

Course Syllabus (Semester 2/2017)

Learning Group: Foreign Language

Subject Code: En 21212

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

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 2/2017)

Learning Group: ENGLISH ACTIVITIES (DRAMA)

Subject Code:

Subject: Eng Act Drama

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

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

Prepared by:

Ms. Edelyn Melendez Austria

Eng Act Drama Teacher

Course Syllabus (Midterm-Semester 2/2017/18)

Learning Group: English Activity

Subject: Presentations

Year Level: 7

Total: 1 period / week

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	<p>Students will go to computer room and will be given explanations on how to do a research.</p> <p>They will be given an option to divide the tasks and then put them together.</p>	<p>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.</p> <p>Students will work in groups of three on their presentations.</p>
4	4	Practicing presentations	<p>Each group will be asked to present what they have so far. The rest of the students will give support, advice and feedback.</p>	<p>Some students will present in their groups.</p> <p>Homework: what needs to be improved in structure, skills etc.</p>
5	5	Continuation	<p>The rest of the class should present. And those who presented last class should give feedback on their classmates.</p>	<p>Preparation for assessments for next class or two.</p> <p>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.</p>
6	6	Assessments	<p>This time groups will have to swap the countries and see how much they were present on the</p>	<p>Feedback from students of the swapped group to students who had their group for assessment.</p>

			class and remember what other students were presenting.	
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 (Semester 2/2017)

Learning Group: Foreign Language

Subject Code: En 21212

Subject: English Activities (Speech)

Year Level: 7

Total: 2 periods / week

Credit: 1.0

Week	Period	Topic	Contents	Objectives:
1	1-2	- Introduction to some of history's most important speeches.	- Students are given an introduction to the courses overview and the people studied. To prepare for our look at WW2 an understanding of WW1 and the post war years is needed.	- To inform the students about some of history's most pivotal moments of history. - Examine the role played by some of history's greatest leaders. - What makes a great speech?
2	3-4	- King George vi - The Kings Speech	- Historical circumstances of the time examined. - Speeches context and role in history looked at closely. - The speakers' delivery style looked at, why does it work? - Watch The Kings Speech	- To inform the students about some of history's most pivotal moments of history. - Examine the role played by some of history's greatest leaders. - Give the students the confidence to recreate parts of the speech themselves.
3	5-6	- King George vi - The Kings Speech	- Watch the end of the film. - Listen to the real Kings speech, paying close attention to the pauses and the king's delivery. - Students deliver their own Kings speech.	- To inform the students about some of history's most pivotal moments of history. - Examine the role played by some of history's greatest leaders. - Give the students the confidence to recreate parts of the speech themselves.
4	7-8	- Sir Winston Churchill - On the Beeches	- Churchill was introduced in the film The Kings speech	- To inform the students about some of history's most pivotal moments of history.

		<ul style="list-style-type: none"> - Their Finest Hour 	<ul style="list-style-type: none"> - Now we look closely at the period after Dunkirk and before the Battle of Britain; Their Darkest Hour - Examine closely what was at stake and how Churchill united the nation. 	<ul style="list-style-type: none"> - Examine the role played by some of history's greatest leaders. - Give the students the confidence to recreate parts of the speech themselves.
5	9-10	<ul style="list-style-type: none"> - President John F. Kennedy - Inauguration speech 21/1/61 	<ul style="list-style-type: none"> - Part 2 of the module looking at 1960's America - How has the world changed in the 15 years since WW2 - What themes stay the same then and today - Why was there hope in his words? 	<ul style="list-style-type: none"> - To inform the students about some of history's most pivotal moments of history. - Examine the role played by some of history's greatest leaders. - Give the students the confidence to recreate parts of the speech themselves.
6	11-12	<ul style="list-style-type: none"> - Dr. Martin Luther King - I Have a Dream - I've Been to the Mountain top 	<ul style="list-style-type: none"> - The issues revolving around slavery and the civil rights movement are explained. - The extent to which Kings words are formed by the church are looked at. - His prophetic last speech is examined. 	<ul style="list-style-type: none"> - To inform the students about some of history's most pivotal moments of history. - Examine the role played by some of history's greatest leaders. - Give the students the confidence to recreate parts of the speech themselves.
7	13-14	<ul style="list-style-type: none"> - Robert F. Kennedy - Eulogy to Dr. King 	<ul style="list-style-type: none"> - Hours after the assassination of MLK, RFK, brother of JFK gives one of the most moving speeches ever off the back of a truck to a group of African Americans. - He too would be cut down in less than 60 days. 	<ul style="list-style-type: none"> - To inform the students about some of history's most pivotal moments of history. - Examine the role played by some of history's greatest leaders. <p>Give the students the confidence to recreate parts of the speech themselves.</p>

			- Why do words of love and hope threaten those in power?	
8	15-16	<ul style="list-style-type: none"> - Churchill film - The Gathering Storm 	- This film goes up to the start of the war and gives a very good account of events that lead to the outbreak of WW2.	<ul style="list-style-type: none"> - To inform the students about some of history's most pivotal moments of history. - Examine the role played by some of history's greatest leaders. <p>Give the students the confidence to recreate parts of the speech themselves.</p>

Course Syllabus (Semester 2/2017-18)

Learning Group: Language

Subject Code: EN21112

Subject: English

Year Level: 7

Total: 2 periods / week

Credit: 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-4	Christmas Show-Speaking. Unit 4 L & S text: Sense of humor Vocab	Scripts from each class 7A-D. Listening activity about radio shows.	--ask for parts, after receiving and reading plays. --T. aids other homeroom teachers. Ensure students are speaking correctly. --Ss able to use new vocabulary correctly, speak in audible English.
2	5-8	Christmas Show, as above. L & S: Sense of humor	Play scripts L & S pp 85-86, Styles of humor.	Aid CS (Christmas Shows), as above. Concentrate on 7A and 7D, as informed by Ms Bo that she has little contact. As with all classes, I do what the teacher wants me to do r CS.
3	9-12	Christmas Show, as above. Grammar: Simple present tense for informal narratives.	Scripts—7A: discussion of costumes, work on memorizing. Pgs: 89-91, 3 rd person singular, present tense: “s” and “es”	Continue aiding CS. Ss are able to remember their lines and speak with correct interpretation. --Ss start to bring props/costumes to school for use in rehearsal. --Ss able to use new vocabulary correctly, write informal present tense narrative.
4	13-16	CS as above L & S	Try doing play w/out scripts	--Aid as above.
5	17-20	Christmas Show, as above. L & S	No scripts where necessary. Working ahead in L & S, based on progress of each class.	--Aid as above.

6	21-24	Christmas show	Work much of the time in all classes. Relax by Ss reading Christmas stories, discussing as a class.	--know their CS well by now. --Understand how Christmas is celebrated elsewhere.
7	25-28	Writing fiction Christmas Show?	Ss, once finished Christmas Show, will work on writing their own fictional story, as a comic strip	--Ss must develop characters, setting and plot and create a rough draft of a 12-15 frame comic strip. Story must have an Introduction, Body and Conclusion.
8	29-32	Writing fiction Christmas Show?	Ss, once finished Christmas Show, will work on writing their own fictional story, as a comic strip. NOTE, Because we don't know schedule, this is a 2-Week activity, up until the Holiday. Ss must also be finished assigned L 7 W work.	--Ss must develop characters, setting and plot and create a rough draft of a 12-15 frame comic strip. Story must have an Introduction, Body and Conclusion.
9	33-36	Revision week	I believe this is a revision week for Mid-term exams.	Revise and be prepared for their mid-term exams.
10	37-40	Midterms		
11	41-44	Non-Fiction. Debating in class. Reading comprehension.	Built around working on two units about Honesty: R & W and L & S Speaking: Ss will be given topics that they usually wouldn't agree with and have to argue for the topic	--Learn to debate a topic that they don't agree with. --Be able to work in a group to write/speak on a topic in a unified manner
12	45-48	Limericks Project Debating in class	Ss read and study formation of limericks. Then, write their own — first copy. Checked and final copy on colored paper. --Debating, as above.	--Define the elements of a limerick: 5 lines, aabba rhyme scheme, have "punchline" ending. --create original limerick, correct teacher's editing and make final, colorful copy on colored paper.

				<p>--Be able to speak confidently in front of the class.</p> <p>--Be able to think quickly to develop an argument in defense of their topic.</p>
13	49-52	Completing all work not finished	--Depending on what has not been finished because of unannounced term interruptions.	--complete all work, projects that have been assigned.
14	53-56	Completing all work not finished	--As above	--As Above
15	57-60	Revision	--Preparation for final exams, depending on each class's needs.	--be able to score over 50% on final exam. Most students should be able to score over 65%

Course Syllabus (Midterm-Semester 2/2017-2018)

Learning Group: Physical Education

Subject Code: HP21102

Subject: Health Education

Year Level: 7

Total: 1 period / week

Credit: 1.0

Week/Period	Unit	Topic	Contents	Objectives: The students should be able to...
1	4	EXERCISE FOR HEALTH	Healthy Exercise <ul style="list-style-type: none"> ● The Importance of Healthy Exercise ● Selecting Exercise ● Steps and Principles of Exercise 	The students should be able to do physical exercises and choose to participate in sports in accord with their aptitudes and interests to their highest potential, as well as assess their own performance and that of others.
2			Aerobic Dance <ul style="list-style-type: none"> ● Types of Aerobics ● Practices on Aerobic Dance ● Advantages of Aerobics 	The students are able to explain the importance of doing physical exercise .
3			Unit Exercises pages 46 and 47	
4	5	THAI SPORTS AND INTERNATIONAL SPORTS	The Importance of Sports Thai Sports <ul style="list-style-type: none"> ● Muay Thai (Thai Boxing) ● Kite Flying ● Takraw 	The students are able to explain the importance of doing physical exercise and playing sports.
5			International Sports <ul style="list-style-type: none"> ● Table Tennis ● Futsal 	The students are able to explain the importance of doing physical exercise and playing sports.

6			Check-up Test pages 61	
7	6	RECREATION	Meaning and Scope of Recreation Types of Recreation	The students are able to know the meaning and scope of recreation by playing miscellaneous games and participate in physical activities requiring natural movement.
8	MIDTERM EXAMINATION			
9			Advantages of Recreation Check-up Test Page 73	The students are able to know the meaning and scope of recreation by playing miscellaneous games and participate in physical activities requiring natural movement.
10	7	PHYSICAL FITNESS	Physical Fitness Physical Movement	The students are able to do physical exercises and choose to participate in sports in accord with their aptitudes and interests to their highest potential, as well as assess their own performance and that of others.
11			Teenagers and Food	The students are able to manage their mental, emotional and physical changes through eating appropriate healthy food.
12			Unit Exercises pages 86 and 87	
13	8	DRUG ADDICTION	Understanding Drug Use, Drug Abuse and Drug Addiction <ul style="list-style-type: none"> ● Warning Signs of Teen Drug Abuse ● Common Signs of Drug Addiction 	To be able to understand the danger of taking prohibited drugs To be able to tell the characteristics and the symptoms of drug addiction and the prevention of drug addiction.
14			Types of Drug Addiction	The students are able to know the types of dangerous addicting drugs and be aware to avoid them.
15			Check –up and Revision pages 93	
16	FINAL EXAMINATION			

Course Syllabus (Home Economics)

Learning Group: Career and Technology

Subject Code: OT 21102

Subject: Health Economics

Year Level: 7A-D

Total: 1.0 credit

Time: 50 minutes

Week	Period	Topic/ Contents	Objectives	Activities	Vocabulary
1	1	<p>1. Smart Ways to Shop Wisely.</p> <p>a. Always shop alone.</p> <p>b. Never shop when you are hungry.</p> <p>c. Avoid cheap shops that sell low quality goods.</p>	<p>*Students will be able to know that the more people you shop with, the more items you buy.</p> <p>*SS should understand that shopping with empty stomach it's not a very good idea.</p> <p>* SS should know the quality of the product is better than the quantity of the low quality product.</p>	<p>Quiz: Spelling test</p> <p>Speaking: Sharing experiences in class</p>	<p>Wisely (adv.) – in a way that shows experience, knowledge, and good judgment.</p> <p>He budgets carefully and spends wisely.</p>
2	2	<p>d. Don't shop every sale.</p> <p>e. Buy in small quantities, its okay to buy frozen, canned and dry items in large quantities. But don't buy anything you cannot freeze or use because it has expiration date! Pay attention to fruits and vegetables, They are cheap, but they lose their freshness very quickly too.</p>	<p>-Students will be able to know how to buy wisely.</p>	<p>Quiz: Vocab. Test</p> <p>-Pronunciation practice</p>	<p>Canned – preserved in a metal or glass container.</p>
3	3	<p>f. Use coupons wisely.</p>	<p>- Students will be able to learn how to choose products wisely. How to</p>	<p>- Listening test</p>	<p>.Expiration date – The date after which a</p>

		g. Always check the expiration dates, sizes and prices.	recognize expired product or something that cannot be consumed.	- Learning how to check expiration dates and product that still in good conditions.	product (such as food or medicine) should not be sold because of an expected decline in quality or effectiveness.
4	4	<p>2. Buying Products:</p> <p>Is shopping around for products worth your time? You bet. Today it's easier than ever because of online reviews and price comparisons. Buying stuff breaks down into the three Rs:</p> <p>1. Read reviews- Visit Consumer Reports.org, Consumer Search.com and Amazon.com</p> <p>2. Research prices- See Froggle.com, My Simon.com and Shopzilla.com</p> <p>3. Reevaluate- Wait a day before buying.</p>	<p>-Students will be able to learn how to buy goods in convenient way.</p> <p>- They will be able to know how to compare prices.</p>	- Vocab. test	Comparison – the act of comparing.
5	5	<p>Tips for buying Shrimp.</p> <p>It's preferable to buy shrimp frozen- as fresh is rare and thawed shrimp gives neither the flavor of fresh nor the flexibility of frozen. The shelf life</p>	- Students will be able to learn how to choose shrimps.	- Listening test/ Vocab. test	Thawed- make something warm enough to become liquid or soft.

		of thawed shrimp is only a couple of days, whereas shrimp stored in the freezer retain their quality for several weeks.	- They will be able to know the difference between thawed shrimp and frozen shrimp.		
6	6	<p>How to choose fresh fish?</p> <ol style="list-style-type: none"> 1. Check the smell first.... 2. If buying whole fish, check the eyes. 3. Take a look at the skin and scales. The fresher the fish, the brighter and more metallic the skin... 4. Touch the fish. The fish should be nice and firm. 5. Make sure the gills are clean and bright red. As a fish ages, its gills will dull and start to turn brown. 	<p>They will be able to recognize fresh fish.</p> <p>The students should know the parts of the fish.</p>	Vocab. Test/ Labelling test	<p>Scale – each of the small, thin horny or bony plates protecting the skin of fish and reptiles, typically overlapping one another.</p>
7	7	<p>Cont. of past lessons.</p> <p>Always remember when buying fish make sure it's fresh. Slimy gills are sure sign that the fish is starting to go bad.</p> <p>- When buying steaks or fillets, check to make sure the flesh is bright and firm, not dull and soft. Check the structure of the flesh, to make sure</p>	<p>-Students will be able to know when the fish is no longer fresh.</p> <p>- Students will be able to recognize fresh meat.</p>	Quiz: Listening test	<p>Flesh – the soft substance consisting of muscle and fat that is found between the skin and bones of an animal or a human.</p>

		it's smooth and intact, not broken or flaky. And be sure the flesh feels and smells clean. The flesh should never feel slimy.			Fillets – a fleshy boneless piece of meat from near the loin or the ribs of an animal.
Midterm Examination					
9	1	How to Clean Fish with Scales? 1. Remove a fish from the cooler, bucket, or other container. – Set it on top of the newspaper.(Remove one fish at a time. Keep the remaining fish cold in the cooler while you work.	- Students will be able to learn how to clean fish with scales in an easy way.	Quiz: Vocab. test	Remove – take something away or off from the position occupied.
10	2	Cont. Begin scaling the fish. Hold it firmly by the head and scrape the scales from the tail toward the gills with a butter knife a scaling tool. Test for the right pressure: The scales should come loose easily and fly off. * Keep the strokes of your scaler short and quick. Avoid pressing too hard and gashing the fish. * Work carefully around the fins, since they can prick or puncture your skin.	-Students will be able to know the proper way how to scrape the scales of the fish. - Students will be able to pronounce the words correctly.	Quiz: Listening test	Scrape- push or pull a hard or sharp implement across (a surface or object) so as to remove dirt or other matter. Gashing – make a gash in; cut deeply.
11	3	Show the photo of the fish to the SS.			

		<p>Cont. of the lesson.</p> <p>Be sure to remove all of the scales from both sides of the fish. Don't forget the scales around the pectoral and dorsal fins, and up to the throat, which is the edge of the fish's gills.</p>	<p>Students will be able to learn the different part of the fish.</p>	<p>Quiz: labelling</p>	<p>Labelling – categorize, classify or describe</p>
12	4	<p>How to Rinse the fish?</p> <p>Can use hose or the faucet. The pressure should be just strong enough to remove loose scales avoid blasting the fish with water, as the meat inside is delicate.</p> <p>Place the scaled fish in the cooler and move on to the next fish.</p>	<p>Students will be able to know how to wash the fish properly.</p>	<p>Vocab. Test</p> <p>Watch a video clip.</p>	<p>Delicate- very fine in texture or structure, of intricate workmanship or quality.</p>
13	5	<p>How to gut a fish?</p> <p>1. Insert the fillet knife into the anus near the tail. Draw the knife toward the head, splitting the fish to the base of the gills. (Hands on)</p>	<p>Students will be able to learn how to get rid internal organs of the fish.</p>	<p>Hands on: How to gut the fish.</p>	<p>Gut – the stomach or belly.</p>
14	6	<p>Cont. of the lesson... Small fish can be held in one hand. Large fish should be held on their back on the table.</p>	<p>Students will be able to know how to pull out the entrails.</p>	<p>Vocab. test</p>	<p>Abdominal – relating to the abdomen, intestinal or stomach</p>

		* Spread the abdominal cavity with your fingers. Reach in and pull out the entrails. Place them in the bucket.			
15	7	Rinse the cavity out with a good stream of water. Use a faucet to rinse the outside of the fish, too. Remove the head if you like. Trout are often cooked with the head on. But, fish heads are usually cut off behind the gills.	Students will be able to learn how to wash the fish in hygienic way.	Vocab. Test Reading Questions and Answers	Cavity – an empty space within a solid object, in particular the fish body.
16	7	How to fillet a fish- SS have to follow step by step guide on the simplest way to filet a fish, and learn what the best tools for the job.... Essential kitchen kit 1. Filleting knife – a knife with flexible blade allows you to move easily between the flesh and bone of the fish and the sharper the knife the easier the job. Scissors- You’ll need sharp scissors to snip off the fins.	Students will be able to learn how to fillet a fish. They will be able to learn how to cut the flesh of the fish.	Vocab. Test Listening test Q and A	Flexible – capable of bending easily without breaking.

		Discuss different types of fish to the students (sea bass, mackerel, trout, sea bream, john dory, cod, Pollock, coley, mullet, salmon and sardines.)			
Final Examination					

Course Syllabus

Learning Group: Mathematics

Subject code MA 21202

Subject: Mathematics

Year Level: 7

Total: 1.0 credit

Number	Topics	Contents	Objectives
1	Decimals	Comparing Decimals Addition and Subtraction of Decimals Multiplication and Division of Decimals Combined Operation	<ul style="list-style-type: none"> Specify or give examples and compare decimals. Add, subtract, multiply and divide decimals. Use the combines operations.
2	Fractions	Define fractions and enumerate each type. Addition and Subtraction Fractions Multiplication and Division of Fractions Combined Operation	<ul style="list-style-type: none"> Specify, give examples and compare fractions Add, subtract, multiply and divide fractions. Use the combines operations.
3	Probability	Define probability Decide how likely the events are going to happen.	<ul style="list-style-type: none"> Explain which, events described are likely to happen.
4	Linear Equations	Linear Equations in one unknown Solutions of Linear Equations in One Unknown	<ul style="list-style-type: none"> Solve linear equations in one unknown
		Midterm Exam	

5	Relations, Coordinates and Line Graphs	<p>Relations</p> <p>Coordinates</p> <p>Line Graphs</p>	<ul style="list-style-type: none"> ● Show the types of relations of a given diagram. ● Plot the coordinates on the Cartesian Coordinate Plane. ● Locate the quadrants of some given points.
6	Solid Geometry	<p>Review of some plane</p> <p>Geometric Figures</p> <p>Examples of Solid Geometric Figures</p> <p>Cuboids</p> <p>Nets</p>	<ul style="list-style-type: none"> ● Identify the shapes of some plane geometric figures. ● Enumerate some geometric figures. ● Draw the net of a solid geometric figure ● Explain the characteristics of 3D geometrical figures.

Course Syllabus (Semester 2/2017)

Learning Group: Science

Subject Code: SC.21202

Subject: Supplementary Science 1

Year Level: 7

Total: 1.0 credit

Time 40 hours/year

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-2	Chapter 6 MOTION	Introduction to the topic "MOTION" Scalar and Vector Quantities	The students should be able to search for data and explain Scalar and Vector quantities.
2	3-4	Chapter 6 MOTION	Distance and Displacement	The students should be able to experiment and explain distance and displacement of motion of objects.
3	5-6	Chapter 6 MOTION	Speed and Velocity	The students should be able to experiment and explain Speed and Velocity of motion of objects.
4	7-8	Chapter 7 HEAT	Introduction to the topic "HEAT" Heat as a form of Energy	The students should be able to experiment and explain temperature and its measurement.

5	9-10	Chapter 7 HEAT	Heat Flow Benefits of Heat Flow	The students should be able to observe and explain heat transmission, and apply knowledge gained for useful purposes.
6	11-12	Chapter 7 HEAT	Thermal Equilibrium and Effects of Heat on Matter Absorption and radiation of heat	The students should be able to explain thermal equilibrium and effects of heat on expansion of substances, and apply the knowledge gained in daily life. The students should be able to explain heat absorption and emission through radiation, and apply the knowledge gained for useful purpose.
7	13-14		REVISION FOR MIDTERM EXAMINATION	
8	15-16		MIDTERM EXAMINATION	

Week	Period	Topic	Contents	Objectives: The students should be able to...
9	17-18	Chapter 8 ATMOSPHERE AND WEATHER	Layers of the Earth's Atmosphere	The students should be able to search for relevant information and explain components and division of atmospheric layer covering the Earth surface.
10	19-20	Chapter 8 ATMOSPHERE AND WEATHER	What is Weather Factors of Weather	The students should be able to experiment and explain relationship between temperature, humidity and air pressure, and climate affecting phenomena.
11	21-22	Chapter 8 ATMOSPHERE AND WEATHER	Monsoons, Tropical Cyclones and Thunderstorms How to avoid Danger during Severe Weather	The students should be able to observe, analyze, and discuss formation of climate phenomena affecting human beings.
12	23-24	Chapter 8 ATMOSPHERE AND WEATHER	Interpreting Weather Forecast and their Importance	The students should be able to search for relevant information, analyze and interpret meanings of data from weather forecasts.

13	25-26	Chapter 9 GLOBAL ISSUES	Global Warming Ozone Depletion Acid Rain	<p>The students should be able to search for relevant information, analyze and explain natural factors and man-made actions affecting changes of the Earth's atmosphere, ozone holes and acid rain.</p> <p>The students should be able to search for relevant information, analyze and explain effects of global warming, ozone holes and acid rain on living things and environment.</p>
14	27-28		REVISION FOR FINAL EXAMINATION	
15	29-30		FINAL EXAMINATION	

Course Syllabus (Semester 2/2017)

Learning Group: Social Studies

Subject Code: SO 21103

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	Living in Thai Society	<ul style="list-style-type: none"> - The character of Thai society 	<ul style="list-style-type: none"> * Discuss the characteristics of Thai society. * Understand what influences the Thai society.
2	3-4	Religion-based society	<ul style="list-style-type: none"> - Christianity - Islam - Hinduism - Sikhism - Buddhism 	<ul style="list-style-type: none"> * Discuss the different religions in Thailand *Discuss how religions influence the Thai society *Understand the origin of the different religions practiced in Thailand
3	5-6	Introduction to Lord Buddha's life	<ul style="list-style-type: none"> - How and why Buddhism came about - Four Noble truths - Buddhism and Thai society 	<ul style="list-style-type: none"> * Discuss how Buddhism is found, its practices and how it greatly influences the Thai society. * Understand the four noble truth and eight noble paths that Buddhism practices.
4	7-8	Thai society and democracy	<ul style="list-style-type: none"> - Principles of democracy - How sovereign power is used and applied 	<ul style="list-style-type: none"> * Discuss the importance of the principles of democracy and how sovereign power is used and applied.
5	9-10	Introduction to History	<ul style="list-style-type: none"> - Gregorian calendar vs. Buddhist calendar 	<ul style="list-style-type: none"> *Compare and contrast the Gregorian calendar and the Buddhist calendar. *Understand the origin of both calendars.
6	11-12	Historical method	<ul style="list-style-type: none"> - Steps to follow when studying history 	<ul style="list-style-type: none"> * Understand the importance of studying history. *Know the steps to follow when studying history.
7	13-14	Revision week		
8	15-16	Midterm Semester 2		

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-2	Historical evidence	<ul style="list-style-type: none"> - Types of historical evidence 	<ul style="list-style-type: none"> * Know the types of historical evidence. *Discuss why history must be based on solid evidences. *know the types of evidences used by historians.
2	3-4	Historical evidence	<ul style="list-style-type: none"> - Forms of evidence - Published documents - Oral historical evidence - Unpublished documents - Visual evidence and artifacts 	<ul style="list-style-type: none"> *Discuss the different forms of historical evidence. *Discuss the importance of obtaining these documents when studying history.
3	5-6	History of Southeast Asia	<ul style="list-style-type: none"> - Southeast Asia in the pre-historical age 	<ul style="list-style-type: none"> * Understand the Southeast Asia in the pre-historical age. *Know how people lived during the pre-historical age. *Know where settlements are during pre-historical age.
4	7-8	Colonization in Southeast Asia	<ul style="list-style-type: none"> - Imperialism 	<ul style="list-style-type: none"> *Understand the meaning of imperialism and how it works. *Know the countries that practiced imperialism. *know the periods when imperialism was practiced.
5	9-10	Reasons for colonization	<ul style="list-style-type: none"> - Economic, political and religious reasons - Balance of power 	<ul style="list-style-type: none"> *Discuss and understand the reasons behind colonization.
6	11-12	Colonial powers and their colonies	<ul style="list-style-type: none"> - British colonization - French colonization - Portuguese colonization - Dutch colonization 	<ul style="list-style-type: none"> *Identify the countries that colonized smaller countries. *Understand the causes and effects of colonization to both the colonial powers and its colonies.

			- Causes and effects of colonization	
7	13-14	Revision week		
8	15-16	Final Semester 2		