultural events, fundraisers, and provide valuable opinions on potential programs and ideas put forth by the administration.

While ACIS parents work together for the betterment of our student body, our faculty also meet every Friday in specific committees for the purpose of implementing programs and processes that improve the academic and character programs offered through our school. One such committee is the Character Development and Leadership committee, populated by ACIS faculty members, with the purpose of driving our character development program, evaluating its effectiveness, and recommend ways that it can be improved, as well as collaborating with other staff members in order to support a stronger buy-in among staff members regarding promoting positive character.

In February 2020, ACIS families hosted a donation drive of clothing, and school supplies for the Hope Home foundation. This foundation aides and cares for children and adults with special needs. At the time of our donation, Hope Home cared for approximately 14 individuals who came to the foundation daily or live full-time. Interestingly, when asked what other needs the foundation had, Hope Home representatives informed us that they would appreciate help in working on some of the technology needed for a few of their foundation's children. The technical needs of these children are in line with the future growth of our STEM program and include projects such as 3D designing apparatuses to attached technology to wheelchairs for increased communication. It is the school's plan to continue partnering with Hope Home, proving our students with unique opportunities to demonstrate their growing STEM – related skills and better their local community. Increasing community service projects at ACIS is an identified area of concern, as discussed in section 3.4 Development Goals.

Development of STEM Program

Since its inception, ACIS has sought the implementation and development of a science-related program. Our founders wanted this science program to provide an outlet for creativity among our students. We wanted to provide specific methods of encouraging character skills such as resilience, collaboration, and problem-solving (hallmark features in our ESLRs, explained in section 3.1 Executive Summary). Therefore, we decided to dedicate an entire classroom and weekly class time in our schedule to STEM (Science, Technology, Engineering, and Mathematics).

This course emphasizes specific science standards from our approved curriculum and is taught to grades K3 – 6th Grade. Students learn foundational concepts relating to physics, engineering, design, and computer technology (emphasizing robotics, coding, etc). We use textbook and material resources from Gigo.



Americana Chinese International School

227 Moo 2 Chiang Mai-Lampang Super Highway,
Tambol Nong-Pheung, Amphur Sarapee
Chiang Mai, Thailand 50140
053 - 142517



- STEM competition
- Future development
- Remote Learning
- Cross-curricular support

Chinese Language Program

The Chinese language program at ACIS is specifically designed to help each student develop a Chinese language center in their brain that is independent of other languages, so that learning multiple languages does not lead to slowed progress with language mixture and confusion. The Chinese classes focus on listening and speaking, supplemented by reading and writing, emphasizing an engaging learning process that is enjoyable and successful. In the classroom, students enjoy learning through interactive group activities which provide reinforcement through immediate application in natural contexts.

Our Chinese language program is for children coming from diverse language backgrounds, from multicultural or cross-cultural families, who want to learn Chinese. The learning process is designed to be entertaining, carefully combining challenging work with more restful activities, bringing personal enrichment through broadening knowledge. As they say, “coming upon a good teacher is very fortunate. Finding that one has selected a good school is happiness indeed.”

ACIS’ Chinese language program includes curriculum standards for Pre-Kindergarten, Kindergarten, first grade through twelfth grade. It includes focused attention to school life, family life, and familiar people, objects, and situations. Students learn to understand and speak Chinese vocabulary and sentence patterns through learning activities such as games, nursery rhymes, drawing, singing, dialogues, and stories and other texts.

ACIS supports Chinese language acquisition alongside English and Thai language by providing an additional class period each day for Chinese Language. We use a variety of resources to achieve our curriculum standards including Chinese nationally approved textbooks for our native Chinese speaking classes, as well as “My First Chinese Reader” series from an American publishing company called Better Chinese.



Americana Chinese International School







227 Moo 2 Chiang Mai-Lampang Super Highway,
 Tambol Nong-Pheung, Amphur Sarapee
 Chiang Mai, Thailand 50140
 053 - 142517

The Chinese government has an organization, with branches located all over the globe called the Confucius Institute. This organization's purpose is to support non-native Chinese speakers to learn Chinese language to a Chinese government approved standard. To ensure that non-native Chinese speakers learn and acquire an appropriate level of Chinese language the Youth Chinese Test (YCT) and Hanyu Shuiping Kaoshi (HSK) test series are used to measure Chinese language acquisition. Our school's administration reached out to a neighbor school, Chongfah Xinseng Bilingual School and partnered with them to become an HSK/YCT testing center ourselves. We received our formal approval letter on January 8, 2020. We have since hosted our first HSK/YCT testing as of October 17, 2020. Students from our school, as well as neighboring schools, registered to test with us and we welcomed them as community support for Chinese Language acquisition.

At the conclusion of the school year, ACIS evaluated the development of its Chinese language program. Evaluation and analysis received indicated that we need to further develop the academic standards of our Chinese language teaching. This is further addressed in section 3.4 Development Goals.

Communication Methods

ACIS utilizes a variety of communication methods when informing our community of upcoming events, news updates, blogs, academic daily updates, and personal teacher/parent communication regarding student behavior, and/or academic progress. Typical communication tools include:

Communication Method	Purpose
 LINE (Business account)	Disseminate school-wide information
 Class Dojo	Whole-class academic updates, including lessons, homework, and school-wide announcements; private 1-on-1 communication between teachers and parents
 LINE (Single classroom groups)	Secondary method for communicating whole-class academic updates, including lessons, homework, and school-wide announcements
 Email	Internal communication among staff; formal communication with parents
 Plus Portals	Internal communication and academic record keeping
 Scheduled Appointments	Express concerns, questions, or praises between Administration, teachers, and families



Americana Chinese International School

227 Moo 2 Chiang Mai-Lampang Super Highway,
Tambol Nong-Pheung, Amphur Sarapee
Chiang Mai, Thailand 50140
053 - 142517

One of our more pressing goals is to implement a new system of communication that would encompass all the above-mentioned communication methods, reducing several tools into one simple-to-navigate, multi-lingual supported app.