

Course Syllabus (Semester 2/2017)

Learning Group: Foreign Language

Subject Code: En 22212

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"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> www.google.com www.debatepedia.org 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> Information reading 	<ul style="list-style-type: none"> - 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: 8

Total: 2 periods / week

Credit: 1.0

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

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

Prepared by:

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Eng Act Drama Teacher

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

Learning Group: English Activity

Subject: Presentations

Year Level: 8

Total: 1 period / week

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 Semester's report	Presentation of other half of students. Students should write in their groups about the evaluation of the semester.	Feedback and evaluation.
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Course Syllabus (Semester 2/2017)

Learning Group: Language

Subject: English

Subject Code: EN22102/22112

Year Level: 8

Total Credit: 1.0/1.0

Total: 4 periods a week

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-4	Business/Sociology (Unit 5)	Review the exam. Start to organise the Xmas show. A short grammar test. Reading: Learning how to speed read (skimming) and test. Note taking: Outlining. Practice essay writing (and homework). Pronunciation: Intonation in questions. A short grammar exercise. Learn about opinions. Various exercises in the student's workbooks.	Grasp how to quickly extract information from a text. Improving their writing skills. Keep notes organized. Improve pronunciation. Learn how to express themselves!
2	5-8	Business/Sociology	Weekly vocabulary test. Short grammar recap/exercise. Writing skill: Transition words in a paragraph (unity). Grammar: Auxiliary words in questions/word families. Comparative and superlative adjectives. Expressing opinions. Various exercises in the student's workbooks.	Write paragraphs and have the information relate to the topic only. Give a more detailed opinion on something (using the grammar learnt in the week).
3	9-12	Business/Sociology	Vocabulary test. Grammar exercise/test. Listening skill: Listen for reasons/explanations. Have a recap and test on this unit. Explain the student's assessment (and practice). Various exercises from the student's workbooks. Xmas show progress.	Combine what they have learnt into writing an improved essay (over the previous terms attempts). Give a short speech incorporating what they have learnt.

4	13-16	Business/Information Technology (unit 6)	<p>Vocabulary/grammar test. Note taking: Symbols and abbreviations. Using a dictionary: Grammatical information and searching for vocabulary (sounds/spelling). Rules for comparatives and superlatives. Pronunciation: Consonant sounds. Handouts and listening exercises. Give an opinion. Various exercises in the student's workbook. Students present their assessments (practice). Check the progress of the Xmas show.</p>	<p>Improve their note taking/ listening skills. Have more understanding of the layout of a dictionary and comparatives/superlatives. More confident in writing a speech and the delivery of it.</p>
5	17-20	Business/Information Technology	<p>Vocabulary/grammar test. Asking for and giving clarification. Writing, using time order words (first, next...). Grammar: Infinitives of purpose. Speech: Students to give a short speech on future technology using the skills learnt in the previous weeks (practice for assessment No 2). Note taking: Listing specific information. Various exercises from the student's workbooks.</p>	<p>Use various questions/phrases to ask for clarification. Identify specific information from a listening exercise. Utilise all/most of the skills they have been learning into a short speech and written assessment.</p>
6	21-24		<p>Vocabulary/grammar test. A recap of units 6 and 7. Followed by an exam.</p>	
7	25-28		<p>Due to the Christmas show activity and other extra-curricular activities, students will present both assessments (L&S/R&W) this week and next week (maximum 5 minutes for each).</p>	

8	29-32		Due to the Christmas show activity and other extra-curricular activities, students who did not present their assessments last week, have this week to do so.	
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Course Syllabus (Semester 2/2017 -18)

Learning Group: Physical Education

Subject Code: HP22102

Subject: Health Education

Year Level: 8

Total: 1 period / week

Credit: 1.0

Week/Period	Unit	Topic	Contents	Objectives: The students should be able to...
1	2	Equality if sexual rights and appropriateness of sexual behavior	<ul style="list-style-type: none"> ● Equal Sexual Rights ● Behaving Appropriately 	The students should be able to explain the importance of gender equality and conduct themselves appropriately.
2	3	Principle of choosing health products and health services	<ul style="list-style-type: none"> ● How TO Choose Health Products and Health Care Services <ol style="list-style-type: none"> 1. Meaning and Types of Health Products 2. Health Products Labeling 3. How to Choose Health Products 	The students should be able to choose to take the health services with proper reasons.
3			Health Care Services *Specialized Health Care System *Referral System *Public Health Care Service Project *Private Health Care Service	The students should be able to choose to take the health services with proper reasons.
4			<ol style="list-style-type: none"> 5. Guideline for Buying Health Products and Services <p>Extra Knowledge: The SERIAL NUMBER of a Product</p>	The students should be able to analyze the medical advancement affecting health.

5	4	The influence of technology and its effect on the health and healthy behavior	<ol style="list-style-type: none"> 1. The Meaning of Technology 2. Seven Types of Technology 3. Technology and Healthy Behavior 	The students should be able to analyze the effects of technological applications on health.
6			<ol style="list-style-type: none"> 4. Technological Harm that Affects Health and Protective Measures <p>* Impact of television, mobile phones and computers on health</p>	The students should be able to analyze the effects of technological applications on health.
7			<p>Medical Advances That Affect Health</p> <ol style="list-style-type: none"> a. Orthodontics b. Use of Contact Lens c. Cosmetic Surgery 	The students should be able to analyze the medical advancement affecting health.
8	5	Balance between physical and mental health	<ul style="list-style-type: none"> ● Meaning and Importance of Our Physical and Mental Health 	The students should be able to analyze the relationship of the balance between physical and mental health.
9			<ul style="list-style-type: none"> ● The Relationship of the Balance Between Physical and Mental Health 	The students should be able to analyze the relationship of the balance between physical and mental health.
10		MIDTERM EXAMINATION		
11			<ul style="list-style-type: none"> ● Factors Affecting Health 	The students should be able to analyze the relationship of the balance between physical and mental health.
12			<ul style="list-style-type: none"> ● Evaluating Slimming Claims 	The students should be able to analyze the medical advancement affecting health.

13	6	Avoiding risky behavior and risky situation	<ul style="list-style-type: none"> ● The need to avoid risky behavior and risky situations ● Risky Behavior and Risky Situation 	The students should be able to explain the methods of avoiding the risk behaviors and the Risk situations.
14			<ul style="list-style-type: none"> ● The Process to Prevent and Avoid Risky Behavior and Risky Situations <ul style="list-style-type: none"> a. The system of thinking b. Life Skill c. Conjecture 	<p>The students should be able to explain the methods of avoiding the risk behaviors and the risk situations.</p> <p>The students should be able to apply life skills to protect themselves and to avoid dangerous situation.</p>
15			<ul style="list-style-type: none"> d. Negotiations e. Rejection 	The students should be able to apply life skills to protect themselves and to avoid dangerous situation.
		Final Examination		

Course Syllabus (Home Economics)

Learning Group: Career and Technology

Subject Code: OT 22102

Subject: Home Economics

Year Level: 8A-E

Total: 1.0 credit

Time: 50 minutes

Week	Period	Topic	Contents	Objectives
1	1	“The Introduction of Clothing and Textiles”	<ul style="list-style-type: none"> - Major kind of textile fabrics used for clothing, home furnishing and industrial usage. - Describes almost all commonly used fabrics and its characteristics and usages. 	<p>Students will be able to have an idea about clothing and textiles.</p> <p>Students will be aware of materials used for clothing, home furnishing and industrial usage.</p>
2	2	<p>Fabrics from Natural Fibers:</p> <p>Cotton Fabric: The fabric which is believed to be most soothing and safe is called as cotton fabric. (All season fabric) Silk Fabric: It counts to the strongest natural fabric in the world. Known for its softness, luster, beauty and luxurious look. It is one of the higher grade fabric providing comfort to the wearer in all types of weather. Linen Fabric- It’s called as king of natural fabric. Linen is extensively used for apparel making and home furnishing as</p>		<p>Students will be able to know what the natural fabrics are.</p> <p>Students will be able to know how to recognize Cotton Fabric, Silk and Linen.</p> <p>Students will be able to choose quality fabrics.</p>

		<p>well. Linen is a natural fiber considered to be safe for all types of skin.</p>		<p>Students will be able to know the characteristics of each fabric.</p> <p>Students will be able to recognize Linen. What does it look like or feels like.</p>
3	3	<p>Wool Fabric – Its soft, strong and very durable wool fabric provide warm and attractive appearance. It is the fabric which keeps the wearer dry while sweating and cool when it's hot. Wool fabric does not wrinkle easily and is resistant to dirt wear and tear. It's also having the quality of not burning when put over the flame. Leather Fabric- Comfortable in both hot and cold condition, It is not affected by surrounding temperature. It is soft, elastic and firm.</p>		<p>Students will be able to know the characteristics of wool Fabric.</p> <p>Students will be able to know what kind of clothing used wool fabric.</p>

				<p>They will be able to know leather Fabric look like.</p> <p>They will understand the reason why some clothes, furniture's cover etc. used leather.</p>
4	4	<p>Ramie Fabric – It's having characteristics like moisture absorption. Hemp Fabric – highly versatile hemp fabric is used in countless number of products like shoes, furniture, apparel, accessories and home furnishing.</p> <p>Jute Fabric – Being among the strong and durable fabric, It is ideally being used as bags or sacks for packing since aging.</p>		<p>Students will understand the difference between Ramie Fabric, Hemp Fabric and Jute Fabric.</p> <p>Students should know when to these kind of fabric.</p> <p>Students should know how to recognize ramie fabric, hemp and jute fabric.</p>
6	6	<p>Fabrics from Man-made Fibers: Man –made fibers are produced by combining polymers or small molecules. It is graded into deniers</p>		<p>Students should know what man- made fabrics are.</p>

		(sizes and used in the weaving, braiding, or knitting of fabric. Acetate Fabric – made from the cellulose and obtained by reconstructing cotton or wood pulp, It's resistant to shrinkage, moth, and mildew. Chiffon Fabric- It basically refers to a light plain woven sheer fabric with a soft drape. Acrylic Fabric – is a kind of the synthetic Fiber that is artificially manufactured. Acrylic fabric can also be referred as the imitation of wool. Organza Fiber- (need more research)		They will be able to know the characteristics of Acetate fabric. Students will be able to recognize Chiffon Fabric and Acrylic Fabric.
7	7	Laster Fabric – basically refers to an elastic fiber that is made from latex. Nylon Fabric – The term nylon is derived from the New York and London. It has high elasticity of nylon fabrics makes it prime use in like of baggage, wallets and many more.		They will understand the quality and characteristics of Laster Fabric. They will be able to recognize Nylon Fabric.
Midterm Examination				
9	1	Velvet Fabric- It is one of the smoothest and softest amidst all other kinds of fabrics. Velvets are especially manufactured and process because of its distinctive properties. Polyester Fabric – It's a type of fabric that is		Students will be able to know the quality of velvet fabric.

		<p>not found naturally. It's man-made. This fabric has various qualities due to those it is so popular like wrinkle resistance and springing back into its smooth shape. It's strong and durable. Taffeta Fabric – is a crisp, soft and smooth plain woven fabric which with its slight sheen manufactured out of different fibers like rayon, silk, or nylon.</p>		<p>They will be able to know the characteristics of Polyester Fabric and Taffeta Fabric.</p>
10	2	<p>Denim Fabric- It's a rugged cotton twill. Rayon Fabric – It's widely used in making of number of apparels and home furnishing items.</p> <p>Spandex Fabric – because of its great shape retention quality, spandex fabric is widely used as fashion fabric. (It bounces back to its original structure even after stretching up to 600 times.)</p>		<p>Students will be able to name different kinds of clothing or apparel made of Denim Fabric.</p> <p>Students will be able to recognize Rayon and Spandex Fabric.</p>
11	3	<p>Satin Fabric- the most elegant fabrics. The reason behind is its astonishing look and smooth surface.</p>		<p>Students will be able to tell the characteristics of Satin Fabric.</p>
12	4	<p>Hand Sewing- Is stitching fabric together permanently by hand.</p> <p>Introduce all materials needed for sewing practice.</p>		<p>Students will be able to know how to hand sewing.</p> <p>Students will be able to fix their torn clothes.</p>

13	5	<p>Basic Hand sewing stitches.</p> <p>1. Back Stitch</p> <p>2. Basting Stitch</p> <p>Refer to Instructions</p>		Students will be able to back stitch and basting stitch.
		<p>3. Running Stitch</p> <p>4. Outline Stitch</p> <p>Refer to simple Instructions</p>		They will be able to running stitch, outline stitch to fix broken clothes.
14	6	<p>5. Blanket Stitch</p> <p>6. Catch Stitch</p> <p>&. Chain Stitch</p> <p>Refer to simple instructions.</p>		<p>They will be able to know how to blanket stitch, catch stitch and chain stitch.</p> <p>They will be able to make a Diaper made of clothe project.</p>
15	7	Revision Week		Revision
Final Examination				

Course Syllabus

Learning Group: Mathematics

Subject Code: MA 22112

Subject: Mathematics 2

Year Level: 8

Total Time: 100 minutes/week

Week	Periods	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 2	Rational and Irrational Numbers	2.1: Introduction of rational and irrational numbers	<ul style="list-style-type: none"> ➤ Write fractions in the form of decimals ➤ Write recurring decimals in the form of fractions 	
2	3-4	Chapter 2	Rational and irrational numbers	2.2: operations involving Surds	<ul style="list-style-type: none"> ➤ Understand real numbers ➤ Give examples of rational and irrational numbers ➤ Explain relationships between real numbers, rational numbers and irrational numbers 	
3	5-6	Chapter 2	Rational and irrational numbers	2.3: Rationalizing the denominators	<ul style="list-style-type: none"> ➤ Learning how to rationalize the surd to rational number 	

4	7-8	Chapter 5	Congruent Triangles	5.1: Introduction of Congruent Triangles 5.2: understanding the properties of congruence of triangles	<ul style="list-style-type: none"> ➤ Use properties of congruence of triangles and those parallels for reasoning and problem-solving 	
5	9-10	Chapter 5	Congruent Triangles	5.3: Problems solving related to the congruent triangles	<ul style="list-style-type: none"> ➤ Determine if pairs of triangles are congruent or not ➤ Write a statement of congruence and state the test used 	
6	11-12	chapter 6	Pythagoras' Theorem	6.1: Introduction of Pythagoras' Theorem 6.2: Identifying the hypotenuse, base, perpendicular sides of a right-angled triangle	<ul style="list-style-type: none"> ➤ Use Pythagoras' Theorem and convers for reasoning and problem-solving 	
7	13-14	chapter 6	Pythagoras' Theorem	6.3: Relationship between the sides of a Right-angled Triangle 6.4:solving problems involving Pythagoras' theorem	<ul style="list-style-type: none"> ➤ Find the lengths of sides of geometric shapes 	

8	15-16	Chapter 6	Pythagoras' Theorem	6.3: Converse of Pythagoras' Theorem	<ul style="list-style-type: none"> ➤ Determine whether a triangle is a right-angled triangle ➤ Solve problems involving converse of Pythagoras' theorem 	
Mid-Term Test						
9	17-18	Chapter 8	Statistics	8.1: Introduction of Pie-charts	<ul style="list-style-type: none"> ➤ Read and present data by using Pie charts 	
10	19-20	Chapter 8	Statistics	8.2: Obtaining and Interpreting information from Pie-charts	<ul style="list-style-type: none"> ➤ Interpret the information from pie charts 	
11	21-22	Chapter 8	statistics	8.3: Solving Problems Involving Pie Charts	<ul style="list-style-type: none"> ➤ Solve problems involving pie-charts 	
12	23-24	Chapter 9	Probability	9.1: Introduction of Probability	<ul style="list-style-type: none"> ➤ Can explain which, among events described, one more likely to happen and definitely not happen 	
13	25-26	Chapter 9	Probability	9.2: Probability Scale 9.3 Numerical and word problems related to Probability	<ul style="list-style-type: none"> ➤ Determine the experiment ➤ List the possible outcomes and the impossible outcomes for different situation 	
14	27-28	Chapter 7	Transformations	7.1: identifying a transformation 7.2: identifying the object and its image in a transformation 7.3: identifying a translation	<ul style="list-style-type: none"> ➤ Understand and apply geometric transformation through translation, reflection, 	

				7.4:determining the coordinates of the image or the object under a translation	rotation, isometric and enlargement		
15	29-30	Chapter 7	Transformations	7.5:identifying a reflection 7.6:determining the image of an object under a reflection in a given line	➤ Identify images from translation, and rotation of models and explain the method obtaining the images given such models and images		
16	31-32	Revision week					
Final exam for semester 2							

Course Syllabus (Semester 2/2017)

Learning Group: Science

Subject Code: SC 22202

Subject: Supplementary Science 2

Year Level: 8

Total: 1.0 credit

Time 40 hours/year

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-2	Chapter 5 ELEMENTS, COMPUND AND MIXTURES	Elements Compounds	The students should be able to explore and explain components and properties of elements and compounds. The students should be able to search for data and compare properties of metallic, non-metallic, semi-metallic and nuclear elements and apply the knowledge gained for useful purpose.
2	3-4	Chapter 5 ELEMENTS, COMPUND AND MIXTURES	Mixtures Separation Techniques Radioactive Elements	The students should be able to experiment and explain principles of substance separation by applying methods of filtering, crystallization, distillation and chromatography, and apply the knowledge gained for useful purpose.
3	5-6	Chapter 8 LIGHT	Properties of light Reflection of light Refraction of light Light and Colors	The students should be able to experiment and explain reflection and refraction of light and apply the knowledge gained for useful purposes.

			Uses of lights	<p>The students should be able to explain the effects of brightness on human beings and other living things.</p> <p>The students should be able to experiment and explain the absorption of light, heat, colors of objects seen, and apply the knowledge gained for useful purposes.</p>
4	7-8	Chapter 9 SOIL	<p>Soil</p> <p>Soil Formation</p> <p>Soil Uses and Soil Improvement</p>	<p>The students should be able to explore experiment and explain soil profile, soil properties, and the soil formation process.</p> <p>The students should be able to explore, analyze and explain utilization of soil and improvement of soil quality.</p>
5	9-10	Chapter 10 EARTH	<p>Layers of Earth</p> <p>Rocks</p> <p>Minerals</p>	<p>The students should be able to search for relevant information, make a model and explain structure and components of the earth.</p> <p>The students should be able to experiment with geological process simulation models to explain the rock formation process and the characteristics of the components of rocks.</p> <p>The students should be able to verify and explain physical characteristics of minerals and their application for useful purposes.</p>

6	11-12	Chapter 10 EARTH	Fossil Fuels Natural Water	<p>The students should be able to search for relevant information and explain the formation process, characteristics and properties of petroleum, coal and oil shale, and their application for useful purposes.</p> <p>The students should be able to explore and explain characteristics of natural water sources, and utilization and conservation of local water sources for benefits.</p>
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 6 ENERGY AND CHEMICAL CHANGES	Physical and chemical changes Chemical Equations	The students should be able to experiment and explain changes in properties, mass and energy when substances have chemical reactions as well as explain the factors affecting the chemical reactions. The students should be able to experiment, explain and write chemical equations of reactions of various substances and apply the knowledge gained for useful purposes.
10	19-20	Chapter 6 ENERGY AND CHEMICAL CHANGES	Energy and Chemical Reactions Factors affecting the rate of reaction	The students should be able to search for data and discuss the effects of chemical substances and chemical reactions on living things and environment.
11	21-22	Chapter 6 ENERGY AND CHEMICAL CHANGES	Chemical reactions and chemical substances in everyday life.	The students should be able to search for data and explain the proper and safe application of chemical substances as well as methods of protection and remedies for harm from the application of chemical substances.

12	23-24	Chapter 7 FORCES AND MOTION	Understanding Force Resultant Forces on a Same Plane (Net Force)	The students should be able to explain experiment and find the resultant force of several forces on the same plane acting on objects.
13	25-26	Chapter 7 FORCES AND MOTION	Resultant Forces on Static Objects and Moving Objects with Constant Velocity	The students should be able to explain the resultant force acting on static objects or objects moving with constant velocity.
14	27-28		REVISION FOR FINAL EXAMINATION	
15	29-30		FINAL EXAMINATION	

Course Syllabus

Learning Group: Social Studies

Subject Code: SO 22103

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	Managing money	<ul style="list-style-type: none"> - What is money? - What is trade? - What is currency? 	<ul style="list-style-type: none"> * Discuss the functions of money. * Understand the importance of trade. * Identify what currency is.
2	3-4	Managing Money	<ul style="list-style-type: none"> - How to manage money - Revenue and expenditure - Savings vs. expenses - How to save 	<ul style="list-style-type: none"> * Understand and identify what is revenue and expenditure. * Learn how to save and manage money. * Identify what is considered savings and expenses.
3	5-6	Maps	<ul style="list-style-type: none"> - Who makes map - Why maps are needed - Map scale 	<ul style="list-style-type: none"> * Define who makes maps. * Discuss why maps are needed. * Identify the different jobs of people who make maps. * Discuss the difference between aerial photograph and maps. * Discuss the difference between a small-scale and large scale maps.
4	7-8	Maps	<ul style="list-style-type: none"> - What are the lines on maps and what do they mean. 	<ul style="list-style-type: none"> * Discuss the lines on maps and what they mean. * Identify the following: equator, prime meridian, latitude, longitude. * Know how to read maps.
5	9-10	Maps	<ul style="list-style-type: none"> - Map Reading 	<ul style="list-style-type: none"> * Know how to read maps.

6	11-12	Maps of Europe	<ul style="list-style-type: none"> - Physical map of Europe. - Political map of Europe. 	<ul style="list-style-type: none"> * Know the difference between physical and political map of Europe. * Understand parts of Europe. * Know the countries in Europe
7	13-14	Revision week		
8	15-16	Midterm Exam Semester 2		
1	1-2	Europe's geography	<ul style="list-style-type: none"> - Europe's geography - Different climates in Europe - Different parts of Europe 	<ul style="list-style-type: none"> * Identify the different parts of Europe. * Know the climates in different parts of Europe.
2	3-4	Europe's natural resources	<ul style="list-style-type: none"> - Europe's natural resources - Different wildlife in different parts of Europe 	<ul style="list-style-type: none"> * Know the natural resources of Europe. * Know the different habitats living in different parts of Europe.
3	5-6	Europe and the World	<ul style="list-style-type: none"> - Influence of Europe on World Politics. - Shift of power from Spain to Great Britain 	<ul style="list-style-type: none"> * Understand how Europe influenced the world politics. * Discuss the contribution of the colonies on the shift of power from Spain to Great Britain. * Review the colonial powers
4	7-8	World War I and II	<ul style="list-style-type: none"> - Communism vs. Democracy - Effects of World War I and II to European countries. 	<ul style="list-style-type: none"> * Identify the difference and the pros and cons of communism and democracy * Understand when world war I and II began and how it affected Europe in terms of geographical and political views.

5	9-10	Africa	<ul style="list-style-type: none"> - Map of Africa -Physical and Political map of Africa -Africa's geography 	<ul style="list-style-type: none"> * Know the map of Africa. * Understand the difference between the physical and political maps of Africa. * Identify the different climates and animals found at different parts of Africa.
6	11-12	Africa and the world	<ul style="list-style-type: none"> - Influence of Europe on Africa - Reasons behind the rule of European nations over Africa -1960: the Year of Independence 	<ul style="list-style-type: none"> * Know how Europe influenced Africa. * Understand the reasons behind the European nation's rule over different countries in Africa. * Know the events that occurred during the Year of Independence. *Identify the problems that African leaders faced in their quest for unifying their nation. * Understand the types of government African counties have.
7	13-14	Revision week		
8	15-16	Final Exam Semester 2		

Course Syllabus (Semester 2/2017)

Learning Group: Foreign Language

Subject Code: En 22212

Subject: English Activities (Speech)

Year Level: 8

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 - Their Finest Hour	- 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"> - 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	- 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.	- 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.