

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

|                      | Grade 1   | Grade 2  | Grade 3  | Grade 4  | Grade 5  |
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| <b>Language Arts</b> | <input checked="" type="checkbox"/> <b>Paper Exam</b><br><input type="checkbox"/> <b>Alternative Assessment</b><br><br>MyView 1.3 All<br>MyView 1.4 Unit 1<br><br>Vocabulary: angry, begged, carefully, concentrate, create, decorate, deep, draw, exactly, fairly, gathered, happy, imagine, learn, possible, prepared, remember, sad, sadly, scribble, skip, stored, suppose, surprised, think, zoom, amaze, memory, wonder, discover<br><br><b>Fill in the blank:</b> round, good, said, no put, could, be old, why of, or, live, work, who, out, there, down, drink, now, together, grow, full, around, find, under, eat, play, so, their, new, thank, always, found, please<br><br><b>Spelling:</b> Catch, inch, check, match, chin, whale, graph, which, stone, rope, joke, rose, broke, those, bone, hope, see, tree, she, he, me, we, be, three, my, silly, try, fly, why, cry, by, puppy, ring, sing, bring, think, pink, thing, song, rink, or, more, form, storm, torn, fork, score, corn, horn, sore, store, barn, car, card, jar, far, dark, bark, star, card, hard, sharp,<br><br><b>Writing</b> <ul style="list-style-type: none"> <li>subject/verb agreement (he, she, it = verbs; I, you, we, they = verb)</li> <li>Capitalization (sentences, I, proper nouns)</li> <li>Punctuation (!, ?, `)</li> <li>Use of sensory adjectives</li> <li>Singular or plural nouns</li> <li>Pronouns (subject and object)</li> </ul> <b>Comprehension</b> <ul style="list-style-type: none"> <li>Understand the story problem and solution</li> </ul> | <input checked="" type="checkbox"/> <b>Paper Exam</b><br><input type="checkbox"/> <b>Alternative Assessment</b><br><br><b>MyView Unit 3, Week 1-5</b><br><br><b>Phonics</b> <ul style="list-style-type: none"> <li>Long i: i, ie, i_e, igh, y</li> <li>r-Controlled Vowels: er, ir, ur</li> <li>Diphthongs: ou, ow, oi, oy</li> <li>Vowel Teams: oo, ue, ew, ui</li> </ul> <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>communication</li> <li>culture</li> <li>purpose</li> <li>belief</li> <li>maintain</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>Week 1: rage, hopes, disappointments, alarmed, contentment</li> <li>Week 2: messenger, moccasins, admiration, medicines, exhausted</li> <li>Week 3: trader, determined</li> <li>Week 4: natural, society, cure, traditions, respect</li> <li>Week 5: sauce, plain, product, spicy, ingredients</li> </ul> <b>Language &amp; Conventions</b> <ul style="list-style-type: none"> <li>Past, Present, &amp; Future Tense Verbs</li> <li>Irregular Verbs</li> <li>Subject-Verb Agreement</li> <li>Adverbs</li> <li>Nouns (common &amp; proper)</li> <li>Pronouns</li> <li>Contractions</li> <li>Capitalization</li> <li>Punctuation</li> <li>Comparative Endings</li> </ul> <b>Genre</b> | <input checked="" type="checkbox"/> <b>Paper Exam</b><br><input type="checkbox"/> <b>Alternative Assessment</b><br><br><b>Comprehension (My View 3.2)</b><br><br><b>1. "Below Deck" (pg. 20-43)</b> <ul style="list-style-type: none"> <li>Genre: Historical Fiction (pg. 18-19)</li> <li>Vocabulary: enormous, interfered, stationary, abandon, appeared</li> <li>Check for Understanding: (pg. 45)</li> </ul> <b>2. "Flooded: A Katrina Story" (pg. 64-77)</b> <ul style="list-style-type: none"> <li>Genre: Historical Fiction (pg. 62-63)</li> <li>Vocabulary: remember, patience, figured, temper, complain</li> <li>Check for Understanding: (pg. 79)</li> </ul> <b>3. "Little House on the Prairie" (pg. 98-105) and "By the Shores of Silver Lake" (pg. 106-113)</b> <ul style="list-style-type: none"> <li>Genre: Historical Fiction (pg. 96-97)</li> <li>Vocabulary: horribly, furious, insisted, terribly, disturbed</li> <li>Check for Understanding: (pg. 115)</li> </ul> <b>Note:</b><br>Students will be given text that they haven't read before. They will need to answer questions based on the story.<br><br><b>Grammar (Grammar Spot Unit 5 and 6: pg. 65-96)</b> <ul style="list-style-type: none"> <li>Past Tense Verbs (simple past tense, irregular past tense)</li> <li>Used to (with questions)</li> <li>Comparative Adjectives</li> <li>Sentences (capitalization,</li> </ul> | <input checked="" type="checkbox"/> <b>Paper Exam</b><br><input type="checkbox"/> <b>Alternative Assessment</b><br><br><b>Exam Details</b><br><br><b>The exam will assess three elements:</b> <ol style="list-style-type: none"> <li><b>Standard question-answer comprehension</b></li> <li><b>Written essay</b></li> <li><b>Fluency: reading and speaking</b></li> </ol> <b>The exam's content will be drawn from the details found below.</b><br><br><b>Reading:</b><br><br><b>MyView Literacy 4.2</b> <ol style="list-style-type: none"> <li><b>"from Out of My Mind"</b> <ul style="list-style-type: none"> <li>Genre: P.18-19</li> <li>Vocabulary: P.20+28</li> <li>Reading: P.21-27</li> <li>Check for Understanding: P.29</li> <li>Spelling: P.37</li> </ul> </li> <li><b>"Red Hair in Japan"</b> <ul style="list-style-type: none"> <li>Genre: P.46-47</li> <li>Vocabulary: P.48+62</li> <li>Reading: P.49-61</li> <li>Check for Understanding: P.63</li> <li>Spelling: P.71</li> </ul> </li> <li><b>"from Trombone Shorty"</b> <ul style="list-style-type: none"> <li>Genre: P.80-81</li> <li>Vocabulary: P.83+102</li> <li>Reading: P.83-101</li> <li>Check for Understanding: P.103</li> <li>Spelling: P.111</li> </ul> </li> </ol> | <input checked="" type="checkbox"/> <b>Paper Exam</b><br><input type="checkbox"/> <b>Alternative Assessment</b><br><br><b>Reading - myView Literacy 5.2</b> <ol style="list-style-type: none"> <li><b>"Love, Amalia"</b> <ul style="list-style-type: none"> <li>Genre: P.18+19</li> <li>Vocabulary: P. 20+36</li> <li>Reading Comprehension: P. 21-35</li> <li>Check for Understanding: P.37</li> </ul> </li> <li><b>"A Borrowed Bunny"</b> <ul style="list-style-type: none"> <li>Genre: P.54+55</li> <li>Vocabulary: P. 56+70</li> <li>Reading Comprehension: P. 57-69</li> <li>Check for Understanding: P.71</li> </ul> </li> <li><b>"The Carp" + "Hermit Thrush"</b> <ul style="list-style-type: none"> <li>Genre: P.88+89</li> <li>Vocabulary: P. 90, 100, 110.</li> <li>Reading Comprehension: P. 99-109</li> <li>Check for Understanding: P.111</li> </ul> </li> </ol> <b>Grammar - Grammar Spot 4</b> <ul style="list-style-type: none"> <li>p. 49, 51, 52, 53, 57, 58, 59, 60, 63, 65, 67</li> </ul> <b>Important:</b><br>You will also be given a reading text that you haven't read before. You will need to answer questions from this text. |

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|  | <ul style="list-style-type: none"><li>• Understand why characters do what they do</li><li>• Understand the author's purpose in writing (persuade, inform, entertain)</li><li>• Poetry - identify the use of rhyme, alliteration, rhythm, onomatopoeia</li></ul> <p><b>Oral Reading Fluency</b><br/>Students will read a passage including wh, ch, ph, tch, o_e, long u, long e (e, ee) -ed, vowel sound y, VCCV (rabbit words), ng, nk, or, ore, compound words, ar, ending es</p> | <ul style="list-style-type: none"><li>• Traditional Tales: fables, legends, and folktales</li><li>• Informational Text</li><li>• Realistic Fiction</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Read fables and identify themes</li><li>• Read traditional tales and understand plot</li><li>• Read folktales and compare versions of the same tale</li></ul> | <p>punctuation)</p> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write an opinion essay on school devices. (This exam will be taken before the scheduled exam days, during class time.)</li></ul> <p><b>Oral Fluency</b></p> <ul style="list-style-type: none"><li>• Student fluency will be assessed individually.</li></ul> <p>(This exam will be taken before the scheduled exam days, during class time.)</p> | <p>4. <b><u>"Weslandia / The Circuit"</u></b></p> <ul style="list-style-type: none"><li>• Genre: P.120-121</li><li>• Vocabulary: P.122+136; 150</li><li>• Reading: P.123-149</li><li>• Check for Understanding: P.151</li><li>• Spelling: P.159</li></ul> <p>5. <b><u>"Poetry Collection"</u></b></p> <ul style="list-style-type: none"><li>• Genre: P.168-169</li><li>• Vocabulary: P.170+178</li><li>• Reading: P.171-177</li><li>• Check for Understanding: P.179</li><li>• Spelling: P.187</li></ul> <p><b>Note:</b></p> <p>Students will also be given a reading text that they haven't read before. They will need to answer questions based on this text.</p> <p><b>Grammar:</b></p> <p><b>Grammar Spot 4</b></p> <ul style="list-style-type: none"><li>• <i>Declarative, Interrogative, Imperative, and Exclamatory sentences.</i></li><li>• <i>Subjects and Predicates</i></li><li>• <i>Object Pronouns</i></li><li>• <i>Pronoun-Verb Contractions</i></li><li>• <i>Relative Pronouns</i></li><li>• <i>Modal Verbs</i></li></ul> <p><b>Writing:</b></p> <p><b>MyView Literacy 4.2</b></p> <ul style="list-style-type: none"><li>• Write a REALISTIC FICTION essay</li><li>• Word count should be between 200-300 words</li></ul> <p><b>Fluency: Reading and Speaking:</b></p> <ul style="list-style-type: none"><li>• Students' English language reading and speaking ability will be assessed according to topical questions and reading material relating to MyView 4.2 content</li></ul> |  |
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| Chinese | <p><b>[Group A] - Paper Exam</b><br/>康軒一年級下學期 L1-L5<br/>♥複習每課生字 (Review L1-5 words)<br/>♥複習 課文/ 習作/ 學習單 (Review stories, workbook and worksheets)</p> <p><b>[Group B ㄅㄆㄇ]- Alternative Assessment</b><br/>Details will be announced to students directly.</p> | <p><input checked="" type="checkbox"/> Paper Exam<br/><input type="checkbox"/> Alternative Assessment</p> <p>筆試 100%<br/>康軒二下 L1~L6</p> <p>複習重點:</p> <ul style="list-style-type: none"><li>生字與詞語書寫</li><li>短語與造句練習</li><li>熟讀每一課課文內容</li></ul> | <p><input checked="" type="checkbox"/> Paper Exam<br/><input type="checkbox"/> Alternative Assessment</p> <p>1.筆試 100%<br/>康軒二下 L1~L6(2位)</p> <ul style="list-style-type: none"><li>春天的顏色</li><li>花衣裳</li><li>彩色王國</li><li>爸爸</li><li>我的家人</li><li>愛笑的大樹</li></ul> <p>2.筆試 100%<br/>康軒三下 L1~L6(5位)</p> <ul style="list-style-type: none"><li>許願</li><li>下雨的時候</li><li>遇見美如奶奶</li><li>工匠之祖</li><li>學田鼠開路</li><li>神奇密碼</li></ul> <p>複習重點</p> <ul style="list-style-type: none"><li>生字與部首書寫</li><li>詞語書寫與解釋</li><li>短語與造句練習</li><li>熟讀每課課文內容</li></ul> <p>3. 華語向前走 Book 3 (1位)</p> <ul style="list-style-type: none"><li>L7 東明生病了！</li><li>L8 我們一起玩吧！</li><li>L9 我的鄰居。</li></ul> | <p><input type="checkbox"/> Paper Exam<br/><input type="checkbox"/> Alternative Assessment</p> <p>1.筆試 100%<br/>康軒四下 L1~L6(12位)</p> <ul style="list-style-type: none"><li>一束鮮花</li><li>心動不如行動</li><li>選拔動物之星</li><li>米食飄香</li><li>讀書報告藍色小洋裝</li><li>我愛鹿港</li></ul> <p>複習重點</p> <ul style="list-style-type: none"><li>生字與部首書寫</li><li>詞語書寫與解釋</li><li>短語與造句練習</li><li>熟讀每課課文內容</li></ul> <p>2.華語向前走 Book 3 (1位)</p> <ul style="list-style-type: none"><li>L7 東明生病了！</li><li>L8 我們一起玩吧！</li><li>L9 我的鄰居。</li></ul> | <p><input type="checkbox"/> Paper Exam<br/><input type="checkbox"/> Alternative Assessment</p> <p>康軒五下 L1~L6 (70%)</p> <p>複習重點:</p> <ul style="list-style-type: none"><li>生字與詞語書寫</li><li>短語與造句練習</li><li>熟讀每一課課文內容</li></ul> <p>Midterm project (voice actors and actresses )(30%)(after midterm in a week)</p> <ul style="list-style-type: none"><li>We will present the video after midterm in a week.</li></ul> |
|         | <p><input type="checkbox"/> Paper Exam<br/><input checked="" type="checkbox"/> Alternative Assessment</p> <p>Track the growth of your science plant. Answer comprehension questions about the measurements.</p>   | <p><input checked="" type="checkbox"/> Paper Exam<br/><input type="checkbox"/> Alternative Assessment</p> <p>Chapter 7 Graphs and Line Plots<br/>Chapter 8 Multiplication and Division<br/>Chapter 9 Multiplication Tables</p>                 | <p><input checked="" type="checkbox"/> Paper Exam<br/><input type="checkbox"/> Alternative Assessment</p> <p>Chapter 7 Fractions (all)<br/>Chapter 8 Mass and Volume (all)<br/>Chapter 9 Area and Perimeter (all)</p>   | <p><input checked="" type="checkbox"/> Paper Exam<br/><input type="checkbox"/> Alternative Assessment</p> <p>Chapter 5 - Metric System P.49-70<br/>Chapter 6 - Area and Perimeter P.107-154</p>  | <p><input checked="" type="checkbox"/> Paper Exam<br/><input type="checkbox"/> Alternative Assessment</p> <ul style="list-style-type: none"><li>Chapter 6 Volume</li><li>Chapter 7 Line Plots and the Coordinate Plane</li><li>Chapter 8 Polygons</li></ul>   |

|                | Grade 1  | Grade 2  | Grade 3  | Grade 4   | Grade 5  |
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| Social Studies | <input type="checkbox"/> Paper Exam<br><input checked="" type="checkbox"/> Alternative Assessment<br><br>Create a timeline of important events in your life, present to the class.<br><br>Written element: Write a paragraph including a main idea and supporting details. | <input checked="" type="checkbox"/> Paper Exam<br><input type="checkbox"/> Alternative Assessment <ul style="list-style-type: none"> <li>Chapter 3: Government</li> <li>Chapter 4: People Who Supply Our Goods and Services</li> </ul>   | <input type="checkbox"/> Paper Exam<br><input checked="" type="checkbox"/> Alternative Assessment<br><br><b>Overview:</b> In this project, you will research an American Hero who has shown good citizenship and made important contributions to the United States. Your hero might have worked for civil rights, women's rights, or taken risks to secure freedom.<br>You will create a poster, PPT, or book: <ul style="list-style-type: none"> <li>List 2 qualities of a hero</li> <li>Research and describe your hero's life and accomplishments.</li> <li>Explain why you chose this person as your American Hero.</li> <li>Find a picture of your hero.</li> <li>Prepare a spoken presentation</li> </ul> <a href="#">Rubric</a> | <input type="checkbox"/> Paper Exam<br><input checked="" type="checkbox"/> Alternative Assessment<br><br>Video presentations of students' Community Involvement Mini-project.   | <input type="checkbox"/> Paper Exam<br><input checked="" type="checkbox"/> Alternative Assessment<br><br><b>Road the the Revolution: Illustrated Timeline Project</b><br>(Due 3/17) - No exam time needed  |
| Science        | <input type="checkbox"/> Paper Exam<br><input checked="" type="checkbox"/> Alternative Assessment<br><br>Grow a seed, keep data on the growth of the seed in a journal, create a poster and present to the class   | <input checked="" type="checkbox"/> Paper Exam<br><input type="checkbox"/> Alternative Assessment <ul style="list-style-type: none"> <li>Topic 5: Plants and Animals               <ul style="list-style-type: none"> <li>Animal and Plant Life Cycles</li> <li>Plants Needs</li> <li>Animal Needs</li> <li>Animals Can Help Plants Reproduce</li> </ul> </li> </ul> | <input type="checkbox"/> Paper Exam<br><input checked="" type="checkbox"/> Alternative Assessment<br><br><b>Animal hybrid project and presentation - based on two parent animals, create a hybrid animal. Present your animal along with two siblings, explaining the variations of the inherited traits.</b>  | <input checked="" type="checkbox"/> Paper Exam<br><input type="checkbox"/> Alternative Assessment<br><br><b><u>Topic 5: Earth's Natural Hazards (Pg.208-239)</u></b> <ul style="list-style-type: none"> <li>Tectonic Hazards</li> <li>Weather Hazards</li> <li>Impacts of Natural Hazards</li> <li><b>Vocab:</b> <i>fault, earthquake, tsunami, volcano, eruption, hazard, food, drought, avalanche, landslide, outcome, wildfire, potential</i></li> </ul> <b><u>Topic 6: The History of Planet Earth (Pg.248-273)</u></b> <ul style="list-style-type: none"> <li>Patterns in Fossils and Rock Formations</li> <li>Evidence of Change from Fossils and Rock Formations</li> <li><b>Vocab:</b> <i>fossil, strata, horizontal, key bed, sample</i></li> </ul> <b><u>Topic 7: (Pg.282-289)</u></b> <ul style="list-style-type: none"> <li>Internal Structures and Functions of Plants</li> <li>External Structures and Functions of Plants</li> </ul> | <input checked="" type="checkbox"/> Paper Exam<br><input type="checkbox"/> Alternative Assessment<br><br><b>Topic 5: Human Impacts on Earth's Systems</b><br><br><b>Essential Question: How can we protect Earth's resources and environments?</b><br><br><b>Lesson 1: Earth's Natural Resources</b><br><b>Lesson 2: Earth's Energy resources</b><br><b>Lesson 3: Human Activity and Earth's Systems</b><br><b>Lesson 4: Protection of Earth's Resources and Environments</b><br><br><b>When studying please include the Class Quizzes, Topic Assessment, Evidence-Based Assessment and any other notes connected Topic 5.</b> |

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|                        |  |  |  | <ul style="list-style-type: none"><li>• <b>Vocab:</b> <i>structure, function, ovary, vascular system, external, internal, cuticle, sepal, stamen, pistil, classify</i></li></ul>  |   |
| Chinese Social Studies |  |  | <div><input type="checkbox"/> Paper Exam</div> <div><input checked="" type="checkbox"/> Alternative Assessment</div> <div>Theme: Exploring My Neighborhood</div> <div>Students will identify key features near their homes, create a simple neighborhood map, and present it through an oral report.</div> | <div><input type="checkbox"/> Paper Exam</div> <div><input checked="" type="checkbox"/> Alternative Assessment</div> <div>Dream Job Poster Project: Students will use class time and free time to complete the draft and final poster. Further instructions will be given during class.</div> | <div><input type="checkbox"/> Paper Exam</div> <div><input checked="" type="checkbox"/> Alternative Assessment</div> <div>Theme: My Favorite Taiwanese Food.</div> <div>Students will explore local Taiwanese cuisine, express their favorite dish, present their report with Padlet, and share it through an in-class oral presentation.</div> |