

Year 2025-26 2st Semester Final Exam Scope Contents

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⚠️⚠️⚠️ Because of page layout constraints, the exam scope for some subjects may extend to multiple pages. Please ensure that you read the full content of each subject's exam scope carefully.

Grade 1 to Grade 4

	Grade 1	Grade 2	Grade 3	Grade 4
English Language Arts	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Phonics R-controlled vowel ar car, star, farm, bark R-controlled vowel or corn, fort, born, storm R-controlled vowels er, ir, ur (same sound) her, bird, fur, turn Vowel teams / digraphs (ai, ay, ea, ee, oa, oe) rain, play, read, boat Diphthong oi / oy	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment myView Literacy 2.2 - Unit 4 1. Elizabeth Blackwell biography pp. 245 - 265 Vocabulary: allowed, challenge, determined, refused, accept <hr/> 2. I M Pei biography pp. 287- 307 Vocabulary: ancient, modern, architect, arches, creation	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment myView Literacy 3.2 - Unit 4 1) Outdoor Spaces and Public Places p.225 - 242 Genre: Biography Vocabulary: skyscrapers, engineer, residents, design, scenery <hr/> 2) Frederick Douglas p.263 - 276 Genre: Biography Vocabulary: slavery, abolitionist, equality, appointed, influential <hr/> 3) Milton Hershey p.297 - 314	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Exam Details The exam will assess three elements: <ul style="list-style-type: none"> • <i>Standard question-answer comprehension (reading and writing)</i> • <i>Fluency: reading and speaking (Oral assessment)</i> • <i>Writing</i> myView Literacy 4.2 1) Anansi's Trickster Tales <ul style="list-style-type: none"> · Genre: Traditional Literature · Vocabulary: pp. 222 · Check for Understanding: pg. 241

	Grade 1	Grade 2	Grade 3	Grade 4
	<p>coin, boy, foil, toy</p> <p>Diphthong ou / ow</p> <p>out, cloud, cow, town</p> <p>Grammar</p> <p>Past tense verbs Irregular past tense verbs Future tense verbs Verb <i>to be</i> (present and past tense) Conjunctions Articles (a, an, the) Personal pronouns (subject vs. object) Possessive pronouns Pronoun-verb contractions Comparative and superlative adjectives End punctuation</p> <p>Reading Strategy Skills</p> <p>Understanding characters through actions and dialogue Putting sentences in order (sequencing) Using text features Ordering images in a story Comparing and contrasting in</p>	<p>3. The Garden of Happiness p. 329 - 351</p> <p>Genre: Realistic Fiction Vocabulary: inhaled, plots, mural, faded, drooped</p> <p>Unit Vocabulary: discuss, connect, responsible, equal, improve</p> <hr/> <p>Phonics & Spelling Open vowels like ti/ger Closed vowels like cam/el Double consonants like in/sect p. 439, 273, 315</p> <p>Writing a personal narrative with time words</p> <p>Examples: Once, one day, after that, then, next, finally, lastly</p>	<p>Genre: Biography Vocabulary: succeed, determined, impressed, eventually, imagined</p> <hr/> <p>4) Going Green P.335 - 354</p> <p>Genre: Narrative Nonfiction Vocabulary: destroyed, opportunity, sustainability, reclaimed, constructed</p> <hr/> <p>5) Grace and Grandma p.380 - 395</p> <p>Genre: Drama Vocabulary: heritage, immigrants, interview, permission, arrival</p> <hr/> <p>Grammar Section</p> <p>The Final Exam will also assess the following grammar concepts:</p>	<ul style="list-style-type: none"> · Reading: pp. 223-239 · Spelling: pg. 249 <p>2) Thunder Rose</p> <ul style="list-style-type: none"> · Genre: Tall Tale · Vocabulary: pp. 260 · Check for Understanding: pg. 277 · Reading: pp. pg. 261-275 · Spelling: pg. 285 <p>3) La Culebra</p> <ul style="list-style-type: none"> · Genre: Drama · Vocabulary: pp. 296 · Check for Understanding: pg. 313 · Reading: pp. 297-311 · Spelling: pg. 321 <p>4) The Story of Icarus / The Giant Turnip</p> <ul style="list-style-type: none"> · Genre: Myth · Vocabulary: pp. 372+382 · Check for Understanding: pg.393 · Reading:

	Grade 1	Grade 2	Grade 3	Grade 4
	<p>informational passages Determining the topic and purpose of informational passages</p> <p>Vocabulary</p> <p>amaze, memory, wonder, discover, loved, cheered, admired, allowed, drive, ranch, cattle, railroad, stars, field, patch, stripes</p> <p>Words to know</p> <p>new, found, thank, please, always, any, pull, very, were, every, our, away, light, never, pretty, now, loud, down, crowd, round, been, does, words, carry, going,</p>		<p>Grammar Spot Unit 7,8 - Week 25 and 29, p.97 - 115</p> <p>Future Tense -Contractions</p> <ul style="list-style-type: none"> ● Understanding how two words combine to form a contraction ● Recognizing and using contractions correctly in sentences ● Examples: <ul style="list-style-type: none"> ○ I + will = I'll ○ he + will = he'll ○ she + will = she'll ○ they + will = they'll ○ will + not = won't <hr/> <p>Sentence types</p> <ul style="list-style-type: none"> ● Statements ● Questions ● Exclamations 	<p>pp.373-391 · Spelling: pg. 401</p> <p><u>Grammar:</u></p> <p><u>Grammar Spot 4 (Pp. 81-121)</u></p> <ul style="list-style-type: none"> ● Pronouns ● Pronoun-Verb Contractions ● Relative Pronouns [who; that; which] ● Wh- Questions ● Count and Noncount Nouns ● Modal Verb [Must / have to / Mustn't / Don't have to] ● Past Continuous Tense ● Present Perfect Tense ● Past Perfect Tense ● Future Tenses [Will; Going to] <p><u>Writing:</u></p> <p><u>myView Literacy 4.2</u></p> <ul style="list-style-type: none"> ● Write an OPINION WRITING essay ● Word count should be

	Grade 1	Grade 2	Grade 3	Grade 4
			<ul style="list-style-type: none"> Commands (10 grammar questions total)	between 100-200 words <u>Fluency: Reading and Speaking:</u> Students' English language reading and speaking ability will be assessed according to topical questions and reading material relating to <u>MyView 4.2 content</u> in class.
Chinese	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment 康軒版一下 L6-L10 複習提醒: 1.各課生字 2.課文熟讀 3.熟悉習作	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment 康軒版二下第4冊第6-10課 複習提醒: 1. 各課生字 2. 課文熟讀並理解意思 3. 熟悉習作題型	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment 康軒版三下 L7-L11 複習提醒: 1.各課生字、注音與部首 2.課文熟讀 3.熟悉習作 4.短語與造句	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment 康軒版四下 L7~L12 複習提醒: 4. 各課生字、注音與部首 5. 詞語書寫與解釋 6. 短語與造句 7. 課文熟讀並理解意思
Math	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Chapter 10 Numbers to 120 Chapter 11 Addition and Subtraction within 100	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Math in Focus 2B - Chapters 10 and 11 Topics Covered 10. Time and Money	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Math in Focus 3B - Chapters 10,11, and 12 Topics Covered 10. Time	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Chapter 7 - Understanding and Measuring Angles Chapter 8 - Polygons Chapter 9 - Interpreting Data

	Grade 1	Grade 2	Grade 3	Grade 4
	<p>Chapter 12 Graphs</p> <p>Chapter 13 Money</p>	<ul style="list-style-type: none"> ● Reading and writing time ● Using A.M. and P.M ● Money <hr/> <p>11. Shapes</p> <ul style="list-style-type: none"> ● Lines and Surfaces ● Flat Shapes ● Solid Shapes <hr/>	<ul style="list-style-type: none"> ● Telling Time p.215 ● Converting Hours and Minutes p. 225 ● Elapsed Time p. 231 <hr/> <p>11. Graphs and Line Plots</p> <ul style="list-style-type: none"> ● Making Picture Graphs with Scales p.269 ● Making Bar Graphs with Scales p.283 ● Reading and Interpreting Bar Graphs p. 297 <hr/> <p>12. Angles, Lines and Two-Dimensional Figures</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Introducing Angels p. 345 <input checked="" type="checkbox"/> Introducing Perpendicular and 	

	Grade 1	Grade 2	Grade 3	Grade 4
			Parallel Lines p.363	
Science	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment Create a creature. Describe the body parts and how the body parts benefit the creature. Determine the creature's environment, living and non living things in the environment, and how the creature gets what it needs from the environment.	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Topic 5: Plants and Animals <i>Essential Question: What do animals and plants need to survive?</i> Lesson 2: Plant Needs Lesson 3: Animal Needs Lesson 4: Animals Can Help Plants Reproduce Topic Assessment and Evidence-Based Assessment Topic 6: Habitats <i>Essential Question: How do habits support living things?</i> Lesson 1: Identify Habitats Lesson 2: Living Things in Land Habitats Lesson 3: Living Things in Water Habitats Topic Assessment and Evidence-Based Assessment	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Topic 6: Adaptations and Survival <i>Essential Question: What happens to living things when their environments change?</i> Lesson 1: Survival of Individuals Lesson 2: Survival of Groups Lesson 3: Survival When Environments Change Topic Assessment and Evidence-Based Assessment Topic 7: Fossil Evidence <i>Essential Question: How are living things and environments changed?</i> Lesson 1: Fossils Lesson 2: Fossils as a Record Lesson 3: Living Things and Climate Change	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Topic 6: The History of Planet Earth <i>Essential Question: What evidence can you find that Earth's surface has changed?</i> Lesson 1: Patterns in Fossils and Rock Formation Lesson 2: Evidence of Change from Fossils and Rock Formations Topic Assessment and Evidence-Based Assessment Topic 7: Structures and Functions <i>Essential Questions: How do plant and animal structures support growth and survival?</i> Lesson 1: Internal Structures and Functions of Plants Lesson 2: External Structures and Functions of Plants Lesson 3: Internal Structures and Functions of Animals

	Grade 1	Grade 2	Grade 3	Grade 4
				Lesson 4: External Structures and Functions of Animals Lesson 5: Plants and Animal Responses to the Environment Topic Assessment and Evidence-Based Assessment
Social Studies	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment Traditions project: Share your family history, including ancestors, language, food, folk tales, and diversity in the classroom.	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Multiple Choice and Short answer Heroes Unit pp. 134 - 161 Omit pp. p. 146-153 L1 What is a Hero Attitudes / Traits Actions they take L2 Leaders can be Heroes Lincoln, Sitting Bull, Golda Meir L4 Heroes in Science Thomas Edison, Albert Einstein, Marie Curie, Louis Pasteur Be able to answer the big question at the beginning of each of the lessons.	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Multiple choice summative assessment Chapter 7: Celebrating Our Communities <ul style="list-style-type: none"> ● Lesson 1 - What Makes a Community? ● Lesson 2 - Three Types of Community ● Lesson 3 - People and Culture ● Lesson 4 - Culture Through the Arts Be able to understand and explain the essential questions at the beginning of the lessons and recognize and define all lesson vocabulary.	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Chapter 7: Regions - The Midwest <ul style="list-style-type: none"> ● Lesson 1 – In the Heart of the Nation ● Lesson 3 – Settling in the Midwest ● Lesson 4 – The Midwest on the Move ● Vocab: <i>Great Plains, prairie, Central Plains, blizzard, tornado, Badlands, situate, account, nomad, missionary, trading post, Northwest Ordinance, plow, permit, extensive, junction, hub, interstate highway, develop, initial</i> Chapter 8: Regions - The




	Grade 1	Grade 2	Grade 3	Grade 4
		<p>Recognize the meaning of the following vocabulary in context: courage, sacrifice, justice, risk, goals, inspire, discoveries, inventions</p>		<p><u>Southwest</u></p> <ul style="list-style-type: none"> ● Lesson 1 – Southwestern Land and Water ● Lesson 5 – Life in a Dry Land ● Vocab: <i>erosion, natural gas, refinery, reveal, commodity, reservoir, aqueduct, drought, gray water, crucial, shortage</i> <p><u>Chapter 9: Regions - The West</u></p> <ul style="list-style-type: none"> ● Lesson 1 – A Varied Land ● Lesson 5 – The West Today ● Vocab: <i>volcano, geyser, magma, tsunami, accumulate, recall; silicon; Pacific Rim; international trade; pace; guarantee</i>
Chinese Social Studies	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment 期末作業掀頁畫 主題：我的家鄉	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment


Grade 5 to Grade 8

	Grade 5	Grade 6	Grade 7	Grade 8
English Language Arts	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Reading - myView Literacy 5.2 1. "Planting the Seeds of Justice" <ul style="list-style-type: none"> • Genre: P.248+249 • Vocabulary: P. 250+270 • Reading Comprehension: P. 251-267 • Check for Understanding: P.271 2. "Delivering Justice" <ul style="list-style-type: none"> • Genre: P.322+323 • Vocabulary: P. 324+342 • Reading Comprehension: P. 325-314 • Check for Understanding: P.343 3. "Ezekiel Johnson Goes West" <ul style="list-style-type: none"> • Genre: P.360+361 • Vocabulary: P. 362+386 • Reading Comprehension: P. 363-385 • Check for Understanding: P.387 Grammar - Grammar Spot 4 → p. 69, 70, 73, 74, 77, 79, 84, 86 90, 91, 99, 101, 102, 124, 125, 126, 127, 139. Important: You will also be given a reading text that you haven't read before. You will need to answer questions from this text.	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Unit 4: Imagination Contents The Phantom Tollbooth, Act 1 The Phantom Tollbooth, Act 2 from The Phantom Tollbooth from Alice's Adventures in Wonderland Jabberwocky The Importance of Imagination Analyze Craft and Structure <ul style="list-style-type: none"> - Dramatic Structure - Dramatic Structure: Stage Directions - Characterization - Sound Devices(Onomatopoeia, Alliteration, Consonance - Author's Influences Concept Vocabulary/Word Study <ul style="list-style-type: none"> - Denotation and Nuance - Latin Suffix: -ity 	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment Adversity Video Project Check Google Classroom for specifics and Rubric	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment Type: Free response, Cold Text Analysis Description: Students will be provided with four free response questions, similar to what they have covered in class. They may be asked to defend perspectives about the characters, identity motivation and author intent, compare and contrast elements of the book, etc. THIS EXAM IS OPEN-NOTE AND OPEN-NOVEL. Novel Study: <i>When You Reach Me</i> Themes in the Texts: Friendship Social Class Forgiveness and Understanding Time Travel Destiny Growing Up

	Grade 5	Grade 6	Grade 7	Grade 8
		<ul style="list-style-type: none"> - Anglo-Saxon Word Origin - Greek Prefix: para- <p>Conventions</p> <ul style="list-style-type: none"> - Sentence Parts and Types - Sentence Structure - Conjunction and Interjections - Invented Language: Syntax - Pronoun-Antecedent Agreement <p>Writing: Fictional Narrative</p> <ul style="list-style-type: none"> - Short Story - Narrative Retelling - Comparison-contrast essay - Reflective Essay 		Students also have a Term 2 Project (full requirements and rubric are posted in detail on Google Classroom).
Chinese	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment 範圍： 1. 康軒 第10冊 (5下) L7-L12 - 60% 複習重點	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment 範圍： 1. 康軒 第12冊 (六下) L4、L5、L8、L9 【複習重點】 <ul style="list-style-type: none"> ● 生字與部首正確書寫 ● 詞語及成語書寫與解 	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment Final Exam Project Subject: 1. 背影 父母的背影或任何對自己有特殊意義的背影，內容必須有意義的闡	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment 製作區域走讀短片 主題:我所知道的..... 相關內容及評分規準已公告於 google classroom

	Grade 5	Grade 6	Grade 7	Grade 8
	<ul style="list-style-type: none"> ● 生字與部首正確書寫 ● 詞語及成語書寫與解釋 ● 短語應用與造句練習 ● 熟讀各課課文段落及重點 <p>2. Final Project - Digital picture book - 40% Please view the rubrics in class.</p>	<p>釋</p> <ul style="list-style-type: none"> ● 短語應用與造句練習 ● 熟讀各課課文段落及重點 ● 課外閱讀測驗以及仿寫練習 <p>2. Final Project - Subject: My dream What is it? and how to achieve that goal?</p>	<p>述、自己對自己的期許，以及珍貴的回憶。</p> <p>II. 聲音鐘 可選擇任何音樂形式的作品，提出它對自己的意義與在何場合會想聽它，或者找出已消失的聲音，提出它為何消失，比較時代的差異。</p>	
Math	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Chapter 8 - Polygons Chapter 9 - Ratio Chapter 10 - Percentage	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Ch. 10: Area of polygons Ch. 11: Surface area and volume Ch. 13: - Mean - Mode - Median - Quartile and interquartile ranges	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Ch. 6 Constructing triangles, scale factors and scale Ch 7 Circumference, Area, Area of composite shapes, Volume of Prisms	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Polynomials Ch 7 1. Add, Subtract 2. Multiply, Divide 3. Zero Product Rule 4. Factoring Polynomials
Science	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Text: Science Fusion: Space	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment Topic 8 : Atoms and the

	Grade 5	Grade 6	Grade 7	Grade 8
	<p>Purpose: Research two planets and compare and contrast them. Create a presentation in digital or physical form to share your findings with the class. This is an individual project.</p> <p>Instructions: Select two planets that you have learned about from your textbook. You may also select one planet that is not in our solar system to compare and contrast with one of the planets in our solar system.</p> <p>Use the guidelines that you received in class to help you prepare your presentation.</p> <p> Part 1: Fast Facts</p> <p>Fill in the basic data for both planets to see how they check out side-by-side.</p> <p> Part 2: Looking Closer</p> <p>Write 2–3 short sentences to answer these questions for each planet.</p> <p> Part 3: Same and Different</p> <p>Draw a Venn diagram to visually compare and contrast the two planets.</p> <p>Use your notes above to find the patterns.</p>	<p>Science Book G Unit 2: The Solar System (Continuation)</p> <p>Lesson 3: The Sun Lesson 4: The Terrestrial Planets Lesson 5: The Gas Giants Lesson 6: Small Bodies in the Solar System</p> <p>Unit 3: The Earth-Moon -Sun System Lesson 1: Earth's Days, Years, and Seasons Lesson 2: Moon Phases and Eclipses Lesson 3: Earth's Tides</p>	<p>Scope</p> <p>Unit 1 Human body systems (textbook C) 1.1 Introduction to body systems 1.2 The skeletal and muscular systems 1.3 The circulatory and the respiratory system 1.4 The digestive and excretory systems 1.5 The nervous and endocrine systems (Unit 2 Human Health (textbook C)</p> <p>2.1 The immune system 2.2 Infectious disease 2.3 Nutrition and fitness</p>	<p>periodic table</p> <p>Topic 9 : Chemical reaction</p> <p>Extra: Mole concept</p>

	Grade 5	Grade 6	Grade 7	Grade 8
	<p> Part 4: Project Summary</p> <p>Combine your ideas into a final conclusion.</p> <p>Important</p> <ul style="list-style-type: none"> Remember that you are trying to inform, therefore make sure your information is factual and accurate. All content must be SCHOOL-APPROPRIATE! You need to present your findings to the class which will also count as an ELA Oral exam score. You need to speak for at least 2 minutes. Make sure to use the guidelines and rubric to help you prepare your presentation. 			
Social Studies	<p><input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment</p> <p>Purpose: Research the life of a famous person we discovered in social studies, and then write a biography of that person. This is an individual project.</p> <p>Instructions: Select one of the people from our social studies textbook.</p> <p>Find information about this person's <i>early life, family life, major</i></p>	<p><input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment</p>	<p><input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment</p> <p>India Subcontinent Museum Expo Project Check Google Classroom for specifics and rubric</p>	<p><input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment</p> <p><u>Module 17: Russia and the Caucasus</u></p> <ul style="list-style-type: none"> Lesson 1: <i>Russia and the Caucasus [Physical Geography]</i> Lesson 2: <i>Russia and the Caucasus [Russia]</i> Lesson 3: <i>Russia and the Caucasus</i>

	Grade 5	Grade 6	Grade 7	Grade 8
	<p><i>accomplishments</i>, and also some <i>interesting facts</i>. Remember that you are trying to inform your reader, therefore make sure your information is factual and accurate. All content must be SCHOOL-APPROPRIATE!</p> <p>Project Requirements: You must include all of the minimums on the following:</p> <ul style="list-style-type: none"> You must include a biography research front cover. A template will be provided to you. The name of the person that you had researched as well as a picture of the person. Describe the person's early life, family life, major accomplishments, and interesting facts with factual information and supporting details. Therefore, your biography will include 4 paragraphs. The word count for your biography is 300-350 words. Correct spelling and grammar usage throughout the research and biography. Cite at least three sources of information. <p>A few things to remember ...</p> <ul style="list-style-type: none"> Do a good job and be creative!! 			<p><i>[the Caucasus]</i></p> <ul style="list-style-type: none"> Vocab: <i>Ural Mountains, Caspian Sea, Caucasus Mountains, Moscow, Siberia, Volga River, taiga, Kiev, Cyrillic, czar, Bolsheviks, gulags, dachas, St. Petersburg, smelters, Trans-Siberian Railway, Chechnya, Tbilisi, Yerevan, Baku</i> <p><u>Module 13: History of Modern Europe</u></p> <ul style="list-style-type: none"> Lesson 1: <i>Science and Exploration</i> Lesson 3: <i>The Industrial Revolution</i> Lesson 6: <i>Europe since 1945</i> Vocab: <i>Scientific Revolution, New World, circumnavigate, Columbian Exchange, Industrial Revolution, textiles, capitalism, suffragettes, superpowers, Cold War, arms race, common market, European Union (EU), refugee, asylum, migrant</i>

	Grade 5	Grade 6	Grade 7	Grade 8
	<ul style="list-style-type: none"> • The level of expectation for this work is high-quality, visually appealing, and professional. Do not visit inappropriate Internet sites. • Keep a list of sources! • Make sure you have ALL requirements. • 5 points for each day that this is late. • You may handwrite or type the written portion of your biography, and you may print out actual pictures or draw your own. <p style="text-align: center;">Biography</p> <ul style="list-style-type: none"> • Narrative nonfiction is informational text that tells a story about real people and events. • Two types of narrative nonfiction are autobiography and biography. • An autobiography is a true story about the author's own life. • A biography is a true story that the author tells about another person's life. • Biographies can inform and entertain by telling interesting details about important people. 			
Chinese Social Studies	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Alternative Assessment

	Grade 5	Grade 6	Grade 7	Grade 8
	<p>範圍 / Scope : 康軒《社會》第10冊 第2單元 Kang Hsuan Social Studies, Book 10, Units 2</p> <p>形式 / Format : 每次上課的課堂筆記 Class notes from each lesson</p> <p>評分重點 / Grading Focus : 能有邏輯地組織所學內容，並 以筆記方式呈現 Ability to logically organize and structure learned content, and present it in the form of notes</p>	<p>Final Exam Project: Subject: International organizations</p> <ul style="list-style-type: none"> ●UN system ●Other global organizations ●Regional organizations <p>The project must include all three kinds of organizations and explain what they are and what they do, for knowing their role in this global village.</p>	<p>製作海報一張 主題:如果古人有臉書 內容:請以日治時期生活在台灣 的人物為主題設計人物臉書海 報 相關規定及範例已張貼於 google classroom</p>	<p>製作海報一張 主題:如果古人有臉書 內容:請以中國古代(秦~清)的 歷史人物為主題設計人物臉書 海報 相關規定及範例已張貼於 google classroom</p>

Grade 9 to Grade 12

	Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment Exam Layout: Part A: Short Answer Part B: Argumentative Essay In the time provided, students must respond to a few questions from a set of short answer questions. Topics will relate to the craft and structure of epic poetry, comparative analysis of texts read in second semester, and literary devices. Additionally, students will write a 5 paragraph essay, graded with the rubric used throughout term 2, to test for mastery of the basic essay structure.	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Type: Free response, Cold Text Analysis Description: Students will be provided with some excerpts and quotations from new readings, similar to what they have covered in class. They will need to compare and contrast these to the textbook readings, draw parallels, and explain the context. THIS EXAM IS OPEN-NOTE AND OPEN-NOVEL. Novel Study: <i>Nation</i> Themes in the Texts: Power and the Loss of Power Gender Roles and Traditions Religion, Doubt, and Skepticism The Supernatural Death Culture Clash and Misunderstandings	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment Exam Layout: Part A: Short Answer Part B: Argumentative Essay In the time provided, students must respond to a few questions from a set of short answer questions. Topics will relate to the craft and structure of novels, bildungsroman, law and justice for minorities in the USA, and comparative analysis of texts read in second semester. Additionally, students will write a 5 paragraph essay, graded with the rubric used throughout term 2, to test for mastery of essay structure and craft.	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment

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		Students also have a Term 2 Project (full requirements and rubric are posted in detail on Google Classroom).		
Chinese	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Final Exam Project Subject: <ul style="list-style-type: none"> ●影評 仿照我們在第五課學到的課文內容，了解影評所應該涵蓋的主題、方向與書寫技巧，選擇對自己印象且有意義的作品，創作屬於自己的影評。 	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment 拍攝人文地景紀錄片 主題:結合人物故事及地理文化採訪紀錄 相關內容及評分規準已公告於 google classroom	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Final Exam Project Subject: <ul style="list-style-type: none"> ●大同與小康 <ol style="list-style-type: none"> 1. 闡述自己心中的理想世界。 2. 了解大同之治與小康之治的差別，並說明何者較符合自己的認同。 <ul style="list-style-type: none"> ●虬髯客傳 認識何謂「風塵三俠」，並說明比較喜歡何者？為什麼？ 	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment
Math	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment Ch10 - Ch13	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment Chap. 10.3 - 12.2	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment Chap. 8- 9	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment
Science	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes	<input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes

	Grade 9	Grade 10	Grade 11	Grade 12
	<input checked="" type="checkbox"/> Alternative Assessment <input type="checkbox"/> final project information <input type="checkbox"/> Rubrics Biology project....	<input checked="" type="checkbox"/> Alternative Assessment <input type="checkbox"/> final project information <input type="checkbox"/> Rubrics Biology project....	<input type="checkbox"/> Alternative Assessment Topics 1. Chapter 16 Reaction Energy Chapter 18 2. Chemical Equilibrium up to page 578. Chapter 22 3. Organic Chemistry	<input type="checkbox"/> Alternative Assessment Topics
Social Studies	<input type="checkbox"/> Paper Exam-50 minutes <input checked="" type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Social Studies Time: 110 minutes Type: Free response, Primary Source Analysis, Map Reading Description: Students will be assessed on: Module 9: Empires in East Asia (pg. 308-344) Module 10: The Early Middle Ages (pg. 346-381) Module 11: Church and Society in Western Europe (pg. 390-430)	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Revolutions in the 1800s multi-stage creative project: To understand the effects that the French and Haitian revolutions had on other revolutions in the 1800s, for this project students will choose a different revolution or rebellion that happened in this time period and complete three things: 1: Create a character that existed during the revolution/rebellion, explain	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Economic and academic support for apartheid today: After reading the UN Special Rappereateur's report on the economic structure of Israeli apartheid, students will connect their learning about South African and Israeli apartheid to their lives. Students will research either a company or university they have an interest in or connection to (a university they are interested in	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment

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	<p>This exam begins with a map that must be labelled and explained, along with some primary sources that students must understand and link to previous class discussions. THIS EXAM IS OPEN NOTE.</p> <p>There is also a Term 2 project (requirements and rubric have been posted in detail on Google Classroom).</p>	<p>their background and viewpoint.</p> <p>2: Create a piece of artwork (poster, political cartoon, flag, painting, etc) that connects to your character's perspective.</p> <p>3: Give a speech at a mock revolutionary meeting in which you, posing as your character, explain your revolution/rebellion, your character's perspective on it, and why others should join your cause.</p>	<p>attending, company they buy from, company they see often in their life, etc.), and will make a brief presentation explaining the connections they have to the Israeli apartheid system, the ways in which this helps perpetuate human rights violations, and how this situation could be improved or prevented.</p>	

Electives

<p>AP Biology</p>	<p> <input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment w final exam AP Biology.docx </p>	<p>Public Speaking</p>	<p> <input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Student Presentations based on chosen topics </p>
<p>Environmental Science</p>	<p> <input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment Topics 1. Animal Agriculture 2. Fishing and Aquaculture 3. Waste </p>	<p>Theater</p>	<p> <input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Millions of Boxes Performance & Elementary Show Support </p>
<p>AP English Language and Composition</p>	<p> <input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment </p>	<p>AP Psychology</p>	<p> <input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Presentation: How you apply psychology in your daily life 1. Motivation & Explanation 2. Process & Results 3. Reflection </p>
<p>AP Physics</p>	<p> <input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Experiment report: 1. Determine the wavelength of laser </p>	<p>AP Chemistry</p>	<p> <input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment Topic Chapter 22 Organic Chemistry </p>

	2. Determine the speed of sound		
Sports Management	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Sports event reflection and report	AP Microeconomics	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Writing Assessment: Choose 2 Short Answer Questions From the Following and answer them in at least one full paragraph each: How do groups like the IMF and World Bank contribute to neocolonialism? How does debt work as a tool to create the current global economic order? What are some criticisms of this system that are made by politicians or activists in this article? Which do you agree with or think might be accurate? How can we create a fairer economic system? What steps could be taken to stop this cycle of debt and neocolonialism?
Exploring Technical Theater Design	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input checked="" type="checkbox"/> Alternative Assessment Set Design Box Model & Elementary Show Support	AP Computer Science A	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes <input type="checkbox"/> Alternative Assessment
Mapping Dignity	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes	AP 2D Art and Design	<input type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Paper Exam-110 minutes

	<input type="checkbox"/> Alternative Assessment		<input type="checkbox"/> Alternative Assessment
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CSL

CSL G3-4	<p><input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment</p> <p>CSL 初階課程K2</p> <p>學華語向前走第K2冊</p> <p>第八課 下課以後</p> <p>第九課 在哪裡</p> <p>第十課 爺爺和奶奶</p> <p>第十一課 去學校</p> <p>第十二課 在家嗎</p> <p>學華語向前走第五冊</p> <p>第一課 參加社團</p> <p>第二課 中秋團圓</p> <p>第三課 我要買新玩具</p> <p>第四課 月餅跟南瓜派</p> <p>The Final exam includes:</p>	CSL G5-6	<p><input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment</p> <p>學華語向前走第六冊</p> <p>第十課 青山農場</p> <p>第十一課 筆</p> <p>第十二課 臺灣之旅</p> <p>The Final exam includes two parts: 1. Speaking and Listening Test — 30% 2. Reading and Writing — 70%</p> <p>複習重點：</p> <ul style="list-style-type: none">● 認識各課主題詞彙與句型用法● 能朗讀課文內容，不依賴拼音或注音● 能根據老師提供的句構口說造句● 熟悉三課生詞的注音或拼音、語調與字形● 能理解短文段落並回答問題 <p>Review Focus</p> <ul style="list-style-type: none">● Learn the main vocabulary and sentence patterns from each lesson.● Practice reading the texts without using pinyin or bopomofo.
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	<p>1. Listening, Reading & Writing — 100%</p> <p>Review Focus</p> <ul style="list-style-type: none"> • Learn the main vocabulary and sentence patterns from each lesson. • Practice reading the texts. • Read short passages and answer simple comprehension questions. <ul style="list-style-type: none"> • 認識各課主題詞彙與句型用法 • 熟悉生詞的拼音、語調與字形 • 能理解短文段落並回答問題 		<ul style="list-style-type: none"> • Use the sentence patterns to make your own sentences when speaking. • Review the words' pronunciation, tones, and Chinese characters from Lessons 7-9. • Read short passages and answer simple comprehension questions.
<p>CSL G7-8</p>	<p><input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment</p> <p>G7 當代中文課程 第一冊</p> <p>第十課 臺灣的水果很好吃</p> <p>第十一課 我要租房子</p>	<p>CSL G9-10</p>	<p><input checked="" type="checkbox"/> Paper Exam-50 minutes <input type="checkbox"/> Alternative Assessment</p> <p>當代中文課程 第二冊</p> <p>第六課 - 第八課</p>

第十二課 你計畫在臺灣學多久的中文？

The Final exam includes two parts:
1. Speaking and Listening Test — 30%
2. Reading and Writing — 70%

複習重點：

- 認識各課主題詞彙與句型用法
- 能朗讀課文內容，不依賴拼音或注音
- 能根據老師提供的句構口說造句
- 熟悉三課生詞的拼音、語調與字形
- 能理解短文段落並回答問題

Review Focus

- Learn the main vocabulary and sentence patterns from each lesson.
- Practice reading the texts without using pinyin or bopomofo.
- Use the sentence patterns to make your own sentences when speaking.
- Review the words' pronunciation, tones, and Chinese characters from Lessons 10–12.
- Read short passages and answer simple comprehension questions.

The Final exam includes 3 parts:

- * Mini projects - 20%
- * Speaking Test — 20 %
- * Listening, Reading & Writing — 60%

複習重點：

- 認識各課主題詞彙與句型用法
- 能朗讀課文內容，不依賴拼音或注音
- 能根據老師提供的句構口說造句
- 熟悉三課生詞的拼音、語調與字形
- 能理解短文段落並回答問題

Review Focus

- Learn the main vocabulary and sentence patterns from each lesson.
- Practice reading the texts without using pinyin or bopomofo.
- Use the sentence patterns to make your own sentences when speaking.
- Review the words' pronunciation, tones, and Chinese characters from Lessons 5–7.
- Read short passages and answer simple comprehension questions.

G8 當代中文課程 第二冊

第八課 學功夫

第九課 那個城市好漂亮

The Final exam includes two parts:

1. Speaking and Listening Test — 30%
2. Reading and Writing — 70%

複習重點：

- 認識各課主題詞彙與句型用法
- 能朗讀課文內容，不依賴拼音或注音
- 能根據老師提供的句構口說造句
- 熟悉兩課生詞的拼音、語調與字形
- 能理解短文段落並回答問題

Review Focus

- Learn the main vocabulary and sentence patterns from each lesson.
- Practice reading the texts without using pinyin or bopomofo.
- Use the sentence patterns to make your own sentences when speaking.
- Review the words' pronunciation, tones, and Chinese characters from Lessons 8 and 9.
- Read short passages and answer simple comprehension questions.

