

## Course Syllabus (Midterm-Semester 1/2017)

**Learning Group:** English

**Subject Code:** EN21101

**Subjects:** Reading and Writing/

EN 21111

Listening and Speaking

**Year Level:** 7

**Total:** 4 periods / week

**Credit:** 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-4	Introduction Materials Reading short stories, answering questions in correct sentences. Speak clearly in choral speaking activities. Skills for Success R&W Unit 1	-- <u>Speaking</u> : Ss talking. Choral speaking: House Jack Built (HJB); --Writing: Using past tense verbs. (Note, this topic will go on, as needed, in each class every week) --R & W <u>Reading Unit 1</u> "Picking a Career" (!) Ss read article, do vocabulary work.	--speak in a clear voice. Hopefully improve English each week. --understand and use correctly "fiction vocabulary": characters, plot, setting. --understand and demonstrate writing sentence answers correctly to questions. --understand and use the vocabulary related to the article, "Picking a Career."
2	5-8	Read short story. Speaking HJB Reviewing Verb forms.	Reading "The Wishing Tree", answering comprehension questions. Whole class and small group speaking HJB	--read for comprehension, answer questions in correct past tense sentences. --give opinions on characters, orally and in writing. --speak chorally in small teams.
3	9-12	Start novel, <u>Tom Sawyer</u> . Ch. 1-2 Unit 2 R & W	--TS : Ch 1-2. Emphasize how Mark Twain used these chapters to develop Tom's character and introduce a new character. --discuss how many of us come from different countries. Reading 1 about divergent populations in cities.	--understand that Tom was both a clever and mischievous boy. --write about above, giving examples from novel. --see how Bangkok is like many cities in the world with a population made up of many cultures.
4	13-16	TS Chs 3-5  Unit 2 R & W: using <i>but</i> and <i>so</i> in compound sentences; Irregular verbs (PT)	TS: Ch 3-5: Ch 5: Further development of Tom's character: Tom not understanding how to speak to girls (Humorous). R & W: Activities pp 39-40 and pp 41-42 for past tense irregular verbs.	--speak and write about Tom's character. --use the connecting words, but/so in original sentences. --understand past tense use of several irregular verbs.
5	17-20	TS Chs 6-7 & Quiz Ss Speaking Assessment on "HJB" Finishing up any work not completed in Units 1 & 2 R & W	--Two short chapters in TS, review first half of novel and take assessment. --Speaking Assessment. House Jack Built	--write about Tom's character and be able to relate various incidents that happened in the first half of the novel. --work in a group to recite "House That Jack Built" and use hand/body gestures to interpret the poem.

6	21-24	TS: Cartoon Strips R & W Unit 3 (Vacations)	--Ss create one page cartoon strip of one incident in first half of TS novel (4 frames) Vocabulary includes: frame, dialogue balloon, text box). --Vocabulary, Unit 3 #1 --Reading activity from unit on why vacations are important. --Ss Speak/write about vacations they have taken.	-- understand "cartoon vocabulary" and create accurate cartoon strip about an incident in first half of novel. --use past tense verbs to write a paragraph about a place they have visited on vacation. --speak in an informal situation about the place they have visited.
7	25-28	Continue & Finish TS: Cartoon Strips R&W Unit 3 (Vacations Verb Assessment	--Final drafts of cartoon strips; Continuing work from previous week. Classes do work at different speeds. Two assessments: Vocab quiz, Notebook assessment	--create neat, final copy of cartoon, showing their understanding of an important incident in the novel. --score at least 70% on vocab assessment, based on textbooks and novel. --have all work completed neatly and corrected in notebook.
8	29-32	TS, Ch8. Speaking activities based on each class.	--Comprehension questions on Chapter. --Speaking activities in small groups in each class. --Beginning revision/making sure all work is completed.	(As usual, before exams, work in each class may be different- depending on level of ability of students in each class. Exact details to appear in weekly lesson plans.

## Course Syllabus (Midterm-Semester 1/2017)

**Learning Group:** ENGLISH ACTIVITIES (DRAMA)

**Subject Code:** EN 21211

**Subject:** Eng Act

**Year Level:** 7

**Total:** 2 periods / week

**Credit:** 1.0

<b>Week</b>	<b>Period</b>	<b>Topic</b>	<b>Contents</b>	<b>Objectives:</b> The students should be able to...
1	1-2	Introduction to Drama Class	<ol style="list-style-type: none"> <li>1. Rules and regulations in the class</li> <li>2. The breathing exercise</li> <li>3. Meditation</li> <li>4. The vocal exercise</li> <li>5. Activity: Name Game</li> </ol>	<ul style="list-style-type: none"> <li>• Follow the rules and regulations properly in class</li> <li>• Focus on a given task</li> <li>• Control the softness and loudness of the voice.</li> </ul>
2	3-4	Listening to a given instruction	<ol style="list-style-type: none"> <li>1. The breathing/vocal exercise</li> <li>2. The line game</li> <li>3. Pass the message</li> <li>4. Activity: Giving instruction</li> </ol>	<ul style="list-style-type: none"> <li>• Improve listening comprehension of different types of spoken texts- for main ideas, details and speaker's attitudes and emotion.</li> </ul>
3	5-6	Movement and Patterns	<ol style="list-style-type: none"> <li>1. The breathing/vocal exercise</li> <li>2. Light and heavy activity</li> <li>3. Sculpture and Statue: Expression and movement</li> </ol>	<ul style="list-style-type: none"> <li>• Manipulate body movement and facial expression to convey appropriate emotion and meaning in dramatization.</li> </ul>
4	7-8	Parts of the Stage	<ol style="list-style-type: none"> <li>1. Functional parts of a theatre stage</li> <li>2. Body position and blocking techniques</li> </ol>	<ul style="list-style-type: none"> <li>• Participate in pair or group dramatization on stage with proper body position and simple blocking.</li> </ul>

5	9-10	Reading and interpreting a poem	<ol style="list-style-type: none"> <li>1. Choric Reading: Ballad of a Mother's Heart</li> <li>2. Dramatic interpretation on Stage using body position and blocking</li> </ol>	<ul style="list-style-type: none"> <li>• Acquire good speaking and listening habits to understand, enjoy, and appreciate dramatic texts.</li> </ul>
6	11-12	Interpreting emotion	<ol style="list-style-type: none"> <li>1. The 5 major human emotions</li> <li>2. Activity: Watch a video</li> <li>3. Reaction to the video</li> </ol>	<ul style="list-style-type: none"> <li>• Manage affective factors that can enhance emotional dramatization</li> <li>• Interpret input and understand inferences in a dramatic script or improvisation</li> </ul>
7	13-14	Kinds and types of Drama	<ol style="list-style-type: none"> <li>1. Genres of Drama</li> <li>2. Stage performance activity</li> </ol>	<ul style="list-style-type: none"> <li>• Learn how to think critically in order to successfully participate in a dramatic impromptu improvisation</li> </ul>
8	15-16	Staging a Play	<ol style="list-style-type: none"> <li>1. Final performance: Short drama (skit/10minutes)</li> </ol>	<ul style="list-style-type: none"> <li>• Assess the learning and acting performance of the students</li> </ul>

## Course Syllabus (Midterm-Semester 1/2017)

**Learning Group:** English Activity

**Subject Code:** EN 21211

**Subject:** Presentations

**Year Level:** 7

**Total:** 2 periods / week

**Credit:** 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1	What is presentation?  Introduction to the semester's content.	Formal and informal presentations. Structure Group and individual presentation Clear presentation, clear thoughts	The first class is teacher's presentation about presentation. In the end of the class, the students should be able to review the content of the class and give a feedback for the presentation.  Homework: Everyone should do individually a short presentation about one aspect of Thai culture.
2	2	Continuation:  Voice, body language and presentation skills  Power Point	Opening with the homework. Several students will present. On their examples, we will continue with the structure of presentation and the skills.  Students will get to know to use the Power Point	Students will give feedback to the ones who were presenting that class. They will get divided into groups of three and will be given a country for next class to get ready to research (Brazil, Morocco, Bhutan, Vietnam, Serbia, Mongolia, Sudan, Kazakhstan, Peru). They need to gather basic facts about the country and explain next class how they researched.

3	3	Introduction to research and work on presentations	Students will go to computer room and will be given explanations on how to do a research. They will be given an option to divide the tasks and then put them together.	Some students will be asked to show how they did the research, what websites they used, if they checked more sources or just one. Then they will be given instructions how to develop research skills. Students will work in groups of three on their presentations.
4	4	Practicing presentations	Each group will be asked to present what they have so far. The rest of the students will give support, advice and feedback.	Some students will present in their groups. Homework: what needs to be improved in structure, skills etc.
5	5	Continuation	The rest of the class should present. And those who presented last class should give feedback on their classmates.	Preparation for assessments for next class or two. Students need to listen carefully to other group's presentations because next class each group will have to deliver a short presentation of other group.
6	6	Assessments	This time groups will have to swap the countries and see how much they were present on the class and remember what other students were presenting.	Feedback from students of the swapped group to students who had their group for assessment.

7	7	Final works on assessments and final presentation	Continuation of assessments from last class and finalization of the presentations.	Students will be able to understand better the purpose of presentations, the structure, presentations skills, research process.
8	8	Final presentation and semester's report	Both students and teacher will do the overall review of the semester. Each group should write the report about it – what they found good and what should be improved.	After students' reports, the teacher will write a report based on the observation and students' feedback.

## Course Syllabus (Midterm-Semester 1/2017)

**Learning Group:** Home Econ. The Basics of the Kitchen

**Subject Code:** OT 21101

**Subject:** Home Economics

**Year Level:** 7A-D

**Total:** 1 period / week

**Credit:** 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-2	The Introduction to Home Econ.	Home Economics definition, the art and science of home management. Learning skills that are useful in the home.	....know and understand the meaning of Home Economics.
2	3-4	Major kitchen appliances- (Electrical Appliances)	Discuss the lists of electrical appliances usually found in the kitchen.  Learn vocabs.	....be familiarizes themselves about electrical kitchen appliances.
3	5-6	Kitchen utensils	Learning different types of utensils in the kitchen.	....know the name of every utensil in English found in the kitchen.
4	7-8	Safety in the Kitchen	Safety measures in the kitchen.	....avoid accidents in the kitchen while cooking.
5	9-10	Hands on skill- Using the blender	Parts of the blender/  How to use and wash the blender?  How it works?	....to have knowledge how to use and clean the blender.  .... Know how to make healthy smoothies.

6	11-12	Cooking terms and abbreviations	Learning cooking terms and abbreviations	....know all important words or vocabs. In cooking and able to follow the cooking instructions in the cooking book.
7	13-14	Cooking equivalents/ Measuring accurately and choosing recipes	Learning how to measure the ingredients accurately using teaspoon, tablespoon, cup, / grams or kilogram etc.	... Know how to measure the solid ingredients and liquid ingredients properly.
8	15-16	Common Ingredients	Discuss different types of common ingredients or seasoning.	.....know different types of seasoning and spices.

## Course Syllabus (Midterm-Semester 1/2017)

**Learning Group:** Mathematics

**Subject Code:** MA 21201

**Subject:** Supplementary Mathematics

**Year Level:** 7

**Total:** 2 periods / week

**Credit:** 1.0

<b>Week</b>	<b>Period</b>	<b>Topic</b>	<b>Contents</b>	<b>Objectives: The students should be able to...</b>
1	1-2	Orientation /Divisibility		Understand the Divisibility Rules
2	3-4	GCF/LCM	Greatest Common Factor/Least Common Multiple Whole Numbers	Differentiate GCF from LCM
3	5-6	Number Sequence	Number Pattern Sequences	Analyze and identify the missing number in the sequence.
4	7-8	Integers	Addition and Subtraction of Integers	Add and subtract Integers.
5	9-10	Integers	Multiplication and division of Integers	Multiply and divide Integers Solve problems by using 4 Fundamental Operations

6	11-12	Problem Solving	Solve some problems with regards to the lesson they learnt..	Answer word problems
7	13-14		Unit Test /Review	Take enthusiastically the Unit Test
8	15-16		<b>/Midterm</b>	Answer accurately the Midterm Exam

## Course Syllabus (Midterm-Semester 1/2017)

**Learning Group:** Social Studies

**Subject Code:** SO 21101

**Subject:** Social Studies

**Year Level:** 7

**Total:** 2 periods / week

**Credit:** 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-2	Introduction to Geography	Photographs used in geography Time zones	<ul style="list-style-type: none"><li>• Identify the main types of photographs used in geography</li><li>• Understand the importance of geography.</li><li>• Analyze the different time zones in Asia</li></ul>
2	3-4	Map	Types of maps	<ul style="list-style-type: none"><li>• Identify the different types of maps</li><li>• Use different types of maps</li></ul>
3	5-6	Map	Symbols used in maps Colors in maps	<ul style="list-style-type: none"><li>• Draw their own map showing roads and places of interest using the different symbols discussed</li><li>• Read the different symbols used in maps</li></ul>
4	7-8	Asia	Continents in Asia Counties in Asia	<ul style="list-style-type: none"><li>• Identify the different countries and continents in Asia</li><li>• Compare the countries in Asia in terms of its geographical features</li></ul>

5	9-10	Asia's geographical Features	Types of climate Influence of climate on vegetation	<ul style="list-style-type: none"> <li>• Identify the different geographical features of Asia</li> <li>• Analyze the different climates of the countries in Asia depending on their climate zone</li> <li>• Understand the effects of climates to the environment and its habitats</li> </ul>
6	11-12	Asia's natural resources	Natural resources found in Asia	<ul style="list-style-type: none"> <li>• Identify the natural resources in Asia</li> <li>• Understand how the natural resources in Asia play an important role both in the environment and the economy of a country.</li> </ul>
7	13-14	Revision week		
8	15-16	Midterm Exam Semester 1		

Course Syllabus (Midterm-Semester 1/2017)

Learning Group: Foreign Language

Subject Code: En 21211

Subject: English Activities (Debate) Year Level: 7

Total: 2 periods / week

Credit: 1.0

Week	Period	Topic	Contents	Objectives:
1	1-2	<ul style="list-style-type: none"> <li>- I agree</li> <li>- I disagree</li> <li>- Government</li> <li>- Opposition</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction to debate.</li> <li>- sides of debate</li> <li>- types of debate</li> <li>- members of debate</li> </ul>	<ul style="list-style-type: none"> <li>- To let the students understand what is debate all about?</li> <li>- To let hem know how is debate applicable in their life.</li> <li>- To acknowledge the students of the detail of debate.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>- I come first, I second and so on</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of debate</li> <li>- P.O.Is/timeline</li> <li>- Rebuttals</li> </ul>	<ul style="list-style-type: none"> <li>- To let the students know the correct sequence of debaters</li> <li>- To let the students know how to raise P.O.Is and give rebuts.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>- I am the First speaker and this is my speech</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce each speaker's roles. (PM, DPM,GW,GR) (LO, DLO, OW, OR)</li> </ul>	<ul style="list-style-type: none"> <li>- To allow the students to know what each one needs to have in their speech.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>- You should prove your points.</li> <li>- You shouldn't use abusive language.</li> </ul>	<ul style="list-style-type: none"> <li>- dos and don'ts of debate</li> <li>- debate tips</li> </ul>	<ul style="list-style-type: none"> <li>- To leg the students understand what can and cannot do in a debate.</li> <li>- To allow the students to know that there are other way to do things in debate.</li> </ul>
5	9-10	<ul style="list-style-type: none"> <li>www.google.com</li> <li>www.debatepedia.org</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to do research</li> </ul>	<ul style="list-style-type: none"> <li>- To teach the students how to find the relative information on the given topic.</li> </ul>
6	11-12	Information reading	<ul style="list-style-type: none"> <li>- Analyze content</li> </ul>	<ul style="list-style-type: none"> <li>- To teach the students to read use the information that is related to the topic.</li> </ul>

7	13-14	I will have this in my speech	- Write speech	- To teach the students to write the speech that is in the correct format and can be given.
8	15-16	Ladies and gentlemen	- Speech delivery	- To teach the students to deliver the speech according to the format that is used in debate tournaments.

Course Syllabus (Midterm-Semester 1/2017)

Learning Group: Health Education

Subject Code:

Subject: Health Education

Year Level: 7

Total: 1 period / week

Credit: 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1	Nervous System and Glands	*Introduction to Central Nervous System *The 2 main division of the nervous system: CNS which is the Central Nervous System and the PNS which is the Peripheral Nervous System.	The students should be able to know the parts of the CNS (Central Nervous System) and PNS (Peripheral Nervous System).
2	2	Glands	The Importance of glands in the body	The young learners should be able to know the glands and their detail role in human body.
3	3	Nervous System and Glands	*Description and function of glands *Glands and Neural Relation	The students should know the relations between glands and nervous system.
4	4	Endocrine glands functions	Unit Exercises, P.A. Test I	Assess students' understanding regarding the subject matter learnt in the class.
5	5	Growth and Adolescent Development	Key terms, Growth Standard, National Growth Standard	The students should understand and recognize the importance of factors affecting growth and development in various age ranges

6	6	Growth and Adolescent Development	<ul style="list-style-type: none"> <li>*Necessities of growth</li> <li>*Nutrition</li> <li>*Essential Nutrient</li> <li>*The Food Pyramid</li> </ul>	The students should be able to choose to consume appropriate food in suitable portions beneficial to growth and development in accord with their ages.
7	7	Growth and Adolescent Development	Exercise, Rest & Sleep	Participate in physical, sports and recreational activities as well as activities for physical capacity-strengthening for health by applying the principles of mechanical skills with safety and enjoyment, and regularly engage in such activities in accord with their aptitudes and interests.
8	8	Growth and Adolescent Development	Drug Abuse Elimination	The students should be able to protect themselves from and avoid the risk factors or the risk behaviors detrimental to health and conducive to contracting diseases, accidents, misuse of medicine, addiction and violence; know how to strengthen safety for themselves, family and community.

Course Syllabus (Midterm-Semester 1/2017)

Learning Group: Science Subject

Code: SC21201

Subject: Supplementary Science

Year Level: 7

Total: 2 periods / week

Credit: 1.0

Week	Period	Topics	Contents	Objectives
1	1-2	Introduction to Science	- What is Science?	<ul style="list-style-type: none"> <li>• Understand what Science is.</li> <li>• Name the common laboratory apparatus and their uses.</li> <li>• Explain the hazard warning symbols.</li> <li>• Observe the steps in a scientific investigation.</li> <li>• Understand the physical quantities and their units.</li> <li>• Understand the concepts of mass</li> <li>• Know how to use measuring tools.</li> </ul>
2	3-4		- Science Laboratory - Steps in Scientific Investigation - Physical Quantities and their units	
3	5-6		- The Concept of Mass - Measuring Tools - The Importance of Standard Units	
4	7-8	Cells as a Unit of Life	- Understanding Cells - Unicellular and Multi-cellular Organisms	<ul style="list-style-type: none"> <li>• Observe and explain forms and characteristics of cells of unicellular and multi-cellular organisms.</li> <li>• Observe and compare essential components of a plant cell and an animal cell.</li> </ul>
5	9-10		- Diffusion and Osmosis in cells	

				<ul style="list-style-type: none"> <li>• Experiment and explain functions of essential components of a plant cell and an animal cell.</li> <li>• Experiment and explain processes of passing substances through cells by diffusion and osmosis.</li> </ul>
6	11-12	Plants	- Photosynthesis	<ul style="list-style-type: none"> <li>• Experiment to find and explain the essential factors for photosynthesis of plant.</li> <li>• Explain importance of the photosynthesis process of plants on living thongs and the environment.</li> <li>• Experiment and explain groups of cells involved in transportation of water and nutrients in plants.</li> <li>• Experiment and explain floral structures involved plant reproduction</li> <li>• Explain sexual reproduction processes of angiosperms and plant asexual reproduction processes.</li> <li>• Experiment and explain responses of plants to light, water, gravity and touch.</li> <li>• Explain principles and effects of biotechnological application for propagation, improved breeding and increased</li> </ul>
7	13-14		- Transport System in Plants - Sexual Reproduction System of Flowering Plants	
8	15-16		- Pollination - Development of Fruits and Seeds in Plants - Germinations of seed - Application of Vegetative Reproduction in flowering plants - Stimuli and Responses in Plants - Biotechnology	

				productivity of plants, and apply acquired knowledge for useful purposes.
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