

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

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

**Subject Code:** EN22211

**Subject:** Eng Act

**Year Level:** 8

**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	RECALL: Intro to Drama Class	<ol style="list-style-type: none"><li>1. Rules and policies in drama class</li><li>2. New breathing/meditation and vocal exercise</li><li>3. Staging a short one-man skit</li></ol>	<ul style="list-style-type: none"><li>• Students should be able to list down their own rules and policies which they will abide and follow.</li><li>• Performing a one man activity about their summer holiday.</li></ul>
2	3-4	Listening to a given instruction	<ol style="list-style-type: none"><li>1. The parts of the stage</li><li>2. Proper blocking on stage</li><li>3. Activity: Staging a short drama performance</li></ol>	<ul style="list-style-type: none"><li>• Improve listening comprehension for details and speaker's attitudes and emotion.</li></ul>
3	5-6	Movement and Patterns	<ol style="list-style-type: none"><li>1. Video watching: dance theatre</li><li>2. Reaction to video</li><li>3. Perform a different movement using the same song</li></ol>	<ul style="list-style-type: none"><li>• Develop creativity in artistic bodily movement through song interpretation.</li></ul>
4	7-8	Stage Design	<ol style="list-style-type: none"><li>1. Creating a model of a theatre stage that would include body position and blocking</li><li>2. Model Presentation</li></ol>	<ul style="list-style-type: none"><li>• Design a model stage theatre and create a stage plan for a short play.</li></ul>

5	9-10	Stage Design, Background Set and Stage Performance	<ol style="list-style-type: none"> <li>1. Rehearsal and stage preparation</li> <li>2. Stage performance by the students based on the approved stage plan</li> </ol>	<ul style="list-style-type: none"> <li>• Interpret input and understand inferences in a dramatic script or improvisation.</li> </ul>
6	11-12	Costume Design in a play	<ol style="list-style-type: none"> <li>1. Video presentation: costumes from different era and country</li> <li>2. Costume designing</li> </ol>	<ul style="list-style-type: none"> <li>• Create/design appropriate apparel in a themed theatre performance.</li> <li>• Develop the artistic nature of Thai students in costume designing.</li> </ul>
7	13-14	Planning a Stage Performance	<ol style="list-style-type: none"> <li>1. Discussion on the proposed performance</li> <li>2. Drafting and Rehearsal</li> </ol>	<ul style="list-style-type: none"> <li>• Formulate, express and defend individual ideas and opinions in an improvisation.</li> </ul>
8	15-16	Final Stage Play	<ol style="list-style-type: none"> <li>1. Rehearsed play with the drafts and design of stage and costume.</li> </ol>	<ul style="list-style-type: none"> <li>• Assess the learning and understanding of students through a performance.</li> </ul>

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

**Learning Group:** English Activity

**Subject Code:** EN 22211

**Subject:** Presentations

**Year Level:** 8

**Total:** 2 periods / week

**Credit:** 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1	Introduction to the topic and semester's content  Review of presentations	Quick survey about what the presentation is.  Defining culture (values, attitudes, religion, arts, concepts of the universe, notions of time, roles)  Defining goals of presentation (what, how, why)	Students will have to put themselves in teacher's shoes in the end of the semester so that they can deliver a solid presentation about the countries and their cultures.  Homework: Each student will go to a specific website and find as many information about the culture of Thailand.
2	2	Presentation details, ability to deliver messages  Research	First part: On the homework's example several students will show their presentations. The rest will compare them and give the feedback.  Second part: Research – checking information and using more than one source.	Students will be divided into groups (three in each group). They will get following countries to research for the presentation: India, Greenland, Taiwan, Denmark, Kuwait, Mexico, Indonesia, Iceland, Malawi)

3	3	Practical work Power Point, Mind Map and Story Board	The students will start presenting what they have so far. The rest of the class will give comments and advices.	Students will be able to understand the research and presentation.
4	4	Continuation of the previous class	Other part of the class will present and on their examples other students and teacher will give the feedback.	Both students and teachers will give the feedback.
5	5	Assessments	The groups will swap and present the countries and cultures of other groups.	The actual groups and swapped groups will compare and discuss “the original” presentations and “repeated” presentations
6	6	Assessments	Continuation of the previous class.	Students and teacher’s discussion and preparation for the next class.
7	7	Preparation for the final presentations	Finalization for the presentations. Half of the class should present this class.	Students should be able to understand the process of research and presentation in theory and practice.
8	8	Final presentations	Presentation of other half of students. Students should write in their groups about the evaluation of the semester.	Feedback and evaluation.

		Semester's report		
--	--	----------------------	--	--

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

**Learning Group:** English

**Subject code:** EN 22101/

**Subjects:** Reading and Writing/

EN 22111

Listening and Speaking

**Year Level:** 8

**Total:** 4 periods /week

**Credit:** 1.0 for each subject

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-4	Marketing	<ul style="list-style-type: none"> <li>•Introductions/Objectives</li> <li>•Marketing vocabulary</li> <li>•Review Present progressive</li> <li>•Popularity: Why does something become popular?</li> <li>•Brainstorm ideas</li> </ul>	Research information, form ideas to write a descriptive paragraph about a current trend. Learn about word families.
2	5-8	Marketing	<ul style="list-style-type: none"> <li>•Reading and writing exercise. Reading comprehension. Writing comprehension, students to write a short descriptive paragraph giving information about a topic.</li> </ul>	Identify the main idea of a paragraph, learn how to use describing words. Gain an insight into marketing strategies.
3	9-12	Architecture	<ul style="list-style-type: none"> <li>•Architecture vocabulary</li> <li>•Discuss their own thoughts about Bangkok architecture.</li> <li>•Review present continuous.</li> <li>•Some pronunciation practice.</li> <li>•Verb and noun collocations to with “home”.</li> </ul>	Research and gather information for a role-play exercise. Listening for the main idea. Learn a little about building design and landscaping.
4	13-16	Architecture	<ul style="list-style-type: none"> <li>•Practice listening for the main idea.</li> <li>•Speaking: drawing attention to the main idea. Role-play to practice highlighting the main idea</li> <li>•Test/assessment</li> </ul>	Have a class discussion and express their own thoughts after listening to a conversation.
5	17-20	Psychology (Reading/Writing)	<ul style="list-style-type: none"> <li>•Psychology vocabulary</li> <li>•Discuss how colours make you feel.</li> <li>•Colours in culture and business.</li> <li>•Reading exercise using the vocabulary.</li> <li>•</li> </ul>	Gather information and ideas to write a proposal about colours you will use for a new business.
6	21-24	Psychology (Reading/Writing)	Grammar: future with <i>will</i> <ul style="list-style-type: none"> <li>•Practice freewriting and brainstorming. Choose 1-2 topics for this.</li> <li>•Writing exercise using <i>will</i>.</li> <li>•Write and plan a business proposal.</li> </ul>	Gather information and ideas to write a proposal about colours you will use for a new business.
7	25-28	Psychology (Listening/Speaking)	<ul style="list-style-type: none"> <li>•Vocabulary and phrases</li> <li>•Grammar: word families, <i>there's</i> and <i>it's</i></li> <li>•Learn about colours in nature</li> <li>•Various listening exercises</li> </ul>	Gather information and ideas to give a presentation about the use of colour.

8	29-32	Psychology (Listening/Speaking)	<ul style="list-style-type: none"><li>•Pronunciation (schwa)</li><li>•Choose a topic and practice asking/giving examples</li><li>•Present a building design.</li></ul> Students to explain their use of colours <ul style="list-style-type: none"><li>•Test/assessment</li></ul>	Gather information and ideas to give a presentation about the use of colour.
---	-------	------------------------------------	--	--

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

**Learning Group:** Home Econ. Kitchen Skills

**Subject Code:** OT 22101

**Subject:** Home Economics

**Year Level:** 8A-E

**Total:** 1 period / week

**Credit:** 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-2	Introduction of Home Econ. Kitchen skills	- Kitchen skills is an easy and precise way to help train SS in the art of cooking.	... understand the main topic.
2	3-4	Table Manners	- Discuss the Top 10 table Manners Ex. Napkin etiquette, table setting etc.	...practice table manners.
3	5-6	How to set a table?	- The perfect setting Hands on	.... Know how to set a table.
4	7-8	Planning a nutritious meal	How to plan perfect meals/ 31-day Healthy Meal Plan (project)	...have got an idea how to plan perfect meals if they want to lose weight or to gain weight.
5	9-10	Tips on Making meals	- Discuss different types of rice. How to cook rice and pasta? Cooking techniques.	...learn how to cook pasta, rice etc.
6	11-12	Making hard boiled eggs/Hands on making lunch	Food presentations Students learn how to boil egg perfectly.	....learn how to make lunch.
7	13-14	Planning a weekly meal	- Project - Presentations	...know how to organize a weekly meal.

8	15-16	Hands on skill dessert. Preserve fruits	SS have to decide what kind of dessert they would like to make. Project: Making preserve fruits	...improve their reporting skills and following instruction skills etc.
---	-------	---	---	--

## Course Syllabus Midterm –Semester 1/2017

**Learning Group:** Mathematics

**Subject Code:** MA 22201

**Subject:** Mathematics 2

**Year Level:** 8

**Total:** 2 Periods/week

**Credit:** 1.0

Week	period	Chapters: From FOCUS SMART Textbook	Topic	Contents	Objectives: By the end of this chapter, students should be able to.....	Assessment Scores
1	1-2	Chapter 4	Ratio, Proportion and Percentage	4.1: Introduction of ratio of two quantities  4.2: determining whether the pairs of ratios are equivalent or not  4.3: Simplifying ratios to the lowest terms  4.4: stating ratios related to a given ratio	➤ Apply knowledge of stating, simplifying and determining whether the pairs of ratios are equivalent or not	
2	3-4	Chapter 4	Ratio, Proportion and Percentage	4.5: stating whether two pairs of quantities are a proportion  4.6: determining if two quantities are proportional to their given values  4.7: finding the value of a quantity, given the ratio and the sum of the two quantities  4.8: finding the value of two quantities, given their ratio and the difference between the quantities	➤ Apply knowledge of stating, simplifying and determining whether the pairs of proportion are equivalent or not	

3	5-6	Chapter 4	Ratio, Proportion and Percentage	4.9: Ratio of three quantities <ul style="list-style-type: none"> <li>➤ stating ratios related to a given ratio</li> <li>➤ Simplifying ratios to the lowest terms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understanding and comprehending three quantities of ratios</li> </ul>	
4	7-8	Chapter 4	Ratio, Proportion and Percentage	4.10: solving word problems involving ratios and proportion	<ul style="list-style-type: none"> <li>➤ Apply knowledge of word problems solving by doing various word problems</li> </ul>	
5	9-10	Chapter 4	Ratio, Proportion and Percentage	4.11: finding the value of a quantity, given the ratio and the sum of the three quantities 4.12: finding the value of a quantity, given their ratio and the difference between the three quantities	<ul style="list-style-type: none"> <li>➤ Finding the value of various given numerical problems by using proportional method</li> </ul>	
6	11-12	Chapter 4	Ratio, Proportion and Percentage	4.13: relationship between percentages, fractions and decimals 4.14: computations and problems involving percentage	<ul style="list-style-type: none"> <li>➤ Apply knowledge of fractions and decimals</li> <li>➤ Computations and problems solving involving in percentage</li> </ul>	
7	13-14	Chapter 3	Length and Area	3.1: introduction of metric and British system of measurements 3.2: converting quantity of length into other units	<ul style="list-style-type: none"> <li>➤ Apply knowledge of length</li> <li>➤ Converting quantity of length into other units</li> </ul>	

8	15-16	Chapter 3	Length and Area	3.3: calculations involving lengths 3.4 word problems related to lengths	<ul style="list-style-type: none"> <li>➤ Choose appropriate estimation for measurement in various situations</li> <li>➤ Estimate time, length, volume and area</li> <li>➤ Computations and problems solving involving measurements of length</li> </ul>	
Midterm test for semester 1 2017						

- Sarasas Affiliated Book is also being used to explain the topics

Course Syllabus (Midterm-Semester 1/2017)

Learning Group: Science

Subject Code: SC 21201

Subject: Science

Year Level: 8

Total: 2 periods / week

Credit: 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-2	Food and Addictive Substances	- Classes of Food	<ul style="list-style-type: none"> <li>Experiment, analyze and explain nutrients in food with energy quantities and proportions suitable to gender and age.</li> </ul>
2	3-4	Food and Addictive Substances	- importance of balanced diet - drugs	<ul style="list-style-type: none"> <li>Discuss the effects of addictive substances on various systems of the body and guidelines for self-protection from addictive substances.</li> </ul>
3	5-6	Food and Addictive Substances	- alcoholic beverages - smoking	<ul style="list-style-type: none"> <li>Explain the structures and functions of digestive systems, circulatory systems, respiratory systems and excretory systems of humans and animals.</li> </ul>
4	7-8	System in Humans and Animals	- Digestive System	<ul style="list-style-type: none"> <li>Explain the relationship of various systems of humans and apply acquired knowledge for useful purposes.</li> </ul>

5	9-10	System in Humans and Animals	- Circulatory system - Respiratory system	<ul style="list-style-type: none"> <li>• Explain the structures and functions of reproductive system of human being and animals.</li> </ul>
6	11-12	Reproduction (1)	- Asexual reproduction	<ul style="list-style-type: none"> <li>• Explain the principles and effects of biotechnological application for propagation, improved breeding and increased productivity of animals, and apply acquired knowledge for useful purposes.</li> </ul>
7	13-14	Reproduction (2)	- human reproductive system	
8	15-16			

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

**Learning Group:** Social Studies

**Subject Code:** SO 22101

**Subject:** Social Studies

**Year Level:** 8

**Total:** 2 periods / week

**Credit:** 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-2	Being a valuable member	Duties <ul style="list-style-type: none"><li>• As a child</li><li>• As a member of the society</li><li>• As a student</li></ul>	<ul style="list-style-type: none"><li>• Understand the duties and responsibilities of being a member of a society.</li></ul>
2	3-4	Being a member of a society	Who runs the society	<ul style="list-style-type: none"><li>• Understand the role of being a member of a society as an individual</li><li>• Identify the characteristics of being a good member of a society</li></ul>
3	5-6	The Society of Thailand	Different social institutions in Thailand	<ul style="list-style-type: none"><li>• Identify and understand the different social institutions and the importance of the role they play in contributing to a more peaceful and healthy environment</li></ul>
4	7-8	Laws	The importance of laws	<ul style="list-style-type: none"><li>• Understand the importance of laws in a country and how it's vital to the existence of humankind</li><li>• Analyze how laws affect each individual</li></ul>

				<ul style="list-style-type: none"> <li>• Compare and contrast rule maker and rule breaker</li> <li>• Identify the consequences of breaking the law</li> </ul>
5	9-10	Laws in Thailand	Thai laws for youth Labor laws in Thailand	<ul style="list-style-type: none"> <li>• Understand the relevance of learning and knowing human rights.</li> <li>• Interpret the different laws protecting the youth</li> <li>• Analyze the different labor laws in Thailand</li> </ul>
6	11-12	Who are affected by laws	Who are affected by laws	<ul style="list-style-type: none"> <li>• Analyze the scope of laws</li> <li>• Understand how the law plays an important role in keeping peace and order in a society or 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 21212

Subject: English Activities (Debate) Year Level: 8

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	<p>www.google.com www.debatepedia.org</p>	<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: 8

Total: 1 period / week

Credit: 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1	Development in Adolescents	Physical, Mental, Emotional, Social and Intellectual Changes in Adolescence *Early, Middle and Late Adolescence 1.Physical Changes	The students should be able to understand how pubertal and social transitions affect an adolescent's identity development.
2	2	Development in Adolescents	2.Emotional Changes	The students should be able to understand how pubertal and social transitions affect an adolescent's identity development.
3	3	Development in Adolescents	3. Social Changes	The students should be able to understand how pubertal and social transitions affect an adolescent's identity development.
4	4	Development in Adolescents	4. Intellectual Changes	The students should be able to understand how pubertal and social transitions affect an adolescent's identity development.
5	5	Development in Adolescents	Factors that affect the physical, mental, emotional, social and intellectual growth and development during adolescence.	The students should be able to understand, accept and be able to adjust themselves to the changes in various respects - physical, mental, emotional; sexual feelings; gender equality;

			1.Internal Factors	establish and maintain the relationship with others; make decisions and solve life problems appropriately.
6	6	Development in Adolescents	2.External Factors *parenting *food *exercise	The students should be able to understand, accept and be able to adjust themselves to the changes in various respects - physical, mental, emotional; sexual feelings; gender equality; establish and maintain the relationship with others; make decisions and solve life problems appropriately.
7	7	Development in Adolescents	2.External Factors *relaxation *social environment *sickness or injury	The students should be able to understand, accept and be able to adjust themselves to the changes in various respects - physical, mental, emotional; sexual feelings; gender equality; establish and maintain the relationship with others; make decisions and solve life problems appropriately.
8	8	Development in Adolescents	Genetics: -determine the characteristics of people -influence a person's development both physically and mentally	The students should be able to understand, accept and be able to adjust themselves to the changes in various respects - physical, mental, emotional; sexual feelings; gender equality; establish and maintain the relationship with

				others; make decisions and solve life problems appropriately.
--	--	--	--	---