



Americana Chinese International School

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

G6 Syllabus

Introduction to ACIS Academic Program:

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ELA

Textbook: *Scott Foreman Reading Street*, common core Global Edition 2016

Semester 1 (August – December)

- Reading: A Wrinkle in Time (L'Engle)
- Reading: The BFG (Dahl)
- Reading: James and the Giant Peach (Dahl)

Semester 2 (January – June)

- Unit 1: Loyalty and Respect
- Unit 2: Space and Time
- Unit 3: Obstacles and Challenges

Math

Textbook: *Envisions Math*, Pearson, 2016

Semester 1 (August – December)

- Topic 1: Positive Rational Numbers
- Topic 2: Integers and Rational Numbers
- Topic 3: Numeric and Algebraic Expressions
- Topic 4: Equations and Inequalities

Semester 2 (January – June)

- Topic 5: Ratio and Rate
- Topic 6: Percent
- Topic 7: Area, Surface Area, Volume
- Topic 8: Display, Describe, and Summarize Data

Science

Textbook: *HMH Science Dimensions*, Houghton Mifflin Harcourt, 2018

Semester 1 (August – December)

- Unit 1: Engineering and Design
- Unit 2: Cells and Heredity

Semester 2 (January – June)

- Unit 3: Ecology and the Environment
- Unit 4: The Diversity of Life

Social Studies

Textbook: *Discovering Our Past: A History of the World*, McGraw-Hill, 2018



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Semester 1 (August – December)

- Chapter 1: What Do Historians Do?
- Chapter 2: Studying Geography, Economics and Citizenship
- Chapter 3: Early Humans
- Chapter 4: Mesopotamia
- Chapter 5: Ancient Egypt and Kush
- Chapter 6: The Israelites

Semester 2 (January – June)

- Chapter 7: Ancient Greeks
- Chapter 8: Greek Civilization
- Chapter 9: Ancient India
- Chapter 10: Early China
- Chapter 11: Rome: Empire to Republic
- Chapter 12: Roman Civilization
- Chapter 13: Rise of Christianity

Health

Textbook: *Health and Fitness*, Harcourt, 2007

Semester 1 (August – December)

- Chapter 1: Growth and Development
- Chapter 2: Personal and Consumer Health
- Chapter 3: Preparing Healthful foods
- Chapter 4: Keeping Active
- Chapter 5: Staying Safe Every Day
- Chapter 6: Emergencies and First Aid

Semester 2 (January – June)

- Chapter 7: Controlling Disease
- Chapter 8: Drugs and Health
- Chapter 9: Tobacco and Alcohol
- Chapter 10: Setting Goals
- Chapter 11: Family and Responsibility
- Chapter 12: Community Health

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STEM Syllabus




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Semester 1 (August – December)

-  Unit 1 Gear Ratios
-  Unit 2 Planning and Sketching
-  Unit 3 Wind power

Semester 2 (January – June)

-  Unit 4 Hydro electric
-  Unit 5 Simple circuit
-  Unit 6 Bridge Structures

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Computer Syllabus

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Semester 1 (August – December)

- Keyboarding
- Tech Literacy & Vocabulary
- Intro to Software Programming

Semester 2 (January – June)

- Media & Information Literacy
- Word Processing
- Graphic Design

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Art Syllabus

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K3

Semester 1 (August – December)

- Unit 1: Matisse / collage
- Unit 2: Kandinsky/ concentric color rings
- Unit3: Van Gogh / Texture
- Unit 4: Claude Monet/ color blending
- Unit 5: Christmas Decorations

Semester 2 (January – June)

- Unit 6 Jackson Pollock/ Abstract art
- Unit 7: Paul Klee: Lines
- Unit 8: Georges Seurat/ Pointillism
- Unit 9: Eric Carle color blending / collage
- Unit 10: Picasso / Cubism

Grade 1

Semester 1 (August – December)

- Unit 1: Matisse / collage
- Unit 2: Kandinsky/ concentric color rings
- Unit3: Van Gogh / Texture
- Unit 4: Claude Monet/ color blending/collage
- Unit 5: Christmas decorations

Semester 2 (January – June)

- Unit 6 Jackson Pollock/ Abstract art
- Unit 7: Paul Klee: Lines
- Unit 8: Georges Seurat/ Pointillism
- Unit 9: Eric Carle/ blending
- Unit 10: Picasso/ Cubism

Grade 2

Semester 1 (August – December)

- Unit 1: Matisse / collage
- Unit 2: Kandinsky/ concentric color rings
- Unit3: Van Gogh / Texture / clay/ painting
- Unit 4: Claude Monet / color
- Unit 5 Christmas Decorations

Semester 2 (January – June)

- Unit 6 Jackson Pollock/ Abstract art
- Unit 7: Paul Klee: Lines
- Unit 8: Printing
- Unit 9: Eric Carle/ blending
- Unit 10: Picasso/ Cubism



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Grade 3

Semester 1 (August – December)

- Unit 1: Matisse / collage
- Unit 2: Kandinsky/color rings/Australia
- Unit3: Van Gogh / Africa/ Texture
- Unit 4: Claude Monet / Color blending
- Unit 5: Christmas Decorations

Semester 2 (January – June)

- Unit 6 Jackson Pollock/ Abstract art
- Unit 7: Paul Klee: Lines
- Unit 8: Georges Seurat/ Pointillism
- Unit 9: Weaving/string art
- Unit 10: Picasso/ Cubism

Grade 4

Semester 1 (August – December)

- Unit 1: Matisse / collage
- Unit 2: Kandinsky/ concentric color rings
- Unit3: Van Gogh / Texture
- Unit 4: Claude Monet / color blending
- Unit 5: Christmas Decorations

Semester 2 (January – June)

- Unit 6 Jackson Pollock/ Abstract art
- Unit 7: Paul Klee: Lines
- Unit 8: Georges Seurat/ Pointillism
- Unit 9: Social studies connected
- Unit 10: Picasso/ Cubism

Grade 5

Semester 1 (August – December)

- Unit 1: Matisse / collage
- Unit 2: Kandinsky / concentric color rings
- Unit3: Van Gogh / Texture / Native Indian
- Unit 4: Claude Monet / Color / Native American
- Unit 5: Christmas Decorations

Semester 2 (January – June)

- Unit 6 Jackson Pollock/ Abstract art/ Am. Revolution
- Unit 7: Paul Klee: Lines / colonialization
- Unit 8: Georges Seurat / Pointillism / Colonialization
- Unit 9: Sculpture / US monuments
- Unit 10: Picasso / Cubism

Grade 6

Semester 1 (August – December)

- Unit 1: Matisse / collage/paint
- Unit 2: Kandinsky / Elements poster / paint with music
- Unit3: Van Gogh / Texture / aluminum embossment
- Unit 4: Claude Monet / color / Mesopotamia / clay
- Unit 5: Christmas decorations

Semester 2 (January – June)

- Unit 6 Jackson Pollock/ Abstract art/
- Unit 7: Paul Klee: Lines / Monochromatic prints
- Unit 8: Georges Seurat/ Pointillism/ painting with a tooth pick
- Unit 9: Book Illustration
- Unit 10: Picasso/ Cubism/ Paper mâché



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ESL Syllabus: August 2020-June 2021

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ACIS uses US academic standards from the state of California, called Common Core State Standards, for our core subjects of English Language Arts (ELA), Mathematics. Our standards for Science, Social Studies, and Health, further supported by the state of California are derived from nationally acclaimed organizations including Next Generation Science Standards and the US National Council of Social Studies.



Grade 1 ESL

Textbook: *Reading Street Grade 1*, Pearson Education, 2016

Semester 1 (August – December)

-  Unit 1 Animals, Tame and Wild: How are people and animals important to one another?
-  Unit 2 Communities: What is a community?
-  Unit 3 Changes: What is changing in our world?




Semester 2 (January – June)

-  Unit 4 Treasures: What do we treasure?
-  Unit 5 Great Ideas: What difference can a great idea make?




Grade 2 ESL

Textbook: *Reading Street Grade 2*, Pearson Education, 2016

Semester 1 (August – December)

-  Unit 1 Exploration: What can we learn from exploring new places and things?
-  Unit 2 Working Together: How can we work together?
-  Unit 3 Creative Ideas: What does it mean to be creative?

Semester 2 (January – June)

-  Unit 4 Our Changing World: How do things change? How do they stay the same?
-  Unit 5 Responsibility: What does it mean to be responsible?
-  Unit 6 Traditions: Are traditions and celebrations important in our lives?

Grade 3 ESL




Textbook: *Reading Street Grade 3*, Pearson Education, 2016






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Semester 1 (August – December)

-  Unit 1 Living and Learning: Which skills help us make our way in the world?
-  Unit 2 Smart Solutions: What are smart ways that problems are solved?
-  Unit 3 People and Nature: How are people and nature connected?




Semester 2 (January – June)

-  Unit 4 One of a Kind: What does it mean to be unique?
-  Unit 5 Cultures: What happens when two ways of life come together?
-  Unit 6 Freedom: What does freedom mean?




Grade 4 ESL

Textbook: *Reading Street Grade 4*, Pearson Education, 2016

Semester 1 (August – December)

-  Unit 1 Turning Points: What can we discover from new places and people?
-  Unit 2 Teamwork: What is the value of teamwork?
-  Unit 3 Patterns in Nature: What are some patterns in nature?

Semester 2 (January – June)

-  Unit 4 Puzzles and Mysteries: Is there an explanation for everything?
-  Unit 5 Adventures by Land, Air, and Water: What makes an adventure?
-  Unit 6 Reaching for Goals: What does it take to achieve our goals and dreams?

Grade 5 ESL




Textbook: *Reading Street Grade 5*, Pearson Education, 2016*

(Note: This is not the primary source as it is not at the level of the students. However, the content is following similar topics to the textbook)




Other resources include:

Close Reading Grade 1, Scholastic, 1983
40 Short Passages for Close Reading, Scholastic, 201
Spectrum Language Arts Grade 1, Spectrum, 2015

Semester 1 (August – December)

-  Unit 1 Storytelling: What makes people behave the way they do?
-  Unit 2 Engineering: What kinds of physical challenges people face and how do they meet them?
-  Unit 3 Inventions: How do people create new things to help others?

Semester 2 (January – June)

-  Unit 4 Adapting: How do people and animals adapt to different situations?
-  Unit 5 Adventures: What goes seeking adventures and why?
-  Unit 6 The unexpected: What can learn from encounters with the unknown?



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Grade 6 ESL




Textbook resources include:

Informational Passages for Text Marking & and Close Reading Grade 1, Scholastic, 2015




Great Grammar Practice Grade 1, Scholastic, 2015

Writing Lessons to Meet the Common Core Grade 1, Scholastic, 2013

Semester 1 (August – December)

-  Unit 1 Fact and Opinion: How do we use subjects and predicates to form sentences?
-  Unit 2 Compare and Contrast: How can you tell the difference between two things?
-  Unit 3 Problem and Solution: How do you find the answers to a challenge?

Semester 2 (January – June)

-  Unit 4 Cause and Effect: What events cause an effect? What is a chain reaction?
-  Unit 5 Sequence of Events: What happens first, next, and last?
-  Unit 6 Persuasion: How do you convince other people to do something?

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G6 Beginner Chinese Language Syllabus

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Listening

Textbook title: *Better Chinese*, published by BETTER WORLD LTD and BEIJING LANGUAGE AND CULTURE UNIVERSITY PRESS; HSK1 workbook

Semester 1 (August – December)

- Unit 1: Hello!
- Unit 2: Thank you!
- Unit 3: What's your name?

Semester 2 (January – June)

- Unit 4: What is your nationality?
- Unit 5: How old are you?
- Unit 6: What's the date today?

Writing

Textbook title: *Better Chinese*, published by BETTER WORLD LTD and BEIJING LANGUAGE AND CULTURE UNIVERSITY PRESS; HSK1 workbook

Semester 1 (August – December)

- Unit 1: Strokes of Chinese Characters (1)
- Unit 2: Strokes of Chinese Characters (2)
- Unit 3: Strokes of Chinese Characters (3)

Semester 2 (January – June)

- Unit 4: Strokes of Chinese Characters (4)
- Unit 5: Strokes of Chinese Characters (5)
- Unit 6: Strokes of Chinese Characters (6)

Speaking

Textbook title: *Better Chinese*, published by BETTER WORLD LTD and BEIJING LANGUAGE AND CULTURE UNIVERSITY PRESS; HSK1 workbook

Semester 1 (August – December)

- Unit 1: Hello!
- Unit 2: Thank you!
- Unit 3: What's your name?

Semester 2 (January – June)

- Unit 4: What is your nationality?
- Unit 5: How old are you?
- Unit 6: What's the date today?



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Culture

Textbook title: *Better Chinese*, published by BETTER WORLD LTD and BEIJING LANGUAGE AND CULTURE UNIVERSITY PRESS; HSK1 workbook

Semester 1 (August – December)

- Mid-autumn Festival

Semester 2 (January – June)

- Chinese New Year

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G6 Intermediate Chinese Language Syllabus

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Listening

Textbooks: *Better Chinese, Volume 1*, published by Better World Ltd. Tenth Edition, 2013; HSK1 Workbook published by Beijing Language and Culture University Press

Semester 1 (August – December)

- Unit 1: Hello!
- Unit 2: What is your name?
- Unit 3: How old are you?

Semester 2 (January – June)

- Unit 4: What is your nationality?
- Unit 5: How old are you?
- Unit 6: What's the date today?

Writing

Textbooks: *Better Chinese, Volume 1*, published by Better World Ltd. Tenth Edition, 2013; HSK1 Workbook published by Beijing Language and Culture University Press

Semester 1 (August – December)

- Unit 1: Strokes of Chinese Characters (1) and learn to write simple characters.
- Unit 2: Strokes of Chinese Characters (2) and learn to write simple characters.
- Unit 3: Strokes of Chinese Characters (3) and learn to write simple characters.

Semester 2 (January – June)

- Unit 4: Strokes of Chinese Characters (4) and learn to write simple characters.
- Unit 5: Strokes of Chinese Characters (5) and learn to write simple characters.
- Unit 6: Strokes of Chinese Characters (6) and learn to write simple characters.

Speaking

Textbooks: *Better Chinese, Volume 1*, published by Better World Ltd. Tenth Edition, 2013; HSK1 Workbook published by Beijing Language and Culture University Press

Semester 1 (August – December)

- Unit 1: Hello!
- Unit 2: What is your name?
- Unit 3: How old are you?

Semester 2 (January – June)

- Unit 4: What is your nationality?
- Unit 5: How old are you?
- Unit 6: What's the date today?



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Culture

Textbooks: *Better Chinese, Volume 1*, published by Better World Ltd. Tenth Edition, 2013; HSK1 Workbook published by Beijing Language and Culture University Press

Semester 1 (August – December)

- Mid-Autumn Festival

Semester 2 (January – June)

- Chinese New Year

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G6 Advanced Chinese Language Syllabus

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一、汉语拼音

能利用汉语拼音帮助识字、学习普通话。

二、识字、写字

- 1、学会常用汉字 150 个左右。
- 2、学过的词语能正确读、写，大部分会用。提高辨析词语的能力。注意积累词语。
- 3、能比较熟练地使用钢笔（签字笔）写字，有一定速度。

三、听话、说话

- 1、听讲话和广播，能转述主要内容。
- 2、听别人读程度适合的儿童文学作品和科普作品，能边听边想象。
- 3、能用普通话清楚明白地讲述见闻。能当众作简短的发言。能创造性地复述课文。

四、阅读

- 1、能正确、流利、有感情地朗读课文。能比较准确地表达课文的思想感情。能背诵指定的课文。
- 2、能按要求默读课文，理解主要内容，体会思想感情，有一定速度。
- 3、对含义较深的词句或结构比较复杂的句子，能联系上下文理解含义或体会感情色彩。注意欣赏文章中的优美语句。
- 4、能初步理解句、段、篇之间的联系，能归纳段落大意，能概括课文的主要内容和中心思想。
- 5、了解课文是怎样表达中心思想的。
- 6、能预习课文，了解课文内容，提出疑难问题，养成预习的习惯。
- 7、独立阅读程度适合的课外读物，能理解主要内容，体会思想感情，有初步的分析和概括能力。养成良好的阅读习惯。

五、作文

- 1、能用正确的语句表达自己的思想。
- 2、观察事物注意抓特点。养成观察周围事物的习惯。



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- 3、能按要求或自拟题目作文。能根据要求选择材料，编写作文提纲，写出有中心、有条理、有真情实感的简单记叙文。学写会议记录和读书笔记。
- 4、初步会用句号、问号、感叹号、逗号、冒号、引号、顿号、书名号和省略号。认识分号。
- 5、能初步修改自己的作文。

G6 Advanced Chinese Language Syllabus



Chinese pinyin

Consolidate Pinyin, the students are able to use pinyin to help literacy and learn Mandarin.

Writing

1. Learn about 150 commonly used Chinese characters.
- 2, Students can look up the dictionary skillfully, forms the habit of using the dictionary.
- 3 The students can read and write the words they have learned correctly, and they can use most of them. Improve the ability of discriminating words. Pay attention to accumulating words.
- 4, Students can be more skilled use of pen to write. There is a certain speed.

Listening and Speaking

1. Listen to speeches and broadcasts, and the students are able to relay the main content.
2. Listen to children's literature and popular science works read by others at a suitable level, and imagine while listening.
 -  Students can clearly and clearly tell the story in Mandarin.
 -  Students are able to make a short speech in public. They must be able to retell the text creatively.

Reading

1. Read the text correctly, fluently and emotionally.
Students can accurately express the thoughts and feelings of the text.They have the ability to recite assigned texts.



Americana Chinese International School

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

2, The students can read the text silently as required, understand the main content, experience thoughts and feelings, have a certain speed.

3, As for the meaning of words or sentences with more complex structure, the students must understand the meaning and experience the emotional color.
Appreciate the beauty of the sentences in the text.

4, The students can initially understand the relationship between sentences, paragraphs, text, they can summarize the general idea of the paragraph, they can summarize the main content of the text and the main idea.

5. Know how the text expresses the main idea.

6. Students can preview the text, understand the content of the text, ask difficult questions, and develop the habit of preview.

7, Students can independently read the level suitable for extra-curricular reading, they can understand the main content, experience thoughts and feelings, have preliminary analysis and summary ability.

Writing

1. Be able to express your ideas in correct sentences.

2. Observe things and pay attention to characteristics.
Get in the habit of looking around.

3. Have the ability to write compositions according to requirements or by self.
The students are able to choose materials according to the requirements, write an outline of composition, and write a simple narrative with center, organization and true feelings.
Learn to write meeting notes and reading notes.

4. Use full stops, question marks, exclamation marks, commas, colons, quotation marks, prefix and apostrophe.
Recognize semicolons.

5. Able to revise teacher-given compositions.



Americana Chinese International School

227 Moo 2 Chiang Mai-Lampang Super Highway,
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053 - 142517

Units & Lessons

Semester 1 (August – December)

- Lesson1 大青树下的小学
- Lesson2 花的学校
- Lesson3 *不懂就要问
- Lesson4 语文园地
- Lesson5 古诗三首
- 山行/赠刘景文/夜书所见
- Lesson6 铺满金色巴掌的水泥道
- Lesson7 秋天的雨
- Lesson8 *听听，秋的声音
- Lesson9 语文园地
- Lesson10 去年的树
- Lesson11 *那一定会很好
- Lesson12 在牛肚子里旅行
- Lesson13 *一块奶酪
- Lesson14 语文园地
- Lesson15 草原
- Lesson16 丁香结
- Lesson17 古诗词三首
- 宿建德江
- 六月二十七日望湖楼醉书
- 西江月·夜行黄沙道中
- Lesson18 花之歌
- Lesson19 语文园地
- Lesson20 七律·长征
- Lesson21 狼牙山五壮士

Semester 2 (January – June)

- Lesson1 夏天里的成长
- Lesson2 盼
- Lesson3 古诗三首
- 浪淘沙
- 江南春
- 书湖阴先生壁
- Lesson4 只有一个地球
- Lesson5 青山不老
- Lesson6 三黑和土地
- Lesson7 语文园地
- Lesson8 文言文二则
- 伯牙鼓琴
- 书戴嵩画牛
- Lesson9 月光曲
- Lesson10* 京剧趣谈
- Lesson11 语文园地
- Lesson12 少年闰土
- Lesson13 好的故事
- Lesson14 我的伯父鲁迅先生
- Lesson15 有的人——纪念鲁迅有感
- Lesson16 语文园地
- Lesson17 北京的春节
- Lesson18 腊八粥
- Lesson19 古诗三首



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Lesson22 开国大典

Lesson23* 灯光

Lesson24 语文园地

Lesson25 竹节人

Lesson26 宇宙生命之谜

Lesson27* 故宫博物院

Lesson28 语文园地

Lesson29 桥

Lesson30 穷人

Lesson31* 在柏林

Lesson32 语文园地四

寒食

迢迢牵牛星

十五夜望月

Lesson20* 藏戏

Lesson21 语文园地

Lesson22 鲁滨逊漂流记（节选）

Lesson23* 骑鹅旅行记（节选）

Lesson24* 汤姆·索亚历险记

Lesson25 语文园地

Lesson26 匆匆

Lesson27 那个星期天

Lesson28 古诗三首

马诗/石灰吟/竹石

Lesson29 十六年前的回忆

Lesson30 为人民服务

Lesson31 金色的鱼钩

Lesson32 语文园地

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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6th Grade Curriculum Map

August - November	November - February	March - June
<u>Standard One</u> Demonstrates: <ul style="list-style-type: none"> Ability to combine relationships, speed, direction, and pathways in physical activities Performs: <ul style="list-style-type: none"> Folk and line dances Develops/Refines/Performs: <ul style="list-style-type: none"> Routines to music Smooth, flowing sequences (i.e.; stunts, tumbling, rhythmic patterns) that combine traveling, rolling, balancing, transfer of weight 	<u>Standard One</u> Demonstrates: <ul style="list-style-type: none"> Volleying with a partner (forearm pass) Striking an object with body part; intended height/direction Striking object with implement; intended height/direction Striking ball with paddle (fore/backhand) against wall/with partner Ability to combine motor skills in lead-up/modified game 	<u>Standard One</u> Demonstrates: <ul style="list-style-type: none"> Throwing an object accurately and with applied force (i.e.; underhand, overhand, sidearm) Dribbling and passing to a partner while being guarded
<u>Standard Two</u> Analyzes/Corrects: <ul style="list-style-type: none"> Movements errors Provides: <ul style="list-style-type: none"> Feedback to partner to improve skill Identifies: <ul style="list-style-type: none"> Steps/rhythm patterns to folk/line dances Explains: <ul style="list-style-type: none"> How movement qualities contribute to aesthetics 	<u>Standard Two</u> Explains: <ul style="list-style-type: none"> How impact force is reduced by increasing duration of impact Role of legs, shoulders, forearm in forearm pass How the intended direction of object is affected by angle of implement/body part at time of impact Time needed to prepare/begin forehand/backhand stroke 	<u>Standard Two</u> Explains: <ul style="list-style-type: none"> How to increase force based on biomechanical principles Identifies: <ul style="list-style-type: none"> Safe practices/procedures for participation in physical activities Develops: <ul style="list-style-type: none"> A cooperative games (using locomotor skills, object manipulation, offensive strategy) and teaches game to partner
<u>Standard Three</u> Monitors: <ul style="list-style-type: none"> Intensity of heart rate during physical activity 	<u>Standard Three</u> Assesses: <ul style="list-style-type: none"> Components of health-related fitness Compares: <ul style="list-style-type: none"> Individual fitness results with research-based standards 	<u>Standard Three</u> Develops: <ul style="list-style-type: none"> An individual goals for each component of health-related fitness Measures/Evaluates: <ul style="list-style-type: none"> Changes in health-related fitness
<u>Standard Four</u> Explains: <ul style="list-style-type: none"> Methods of monitoring heart rate intensity Long-term benefits of regular physical activity Which activities are aerobic/anaerobic 	<u>Standard Four</u> Identifies: <ul style="list-style-type: none"> Effective/ineffective warm-up and cool-down techniques Contraindicated exercises and their effects on the body 	<u>Standard Four</u> Develops: <ul style="list-style-type: none"> A one-day personal fitness plan (specifies FITT for each fitness component) Compiles/Analyzes: <ul style="list-style-type: none"> A log of calorie consumption and energy expenditure



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053 - 142517

<u>Standard Five</u> Participates: <ul style="list-style-type: none">Productively in group activities Evaluates: <ul style="list-style-type: none">Individual responsibility in group efforts	<u>Standard Five</u> Identifies/defines: <ul style="list-style-type: none">Role of each participant in cooperative activity Identifies/agrees: <ul style="list-style-type: none">On common goal in cooperative activity	<u>Standard Five</u> Analyzes: <ul style="list-style-type: none">A possible solutions to movement problem in cooperative activity and comes to consensus
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Participates 2 times a week, for increasing periods of times, in moderate to vigorous physical activities that increase breathing and heart rate.

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Music 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.

Semester 1 and 2 Year – Long Studies include:

-  Music history/world cultural music
-  Musical instrument identification studies
-  Music notation and music reading.
-  Music performance (vocal and instrumental)
-  Music ensembles (percussion and vocal)
-  Music performances (ex: Chinese cultural events, Christmas, etc.)

**** Please note that music teaching and learning is a continual ongoing process with all the categories listed above being taught simultaneously year-around.*

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