



# Americana Chinese International School

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

## PreK – K2 Syllabus

### *Introduction to ACIS Academic Program:*

ACIS provides a unique academic program for our students. That uniqueness rests in language acquisition, tactile learning styles (including project-based learning and inquiry-based learning), and an Emphasis on Chinese Language and STEM. Our curriculum centers around American curriculum standards, Thai approved language standards, as well as HANBAN (Chinese Education Department) standards for Chinese language. Our school's curriculum was approved by the Chiang Mai Ministry of Education, prior to the school's opening and is available through our [website](#). In order to achieve those standards, we use year-long academic plans for each subject, called a Course Syllabus. Each class at ACIS has one. Please read the information below for more details.

Our Kindergarten curriculum (PreK – K2) is designed to provide the same structure of academic activities throughout all grade levels. With each progressive grade level, the material, lesson content and skills deepen in knowledge and expectation. This approach ensures that our students are prepared for the rigor of elementary classes when they begin Kindergarten 3.

Mini units may change in order to represent real life, for example we may move the study of Rain or Winter to a time of year that's more suitable for Chiang Mai, Thailand, or mini units such as Team Work may move to coincide with the Olympics/World Cup.

### McGraw Hill Education, World of Wonders – Developing Early Learners 2017

#### ELA

McGraw Hill Education, World of Wonders – Developing Early Learners. 2017

#### Semester 1 (August – December)

- Unit 1- Environmental Sounds
- Unit 2- Rhyme, Initial Sounds
- Unit 3- Match Words, review
- Unit 4- Alliteration, Blend Syllables with Picture Support.

#### Semester 2 (January – June)

- Unit 5- Blend Syllables with Picture Support
- Unit 6- Match Sentences, review
- Unit 7- Blend Syllables - Picture Support
- Unit 8- Fun with books, Fun with words
- Unit 9 – Ready for Kindergarten 3 (K2 only)

#### Math

McGraw Hill Education, World of Wonders – Developing Early Learners. 2017

#### Semester 1 (August – December)

- Unit 1- Counting and Grouping
- Unit 2- Shapes, Grouping and Matching
- Unit 3- Numbers, Order and Sequences
- Unit 4- Patterns and Lengths

#### Semester 2 (January – June)

- Unit 5- Comparisons
- Unit 6- Compare, Measure and Problem Solving
- Unit 7- Order and Compare, Shapes
- Unit 8- Adding and Subtracting
- Unit 9 – Ready for Kindergarten (3 K2 only)



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## Science

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### Semester 1 (August – December)

- Unit 1- Senses, Day and Night
- Unit 2- Investigating and Predicting
- Unit 3- Heat and Light
- Unit 4- Food

### Semester 2 (January – June)

- Unit 5- Temperatures and Growing
- Unit 6- Environment
- Unit 7- Animals and Water
- Unit 8- Our Planet
- Unit 9 – Ready for Kindergarten 3 (K2 only)

## Social Studies

### Semester 1 (August – December)

- Unit 1 - Cultural diversity; What about me?
- Unit 2 - Friends; sharing; rules
- Unit 3 - Home; family history, Around the world
- Unit 4 Likes/ dislikes; using money; Neighborhood

### Semester 2 (January – June)

- Unit 5 - Here to there; vehicles, Maps
- Unit 6 -Observing animals
- Unit 7 – In the wild; Plants and animal habitats; Weather; plants
- Unit 8 – Exercise; review
- Unit 9 – Ready for Kindergarten

## Health

McGraw Hill Education, World of Wonders – Developing Early Learners. 2017

### Semester 1 (August – December)

- Unit 1- Selfcare and hygiene
- Unit 2- Environment safety
- Unit 3- Healthy Habits and feelings
- Unit 4- Food Preferences and Emergency services.

### Semester 2 (January – June)

- Unit 5- Asking for help and fire safety
- Unit 6- Feelings, Good decisions and healthcare jobs.
- Unit 7- Community Helper, recycling and checkups.
- Unit 8 Review
- Unit 9 – Ready for Kindergarten 3 (K2 only)

Students are graded on several grade-specific skills throughout the school year. Official grade reports are issued each December and June with progress reports available during Parent Conference Events every October and March.

For more information on our academic standards or grading, parents are encouraged to contact teachers via email or Class Dojo. Also, please feel free to contact our principal, Mrs. Brittany Yandell, at [principal@acis.ac.th](mailto:principal@acis.ac.th).



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## PreK – K1 Chinese Language Syllabus




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PreK – K1 Chinese language curriculum is designed to include more depth with each unit in K1. This approach gives our students a stronger opportunity to prepare for the increased rigor of K2 and higher grade levels.

### Listening & Speaking

#### **Semester 1 (August – December)**

-  Unit 1: Family
-  Unit 2: Animals
-  Unit 3: Name

#### **Semester 2 (January – June)**


-  Unit 4: Numbers and Colors
-  Unit 5: School bag and Nationality
-  Unit 6: Fruits and Food

#### **Topics:**

1. I love my family
2. Who is this?
3. What is your name?
4. How old are you?
5. The balloons flew away
6. What is in the school bag?
7. What is your nationality?
8. I am hungry
9. Going shopping

### Culture

#### **Semester 1 (August – December)**

-  Chinese Mid-Autumn Festival

#### **Semester 2 (January – June)**

-  Chinese New Year



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## ACIS Physical Education Department 2020-2021 yearly plan (Preschool - 6th grade)

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### Kindergarten/Pre-School Curriculum Map

August - November	November - February	March - June
<p><b>Standard One</b> Travels:</p> <ul style="list-style-type: none"> <li>• Within a large group without bumping/falling, using locomotor skills</li> <li>• At different speeds (i.e., slow/fast) using locomotor skills in different pathways (i.e., straight, curved, zigzag)</li> <li>• And changes direction (i.e., forward, backward) in response to a signal.</li> <li>• With an object, demonstrating relationships (i.e., under, over, behind, through)</li> </ul> <p><b>Performs:</b></p> <ul style="list-style-type: none"> <li>• Locomotor movements to a steady beat</li> <li>• Clapping to a simple beat</li> </ul>	<p><b>Standard One</b> <b>Demonstrates shapes:</b></p> <ul style="list-style-type: none"> <li>• Using non-locomotor movements, at different levels (i.e., high, medium, and low levels) by using body parts (i.e., hands, arms, feet, legs, torso) in combinations</li> </ul> <p><b>Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• Balance on 1-5 different body parts</li> <li>• Balance on narrow surfaces while walking</li> <li>• A continuous log roll</li> <li>• Jumping over a stationary rope (i.e., forward, back, sideways)</li> </ul>	<p><b>Standard One</b> <b>Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• Striking a stationary balloon or ball w/hands, arms, and feet</li> <li>• Catching a self-thrown ball</li> <li>• Kicking a stationary object</li> <li>• Bouncing a ball continuously using two hands</li> </ul>
<p><b>Standard Two</b> <b>Identifies:</b></p> <ul style="list-style-type: none"> <li>• Use of personal and general space</li> <li>• Locomotor skills</li> </ul> <p><b>Explains:</b></p>	<p><b>Standard Two</b> <b>Identifies and describes:</b></p> <ul style="list-style-type: none"> <li>• Parts of the body</li> </ul> <p><b>Explains:</b></p> <ul style="list-style-type: none"> <li>• Base of support</li> </ul>	<p><b>Standard Two</b> <b>Identifies:</b></p> <ul style="list-style-type: none"> <li>• Points of contact when kicking</li> </ul> <p><b>Explains:</b></p>



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<ul style="list-style-type: none"> <li>Differences in relationships</li> </ul>		<ul style="list-style-type: none"> <li>Role of eyes when striking objects</li> </ul> <b>Describes:</b> <ul style="list-style-type: none"> <li>Position of fingers in follow-through phase of bouncing a ball</li> </ul>
<u><b>Standard Three</b></u> <b>Participates:</b> <ul style="list-style-type: none"> <li>In physical activities that are enjoyable and challenging</li> <li>In sustained, continuous movement for increasing periods of time</li> </ul>	<u><b>Standard Three</b></u> <b>Demonstrates:</b> <ul style="list-style-type: none"> <li>Participation with increased heart and breathing rate</li> <li>Hanging from overhead bars</li> <li>Climbing a ladder, jungle gym, etc.</li> </ul>	<u><b>Standard Three</b></u> <b>Assesses and Maintains:</b> <ul style="list-style-type: none"> <li>Stretches upper body and legs without bouncing</li> </ul> <b>Identifies:</b> <ul style="list-style-type: none"> <li>Indicators of increased capacity to participate in activity</li> </ul>
<u><b>Standard Four</b></u> <b>Identifies:</b> <ul style="list-style-type: none"> <li>Enjoyable/challenging physical activities that can be sustained</li> <li>Activities that cause the heart to beat faster</li> <li>The location of the heart and explains that it is a muscle</li> </ul> <b>Explains:</b> <ul style="list-style-type: none"> <li>That physical activity increases heart rate</li> </ul>	<u><b>Standard Four</b></u> <b>Explains:</b> <ul style="list-style-type: none"> <li>Strong muscles help in climbing, hanging, etc.</li> <li>The role of water as a nutrient</li> <li>That nutritious food provides energy</li> </ul>	<u><b>Standard Four</b></u> <b>Identifies:</b> <ul style="list-style-type: none"> <li>The location and role of the lungs</li> <li>Body part involved in stretching</li> </ul> <b>Explains:</b> <ul style="list-style-type: none"> <li>Muscles move bones</li> <li>What the body is composed of (i.e., bones, organs, fat, and tissue)</li> </ul>
<u><b>Standard Five</b></u> <b>Identifies:</b> <ul style="list-style-type: none"> <li>Feelings related to physical activity</li> </ul> <b>Participates:</b> <ul style="list-style-type: none"> <li>Willingly in activity</li> </ul>	<u><b>Standard Five</b></u> <b>Demonstrates:</b> Characteristics of sharing <b>Describes</b> How social interaction makes the activity fun for all	<u><b>Standard Five</b></u> <b>Participates:</b> As a leader and a follower

**Participates 2 times a week, for increasing periods of times, in moderate to vigorous physical activities that increase breathing and heart rate**