



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.



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K2 Chinese Language Syllabus

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Listening

Textbook material includes Chinese Picture book series, created by ACIS Chinese Department, in preparation for Better Chinese textbook series utilized in G1 & up.

Semester 1 (August – December)

- Chinese picture book 13-18th

Semester 2 (January – June)

- Chinese picture book 13-18th

Speaking

Textbook material includes Chinese Picture book series, created by ACIS Chinese Department, in preparation for Better Chinese textbook series utilized in G1 & up.

Semester 1 (August – December)

- 13.Body parts
- 14.Sports
- 15.Time
- 16.Months
- 17.Family members
- 18.Fiction rooms

Semester 2 (January – June)

- 19.Animals
- 20.Where do you live
- 21.Country
- 22.Drawing
- 23.Is this yours
- 24.Where is the apple

Culture

Textbook material includes Chinese Picture book series, created by ACIS Chinese Department, in preparation for Better Chinese textbook series utilized in G1 & up.

[Semester 1 (August – December)

- Chinese Mid-autumn festival

Semester 2 (January – June)

- The Spring Festival (Chinese New Year)

Class details: 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.



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K2 Non-Chinese Language Syllabus

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Listening

Textbook material created by ACIS Chinese Department, in preparation for Better Chinese textbook series utilized in G1 & up.

Semester 1 (August – December)








-  Chinese Picture Book 1
-  Chinese Picture Book 17
-  Chinese Picture Book 4
-  Chinese Picture Book 3
-  Chinese Picture Book 2
-  Chinese Picture Book 5
-  Chinese Picture Book 6

Semester 2 (January – June)









-  Chinese Picture Book 7
-  Chinese Picture Book 8
-  Chinese Picture Book 9
-  Chinese Picture Book 10
-  Chinese Picture Book 11
-  Chinese Picture Book 12
-  Chinese Picture Book 13
-  Chinese Picture Book 14

Speaking

Semester 1 (August – December)


-  I love my family
-  My family
-  How old are you?
-  What is your name?
-  Who is this?
-  What color is it?
-  What is in the school bag?

Semester 2 (January – June)


-  What is your nationality?
-  Fruits
-  Going shopping
-  At school
-  Clothes
-  What is that?
-  Body part
-  Actions

Culture

Semester 1 (August – December)

-  Chinese Mid-Autumn Festival
- The meaning of Mid-Autumn Festival
- What can we learn from it.

Semester 2 (January – June)

-  Chinese New Year
- The meaning of Chinese New Year
- What can we learn from it.



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Class details:

Homework is essential to the retainment and development of key concepts and skills in ACIS' curriculum. Homework is issued by teachers at a rate comparable to students' grade level and ability. It is our belief that homework should be part of a balance of each student's homelife. It should be given in a quantity suitable to review, and no more. Therefore, we assignment homework intended to take approximately 10-15 minutes per subject.

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.

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



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