

Year 2024-25 First Semester Midterm Exam Scope Grade 1 to Grade 5

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Language Arts	<input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment MyView Unit 1 Week 1-4 Spelling Phonics - Short a, short i, short o, short e, Mm /m/, Ss /s/, Tt /t/, Cc /k/, Pp /p/, Nn /n/, Ff /f/, Bb /b/, Gg /g/, Dd /d/, Ll /l/, Hh /h/ High frequency words a, I, is, his, see, we, like, the one, do, look, you, was, by, are, have, they, that, two, up, he, as, to, with, three Vocabulary check, quiet, listen, mutter, sand, block, street, corner, left, right, guard, crosswalk, plant, help, join, meet Reading comprehension The Blackout 27-37 Henry on Wheels 65-83 Look Both Ways 111-119 Garden Party 147-153 Click, Clack, Click! 155-161	<input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment MyView Unit 1: Week 1-5 <u>Week 1</u> <ul style="list-style-type: none"> Genre: Realistic Fiction Reading Comprehension: describe and understand setting Spelling/Phonics: short vowels HFW: which, each, than Vocabulary: backyard, seaweed, snapshot, daylight (compound words) Academic Vocabulary: Related words (different/difference, locate/location, compare/comparison) Language & Conventions: Simple Sentence <u>Week 2</u> <ul style="list-style-type: none"> Genre: Realistic Fiction Reading Comprehension: describe and understand character Spelling/Phonics: CVCe HFW: called, long, most Vocabulary: joy, shadows, scurry, meeting, fluttering Academic Vocabulary: Synonyms Language & Conventions: Subject & Predicate <u>Week 3</u> <ul style="list-style-type: none"> Genre: Informational Text Reading Comprehension: Main Idea & Details Spelling/Phonics: Consonant Blends HFW: more, things, sound Vocabulary: community, services, librarian, supermarkets, hospital Academic Vocabulary: Context clues Language & Conventions: Compound sentences 	<input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment Reading (myView Literacy 3.1) 1. “Grandma and the Great Gourd” (pg. 19-41) <ul style="list-style-type: none"> Genre: Traditional Tales (pg. 16-17) Vocabulary: fierce, baring, flexing, crouching, swipe Check for Understanding: (pg. 43) Spelling: basket, subject, lesson, traffic, mustard, compact, absent, cosmic, disgust, fantastic 2. “How Raven Brought Light to the World” (pg. 63-77) <ul style="list-style-type: none"> Genre: Folktale (pg. 60-61) Vocabulary: preparations, magnificent, brooded, rejoicing, satisfied Check for Understanding: (pg. 79) Infer Theme: (pg. 80) Spelling: inches, pitches, dishes, glasses, spies, fries, cities, pennies, families, faxes 3. “Cocoliso” (pg. 99-113) <ul style="list-style-type: none"> Genre: Realistic Fiction (pg. 96-97) Vocabulary: dream, amazing, bored, discovery, proud Check for Understanding: (pg. 115) Analyze Characters: (pg. 116) Spelling: moving, beginning, carried, easier, begged, noisier, using, angriest, dragging, emptied 4. “Living in Deserts” (pg. 135-157) <ul style="list-style-type: none"> Genre: Informational Text (pg. 132-133) Vocabulary: shield, lack, exposure, nomadic, landscape 	<input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment Exam Details The exam will assess three elements: 1. <i>Standard question-answer comprehension</i> 2. <i>Written essay</i> 3. <i>Fluency: reading and speaking</i> The exam's content will be drawn from the details found below. The students will be given an <i>Exam Scope</i> document two weeks before the exam is due to take place. Reading: myView Literacy 4.1 <ol style="list-style-type: none"> “Reaching for the Moon” <ul style="list-style-type: none"> Genre: P.16+17 Vocabulary: P.18+34 Reading: P.19-33 Check for Understanding: P.35 Spelling: P.43 “Rare Treasure: Mary Anning and Her Remarkable Discoveries” <ul style="list-style-type: none"> Genre: P.52+53 Vocabulary: P.54+68 Reading: P.55-67 Check for Understanding: P.69 Spelling: P.77 “Twins in Space” <ul style="list-style-type: none"> Genre: P.86+87 Vocabulary: P.88+100 Reading: P.89-99 Check for Understanding: P.101 Spelling: P.109 “Life at the Top” <ul style="list-style-type: none"> Genre: P.118-119 Vocabulary: P.120+136 Reading: P.121-135 Check for Understanding: P.137 Spelling: P.145 “Barbed-Wired Baseball” <ul style="list-style-type: none"> Genre: P.154+155 Vocabulary: P.156+ Reading: P.157-181 Check for Understanding: P.183 Spelling: P.191 Note: Students will also be given a reading text that they haven't read before. They need to answer questions based on this text.	<input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment Reading - myView Literacy 5.1 <ol style="list-style-type: none"> “The Path to Paper Son” and “Louie Share Kim, Paper Son” <ul style="list-style-type: none"> → Genre: P.16+17 → Vocabulary: P. 18+30 → Reading Comprehension: P. 19-29 → Check for Understanding: P.31 from Life on Earth-and Beyond <ul style="list-style-type: none"> → Genre: P.48+49 → Vocabulary: P. 50+68 → Reading Comprehension: P. 51-67 → Check for Understanding: P.69 Ivy's Journal <ul style="list-style-type: none"> → Genre: P.86+87 → Vocabulary: P. 88+108 → Reading Comprehension: P. 89-107 → Check for Understanding: P.109 Grammar - Grammar Spot 5 → Unit 1 - p. 1, 3, 4, 5, 6, 9, 10, 11, 12, 13. Important: You will also be given a reading text that you haven't read before. You will need to answer questions from this text. Writing (This exam will be taken before the scheduled exam days, during class time.) Personal Narrative Essay Instructions: Write a personal narrative essay. Word count is 250 words or more. Show your word count. Oral (This exam will be taken before the scheduled exam days, during class time.) Share Your Experience Instructions

		<p><u>Week 4:</u></p> <ul style="list-style-type: none">Genre: PoemReading Comprehension: Explain patterns & structuresSpelling/Phonics: Consonant Digraphs (ch, sh, wh, th, ph) Trigraph (tch)HFW: great, before, meansVocabulary: lonely, stamp, might, scolding, spreadAcademic Vocabulary: Suffix (-ly, -al)Language & Conventions: Sentences, end punctuation, & apostrophes <p><u>Week 5:</u></p> <ul style="list-style-type: none">Genre: Realistic FictionReading Comprehension: describe and understand plot elementsSpelling/Phonics: Inflected endings (-s, -es, -ed, -ing)HFW: follow, form, showVocabulary: excited, favorite, tour, guide, exploreAcademic Vocabulary: Related words (different, difference, compare, comparison, affect, region, locate, location)	<ul style="list-style-type: none">Check for Understanding: (pg. 159)Spelling: owner, peaches, asleep, display, shadow, dream, braided, charcoal, agree, maintain, tomorrow, freedom, entertain <p>Note: Students will be given a text that they haven't read before. They will need to answer questions based on the story.</p> <p>Grammar (Grammar Spot 3 pg. 1-20)</p> <ul style="list-style-type: none">Nouns (proper, common, plural, possessives)Prepositions (on, in, before, after)Sentences (capitalization, punctuation)Pronouns (Subject and object pronouns) <p>Writing</p> <ul style="list-style-type: none">Write a personal narrative (This exam will be taken before the scheduled exam days, during class time.) <p>Oral Fluency</p> <ul style="list-style-type: none">In a small group, students will read and perform a traditional tale. (This performance will occur before the scheduled exam days, during class time.)	<p>Grammar: Grammar Spot 4 (Pg.1-32)</p> <ul style="list-style-type: none">Nouns (proper, common, plural and possessive)AbbreviationsAdjectives (regular, irregular, comparative, superlative)Articles <p>Writing: myView Literacy 4.1</p> <ul style="list-style-type: none">Write a BIOGRAPHICAL essayWord count should be between 200-300 words <p>Fluency: Reading and Speaking:</p> <ul style="list-style-type: none">Students' English language reading and speaking ability will be assessed according to topical questions and reading material relating to MyView 4.1 content	<p>Share your experience about an important lesson that you have learned.</p> <p>You should speak for at least 2 minutes or longer.</p>
Chinese	<p><input type="checkbox"/> Paper Exam <input checked="" type="checkbox"/> Alternative Assessment</p> <ul style="list-style-type: none">注音符號闖關 (Bopomo challenge)Review textbook, writing book, and workbook from Lesson 1 to 9	<p><input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment</p> <p>第一課 新學年新希望 第二課 一起做早餐 第三課 走過小巷 第四課 運動會 第五課 水上木偶戲 第六課 小鎮的柿餅節</p> <p>複習重點:</p> <ol style="list-style-type: none">生字與詞語書寫短語與造句練習熟讀每一課課文內容	<p><input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment</p> <p>1 Student (Hello!華語) Book 3 第四課 你在做什麼 第五課 都是我做的 Book 4 第一課 請幫我拿給他 第二課 你從哪裡來</p> <p>2 Students (G2 level) 第一課 新學年新希望 第二課 一起做早餐 第三課 走過小巷 第四課 運動會 第五課 水上木偶戲 第六課 小鎮的柿餅節</p> <p>3 Students (G3 level) 第一課 心的悄悄話 第二課 妙故事點點名 第三課 繞口令村 第四課 小丑魚和海葵</p>	<p><input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment</p> <p>1 Student (Hello!華語) Book 2 第一課 生日會 第二課 生日禮物 第三課 玩遊戲 第四課 拍拍手</p> <p>12 Students (G4 level) 第一課 水陸小高手 第二課 放學後 第三課 我的籃球夢 第四課 永遠的馬偕 第五課 假如給我三天光明 第六課 攀登生命的高峰</p> <p>複習重點:</p> <ol style="list-style-type: none">生字與詞語書寫短語與造句練習熟讀每一課課文內容課文段落大意	<p><input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment</p> <ol style="list-style-type: none">康軒 五上 第1-6課。筆試100% 內容: 生字、造句、填空、配合與選擇題與閱讀題。課本、習作、課堂筆記。 <p>1. Textbook, Lessons 1-6. 2. Written Exam (100%): Including vocabulary, sentence patterns, fill-in-the-blank questions, matching, multiple-choice, and reading comprehension. 3. Study Materials: Textbook, workbook, and class notes.</p> <p>複習重點:</p> <ol style="list-style-type: none">生字與詞語書寫短語與造句練習熟讀每一課課文內容

			第五課 飛舞的絲帶 第六課 小女生 複習重點: 1. 生字與詞語書寫 2. 短語與造句練習 3. 熟讀每一課課文內容 4. 課文大意		
Math	<input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment Chapter 2 - Addition and Subtraction Within 10 Chapter 3 - Shapes and Patterns	<input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment Chapter 1 - Numbers to 1,000 Chapter 2 - Addition Within 1,000 Chapter 3 - Subtraction Within 1,000	<input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment • Chapter 1 Numbers to 10,000 (all) • Chapter 2 Addition Within 10,000 (all) • Chapter 3 Subtraction Within 10,000 (all)	<input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment • Chapter 1 - Working with Whole Numbers (P. 11 - 76, and p.81-84) • Chapter 2 - Multiplying by a 1-Digit or 2-Digit number (P.101 - 120)	<input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment • Chapter 1 Whole Numbers and The Four Operations (all) • Chapter 2 Fractions and Mixed Numbers (all)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Social Studies	<input type="checkbox"/> Paper Exam <input checked="" type="checkbox"/> Alternative Assessment Voting project 1. Students will carry out a vote regarding a question of their choice. 2. Students will understand and present the results of their vote.	<input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment Chapter 1 <u>Lesson 1: Families (pg. 4-7)</u> <ul style="list-style-type: none">Vocabulary: family, community, responsibleAcademic Vocabulary: Respectwww/s-+d56 <u>Lesson 2: Different Kinds of Families (pg. 8-13)</u> <ul style="list-style-type: none">Vocabulary: extended family, generation, guardian, immigrant, citizen, traditionAcademic Vocabulary: practice <u>Lesson 3: Life Then and Now (pg. 16-21)</u> <ul style="list-style-type: none">Vocabulary: history, ancestor, cultureAcademic Vocabulary: compare, contrast <u>Lesson 4: Family History (pg. 24-27)</u> <ul style="list-style-type: none">Vocabulary: primary source, artifact, oral history, secondary source, family treeAcademic Vocabulary: examine	<input type="checkbox"/> Paper Exam <input checked="" type="checkbox"/> Alternative Assessment Design a Buisness 1. Students will identify the natural resources, capital resources, and human resources needed for their business or product. 2. Students will explain what goods and services their business provides to consumers. 3. Students will prepare a visual (poster, PPT, model, etc.) and oral presentation to explain their business.	<input checked="" type="checkbox"/> Paper Exam <input checked="" type="checkbox"/> Alternative Assessment Paper Exam: Chapter 1 Alternative assessment: Venn Diagram comparing Taiwan with a region of the USA	<input type="checkbox"/> Paper Exam <input checked="" type="checkbox"/> Alternative Assessment Chapter 2 - Age of Exploration: Project Based Learning - The Age if Exploration PBL Activities Journal

<p>Science</p>	<p> <input type="checkbox"/> Paper Exam <input checked="" type="checkbox"/> Alternative Assessment </p> <p>STEM challenge</p> <ol style="list-style-type: none"> Students will design a device to communicate two messages using light. Students will evaluate the success of their device. 	<p> <input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment </p> <p>Topic 1: Properties of Matter <u>Lesson 1: Describe Matter (pg. 8-10)</u> <ul style="list-style-type: none"> Vocabulary: matter, solid, liquid, gas, properties <u>Lesson 2: Properties of Matter (pg. 16-18)</u> <ul style="list-style-type: none"> Vocabulary: weight, texture, magnetic, flexibility, hardness <u>Lesson 3: Use Solids (pg. 22-23)</u> <ul style="list-style-type: none"> Vocabulary: purpose <u>Lesson 4: Use Liquids and Gases (pg. 28-31)</u> <ul style="list-style-type: none"> Vocabulary: state </p> <p>Topic 2: Changing Matter <u>Lesson 1: Observe Changes in Matter (pg. 50-52)</u> <ul style="list-style-type: none"> Vocabulary: matter <u>Lesson 2: Temperature and Matter (pg. 56-58)</u> <ul style="list-style-type: none"> Vocabulary: property, reversible <u>Lesson 3: Matter Within Objects (pg. 62)</u> <ul style="list-style-type: none"> Vocabulary: assemble </p>	<p> <input type="checkbox"/> Paper Exam <input checked="" type="checkbox"/> Alternative Assessment </p> <p>Make Your Own Toy:</p> <ol style="list-style-type: none"> Each child will design a toy of their own. The toy must incorporate concepts related to forces and motion. 	<p> <input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment </p> <p>Topic 1: Energy and Motion (Pg.1-47)</p> <ul style="list-style-type: none"> Energy, Speed, and Moving Objects Collisions Energy Transfer Electric Circuits Vocab: <i>energy, potential energy, kinetic energy, speed, transfer, transform, collision, simulate, heat, radiation, light, sound, wave, generate, electric charge, electric current, conductor, insulator, resistor, source</i> <p>Topic 2: Human Uses of Energy (Pg.51-83)</p> <ul style="list-style-type: none"> Energy Conversions Nonrenewable Energy Sources Renewable Energy Sources Vocab: <i>fuel, combustion, turbine, generator, battery, device, primary, fossil fuel, coal, petroleum, natural gas, nuclear fuel, uranium, outcome, geothermal power, hydropower, available</i> 	<p> <input checked="" type="checkbox"/> Paper Exam <input type="checkbox"/> Alternative Assessment </p> <p>Topic 1: Properties of Matter Lesson 1: Observe Matter Lesson 2: Model Matter Lesson 3: Properties of Matter Assessment Activity</p> <p>Topic 2: Changes in Matter Lesson 1: State of Matter Lesson 2: Physical Changes Lesson 3: Chemical Changes Lesson 4: Mixtures and Solutions</p> <p>The Examination will be tested on Topic 1. Please pay attention to the Labs, Quizzes and Assessment done in class.</p>
<p>Chinese Social Studies</p>			<p> <input type="checkbox"/> Paper Exam <input checked="" type="checkbox"/> Alternative Assessment </p> <p>Create a poster with a Family Tree, showcasing the main members of their family. On the poster, students should answer the following questions:</p> <ol style="list-style-type: none"> Which family member do I spend the most time with? What is my favorite dish? What do I enjoy doing with my family? Where have I lived before or where do I currently live? <p>After completing the poster, students will present their family tree to the class, sharing stories about their family. Additionally, classmates will provide feedback to their classmates.</p>	<p> <input type="checkbox"/> Paper Exam <input checked="" type="checkbox"/> Alternative Assessment </p> <p>Create a Mini Book:</p> <ol style="list-style-type: none"> Incorporate map and terrain concepts to complete a "Where in the World Am I?" mini book. Share your mini book and take notes on valuable parts of your classmates' work. 	<p> <input type="checkbox"/> Paper Exam <input checked="" type="checkbox"/> Alternative Assessment </p> <p>Create an A4-sized booklet with 7 pages:</p> <ol style="list-style-type: none"> Introducing their current city in Taiwan or a city they have visited before. The content should cover five aspects: food, clothing, housing, transportation, education or scenery spots. Students are required to present their work on stage and provide feedback to their classmates.