

Course syllabus

Subject : English

Year : 2

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 10	It's hot today!	<p>Weather: raining, windy, hot, cold, snowing, sunny</p> <p>Weather Activities: fly a kite, make a snowman, wear coats, go outside, go ice skating</p> <p>Grammar - What's the weather like? It's . . . (Identifying and describing common types of weather)</p> <p>Using phrasal verbs (Put on/Don't put on... and Open/Don't open...) when discussing weather</p> <p>Phonics - Long vowels (i + magic e)</p> <p>Reading - A weekly weather report</p> <p>Listening - Identifying weather at certain times from a weather report</p> <p>Speaking - Asking and answering questions about the weather</p> <p>Writing - Using verbs and adjectives to write about the weather</p>	<p>F1.1 Grade 2 - 1-4</p> <p>F1.2 Grade 2 - 1</p> <p>F1.3 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>1. Act in compliance with orders and simple requests heard.</p> <p>2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.</p> <p>3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard</p> <p>4. Answer questions from listening to sentences, dialogues or simple tales with illustrations.</p> <p>1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>* Students should be familiar with the following types of weather: raining, windy, hot, cold, snowing, and sunny.</p> <p>* Students should be able to identify different types of weather presented to them in the form of pictures.</p> <p>* Students should be able to identify the type of weather in real world applications.</p> <p>* Students should be able to ask and answer the question "What's the weather like?" using correct grammar.</p> <p>* Students should be able to use phrasal verbs to discuss what to wear and what to do during pleasant and inclement weather.</p> <p>* *Students should</p>

					be able to discuss basic activities that they can do during certain types of weather; i.e. I can fly a kite when it's windy.
Unit 11	What are you wearing?	<p>Clothes: skirt, scarf, gloves, jeans, boots, shirt</p> <p>Time: o'clock, quarter past, half past, quarter to</p> <p>Grammar - Present continuous tense (-ing) What are you wearing? What's he/she wearing? I'm/He's/She's wearing...</p> <p>Phonics - Long vowels (o + magic e)</p> <p>Reading - A poem about people and objects at an airport (verbs and adjectives)</p> <p>Listening: Identifying people based on what they are wearing (clothes and adjective identification "<i>blue jeans</i>")</p> <p>Speaking - Asking and answering questions about what people are wearing and using adjectives to describe clothing</p> <p>Writing - Writing the time and about clothes (adjectives and pairs)</p>	<p>F1.1 Grade 2 - 2-4</p> <p>F1.2 Grade 2 - 1-2</p> <p>F1.3 Grade 2 - 1</p> <p>F3.1 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p> <p>F4.2 Grade 2 - 1</p> <p>M2.1 Grade 2 - 5</p>	<p>2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.</p> <p>3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard.</p> <p>4. Answer questions from listening to sentences, dialogues or simple tales with illustrations.</p> <p>1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.</p> <p>2. Use orders and simple requests by following the models heard.</p> <p>1. Tell the terms related to other learning areas.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Listen/speak in simple situations in the classroom.</p> <p>1. Use foreign languages to collect relevant terms around them.</p> <p>5. Tell the time on a clock dial (period of 5 minutes).</p>	<p>* Students should be able to identify certain type of clothing (skirt, scarf, gloves, jeans, trousers, boot, shirt).</p> <p>* Students should be able to identify types of clothing from pictures based on descriptive adjectives (blue jeans).</p> <p>* Students should be able to ask and answer the questions "What are you wearing?" and "What's he/she wearing?" using correct grammar.</p> <p>* Students should be able to identify and say/tell the correct time on clocks showing o'clock, quarter</p>

					past, half past, and quarter to. * Students should be able to discuss what people are wearing using correct descriptive adjectives and types of clothing.
Unit 12	You're sleeping!	<p>Celebrations: wedding, guests, cake, bride, band, invitation</p> <p>Getting ready: make a cake, wash the car, brush my hair, take photos, choose a dress</p> <p>Grammar - Present continuous (-ing) What are you/they doing? What's he/she doing? I'm/We're/They're/He's/She's (action)</p> <p>Phonics - Long vowels (u + magic e)</p> <p>Reading - A descriptive email for information</p> <p>Listening - Details about what people are doing in photos</p> <p>Speaking - Asking and answering questions using the present continuous tense (-ing)</p> <p>Writing - Using present continuous verbs (-ing)</p>	<p>F1.1 Grade 2 - 2-4</p> <p>F1.2 Grade 2 - 3-4</p> <p>F1.3 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.</p> <p>3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard.</p> <p>4. Answer questions from listening to sentences, dialogues or simple tales with illustrations.</p> <p>3. Express their own simple needs by following the models heard.</p> <p>4. Speak to ask for and give simple data about themselves by following the models heard.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>*Students should be able to use verbs in the present continuous tense to identify what people are doing in pictures.</p> <p>* Students should be able identify, conjugate, and use the following verbs in the present continuous tense: make, wash, brush, take, and choose.</p> <p>* Students should be able to ask and answer questions based on what they or other people are doing using correct grammar and the present continuous tense.</p>

Mid-term exam covering Units 10-12

Unit 13	Look at all the animals!	<p>Farm animals: cow, goat, horse, sheep, donkey, goose</p> <p>Adjectives: loud, quiet, fast, slow (comparatives)</p> <p>Grammar - Comparative adjectives to describe animals (bigger/ smaller/ taller/ shorter than)</p> <p>Phonics - Log vowels (ee)</p> <p>Reading - An information letter</p> <p>Listening - Identifying animals by their feelings (nervous, hungry, friendly)</p> <p>Speaking - Answering questions about the listening exercise and using comparatives to describe animals</p> <p>Writing - Using and to connect two independent sentences</p>	<p>F1.1 Grade 2 - 2-4</p> <p>F1.2 Grade 2 - 1, 4</p> <p>F1.3 Grade 2 - 1</p>	<p>2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.</p> <p>3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard.</p> <p>4. Answer questions from listening to sentences, dialogues or simple tales with illustrations.</p> <p>1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.</p> <p>4. Speak to ask for and give simple data about themselves by following the models heard.</p> <p>1. Speak to give data about themselves and matters around them.</p>	<p>* Students should be able to use comparative adjectives (bigger/smaller, taller/shorter) to describe different types of animals.</p> <p>* Students should be able to use comparative adjectives correctly (verbally or written) when presented with two objects.</p> <p>* Students should be able to recall and identify feelings from Unit 2 (nervous, hungry, thirsty, hot, and scared).</p>
Unit 14	Look at the photos!	<p>Memories: kind naughty, wet, dry, fridge, photo</p> <p>Tidying up: tidy, untidy, floor, rubbish, dirty</p> <p>Grammar - Simple past tense I/He/She was/wasn't... You/They were/weren't...</p> <p>Phonics - Short and long</p>	<p>F1.1 Grade 2 - 3-4</p> <p>F1.2 Grade 2 - 1, 4</p> <p>F1.3 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard</p> <p>4. Answer questions from listening to sentences, dialogues or simple tales with illustrations.</p> <p>1. Speak in an exchange with short and simple words in interpersonal communication by</p>	<p>* Students will be introduced to and begin using the simple past tense of <i>am/am not, is/isn't</i> and <i>are/aren't</i> when speaking or writing about things that have already happened.</p>

		<p>vowels (adding magic e)</p> <p>Reading - An informational article</p> <p>Listening - Identifying people by their feelings and appearance</p> <p>Speaking - Using the simple past tense (He/She was..., They were...)</p> <p>Writing - Using and/or to talk about two things</p>		<p>following the models heard.</p> <p>4. Speak to ask for and give simple data about themselves by following the models heard.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>* Students should be able to identify when a story is told in the past tense based on the words was/wasn't and were/weren't.</p> <p>* Students should be able to ask and answer simple questions using was and were.</p>
Unit 15	Well done!	<p>People: man, men, woman, women, child, children</p> <p>Ordinal numbers: finish line, first(1st), second (2nd), third (3rd), fourth (4th)</p> <p>Grammar - Simple past tense There were some/weren't any ..., and irregular plurals</p> <p>Phonics - ng and nk ending sounds</p> <p>Reading - A fairytale</p> <p>Listening - Identifying actions and emotions from the fairytale</p> <p>Speaking - Using present continuous tense to ask and answer questions/Identifying feelings and opposites</p> <p>Writing - Irregular plurals and rules (ies or s)</p>	<p>F1.1 Grade 2 - 2-4</p> <p>F1.2 Grade 2 - 1-2</p> <p>F1.3 Grade 2 - 1</p> <p>F3.1 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.</p> <p>3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard.</p> <p>1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.</p> <p>2. Use orders and simple requests by following the models heard.</p> <p>4. Answer questions from listening to sentences, dialogues or simple tales with illustrations.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Tell the terms related to other learning areas.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>*Students should become more adept at using was/wasn't, were/weren't when talking in the past tense.</p> <p>* Students should be able to use <i>weren't any and were some</i> to ask and answer questions about numbers of people or things.</p> <p>* Students should be able to use ordinal numbers to describe the results of a race or an order.</p>
Final exam covering Units 13-15					

Course syllabus

Subject : Mathematics

Year : 2

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 10	Two-Step Word Problems: Addition and Subtraction	Two-Step word problems involving the use of addition and subtraction to answer two questions from given information	M1.1 Grade 2 - 1-2 M1.2 Grade 2 - 1-2 M6.1 Grade 2 - 1, 2, 6	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>2. Compare and arrange sequence of cardinal numbers not exceeding 1,000, and 0.</p> <p>1. Add, subtract and mix addition and subtraction of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>6. Attain ability for creative thinking.</p>	<p>* Students should be able to read word problems and identify the necessary parts for the equations.</p> <p>* Students should be able to determine whether to use addition or subtraction in order to solve the given questions.</p> <p>* Students should be able to solve the addition and subtraction problems and use the answer in a sentence.</p> <p>* Students should be able to draw diagrams to represent the addition and subtraction equations.</p>

Unit 11	Mass	Getting to know masses (comparative and superlative adjectives), Measuring in kilograms (kg), Measuring in grams (g), Addition and subtraction of masses, Multiplication and division of masses	M1.1 Grade 2 - 1 M1.2 Grade 2 - 1-2 M2.1 Grade 2 - 2 M2.2 Grade 2 - 1 M6.1 Grade 2 - 1-2, 5 F3.1 Grade 2 - 1	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>1. Add, subtract and mix addition and subtraction of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers</p> <p>2. Tell weight in kilograms and grams, and compare weight by using the same unit.</p> <p>1. Solve problems involving measurement of length, weight, volume and money.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.</p> <p>1. Tell the terms related to other learning areas.</p>	<p>* Students should be able to correctly identify heavier/heaviest and lighter/lightest objects based on pictures.</p> <p>* Students should be able to use kilograms (kg) and grams (g) when describing the weight of objects on a scale.</p> <p>* Students should be able to read a scale correctly to find the mass of given objects.</p> <p>* Students should be able to use addition, subtraction, multiplication, and division to find the mass asked for in a word problem.</p>
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Unit 12	Money	Counting dollars and cents, Changing cents and dollars, Comparing amounts of money, Money word problems	M1.1 Grade 2 - 1 M1.2 Grade 2 - 1-2 M2.1 Grade 2 - 4 M2.2 Grade 2 - 1 M6.1 Grade 2 - 1-2	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>1. Add, subtract and mix addition and subtraction of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers</p> <p>4. Tell total amount of money from coins and bank notes.</p> <p>1. Solve problems involving measurement of length, weight, volume and money.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p>	<p>* Students should be able to identify the difference between coins and banknotes.</p> <p>* Students should be able to identify the value of given coins and banknotes.</p> <p>* Students should be able to use addition to count given amounts of money.</p> <p>* Students should be able to write dollars and cents using a decimal point.</p> <p>* Students should be able to change dollars into cents and cents into dollars.</p> <p>* Students should be able to use addition and subtraction to solve problems involving money.</p>
Unit 13	Two-Dimensional and Three-Dimensional Figures	Shapes and two-dimensional figures, Solids and three-dimensional figures, Making patterns	M3.1 Grade 2 - 1-3 M3.2 Grade 2 - 1 M4.1 Grade 2 - 2 M6.1 Grade 2 - 1-4,6	<p>1. Identify two-dimensional geometric figures whether in the form of triangles, quadrilaterals, circles or ellipses.</p> <p>2. Identify three-dimensional figures whether in the form of cuboids, spheres or cylinders.</p> <p>3. Distinguish between rectangles and cuboids, and between circles and spheres.</p>	<p>* Students should be able to identify and draw two-dimensional figures (circle, semicircle, quarter circle, triangle, and rectangle).</p>

				<ol style="list-style-type: none"> 1. Draw two-dimensional geometric figures by using geometric models. 2. Identify the forms and relations in patterns in which forms are related in one of the following respects: shape, size or colour 1. Apply diverse methods for problem-solving. 2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations. 3. Suitably provide reasoning for decision-making and appropriately present the conclusions reached. 4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation. 6. Attain ability for creative thinking. 	<ul style="list-style-type: none"> * Students should be able to identify the difference between straight and curved lines. * Students should be able to identify the shapes used to make conjoined figures. * Students should be able to identify three-dimensional figures (cone, cube, cylinder, sphere, cuboid). * Students should be able to determine if a three-dimensional figure has flat or curved faces. * Students should be able to look at a pattern of shapes and determine the shape/figure needed to complete the pattern.
Mid-term exams covering Units 10-13					

Unit 14	Fractions	Understanding fractions, More fractions, Comparing and ordering fractions, Addition and subtraction of like fractions	M1.1 Grade 2 – 1 M1.2 Grade 2 – 2 M6.1 Grade 2 – 1-6	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>3. Suitably provide reasoning for decision-making and appropriately present the conclusions reached.</p> <p>4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation.</p> <p>5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.</p> <p>6. Attain ability for creative thinking.</p>	<p>* Students should be able to count total parts of a given objects and write the correct fraction of a shaded part.</p> <p>* Students should be able to read fractions correctly ($1/6 =$ one sixth).</p> <p>* Students should be able to look at a figure and determine the fraction that is represented by a shaded or unshaded area.</p> <p>* Students should be able to compare and order fractions based on size.</p> <p>* Students should be able to perform addition and subtraction of fractions with similar denominators.</p>
Unit 15	Time	Reading and writing time, Learning a.m. and p.m., Time taken in hours and minutes,	M1.1 Grade 2 - 1 M2.1 Grade 2 - 5 M4.1 Grade 2 - 1 M6.1 Grade	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>5. Tell the time on a clock dial (period of 5 minutes).</p>	<p>* Students should know what hands of the clock tell us hours and minutes.</p> <p>* Students should know that the numbers on the face</p>

			<p>2 - 1 ,6 F3.1 Grade 2 - 1</p>	<p>1. Tell the numbers and relations in patterns of numbers that increases by 5s, 10s and 100s , and decreases by 2s, 10s and 100s. 1. Apply diverse methods for problem-solving. 6. Attain ability for creative thinking. 1. Tell the terms related to other learning areas.</p>	<p>of the clock represent five minute increments. * Students should know how to read and write the time with hours and minutes. * Students should know when a.m. and p.m. start and end to tell the time through the day. * Students should be able to use addition and subtraction to determine the time.</p>
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Unit 16	Picture Graphs	Reading picture graphs with scales	M1.1 Grade 2 - 1 M1.2 Grade 2 - 2 M6.1 Grade 2 - 1- 6	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>3. Suitably provide reasoning for decision-making and appropriately present the conclusions reached.</p> <p>4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation.</p> <p>5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.</p> <p>6. Attain ability for creative thinking.</p>	<p>* Students should be able to look at a picture graph of information and do the following:</p> <ul style="list-style-type: none"> - Determine what the graph shows. - Use addition, subtraction, division and multiplication to solve questions about the graph.
Unit 17	Volume	Getting to know volume (comparative and superlative adverbs), Measuring in litres (ℓ), Addition and subtraction of volumes, Multiplication and	M1.1 Grade 2 - 1 M1.2 Grade 2 - 2 M2.1 Grade 2 - 3 M2.2 Grade	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>2. Analyse and find answers to problems and mix-problems of</p>	<p>* Students should be able to identify greater/less/equal volume based on pictures given.</p> <p>* Students should be able to use addition,</p>

		division of volumes	2 - 1 M6.1 Grade 2 - 1-6	<p>cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>3. Tell volume and capacity in litres, and compare volume and capacity.</p> <p>1. Solve problems involving measurement of length, weight, volume and money.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>3. Suitably provide reasoning for decision-making and appropriately present the conclusions reached.</p> <p>4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation.</p> <p>5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.</p> <p>6. Attain ability for creative thinking.</p>	subtraction, division, and multiplication of litres to answer word problems.
Final exam covering units 14-17					

Course syllabus

Subject : **Science**

Year : **2**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 9	Light and shadows	Light from a source needs to enter our eyes, An object blocks light to create a shadow	Sc7.1 Grade 2 - 1 Sc8.1 Grade 2 - 1-3	1. Search for and discuss the importance of the sun. 1. Pose questions about the matters to be studied as prescribed or in accord with their interests. 2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers. 3. Use suitable materials, instruments and equipment for exploration and verification, and record data.	* Students should be able to identify different sources of light. * Students should be able to articulate that without light we cannot see. * Students should be able to describe how a shadow is created. * Students should know that without light a shadow cannot be formed.
Unit 10	Heat	Methods for producing heat, Observable changes to objects when heat is applied	Sc8.1 Grade 2 - 1-3	1. Pose questions about the matters to be studied as prescribed or in accord with their interests. 2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers. 3. Use suitable materials, instruments and equipment for exploration and verification, and record data.	* Students should be able to identify different sources of heat. * Students should be able to describe the processes of burning and rubbing gives off heat. * Students should know that when objects are exposed to heat observable changes will happen.

Unit 11	Sounds	Creation of sound through vibrations and the effects distance has on sound	Sc8.1 Grade 2 - 1-3	<ol style="list-style-type: none"> 1. Pose questions about the matters to be studied as prescribed or in accord with their interests. 2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers. 3. Use suitable materials, instruments and equipment for exploration and verification, and record data. 	<ul style="list-style-type: none"> * Students should know and be able to identify objects that can create sound and how sound is made. * Students should be able to identify objects that create a loud or soft sound. * Students should be able to describe the effects distance has on sound.
Unit 12	Non-living things	Observe whether objects will sink or float, creation of non-living things, Classification (size, shape, colour, texture) of non-living things	Sc3.1 Grade 2 - 2 Sc8.1 Grade 2 - 1-3	<ol style="list-style-type: none"> 2. Choose appropriate and safe materials and articles for use in daily life. 1. Pose questions about the matters to be studied as prescribed or in accord with their interests. 2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers. 3. Use suitable materials, instruments and equipment for exploration and verification, and record data. 	<ul style="list-style-type: none"> * Students should be able to identify non-living objects that will sink or float. * Students should be able to identify non-living objects and the materials they are made out of. * Students should be able to identify what non-living objects are made from plants or animals. * Students should know how to classify non-living objects based on size, shape, colour, and texture.

Mid-term exams covering Units 9-12

Unit 13	Forces	Using force (pushing/pulling) to make things move, Applying force to change objects	Sc8.1 Grade 2 - 1-3	<ol style="list-style-type: none"> 1. Pose questions about the matters to be studied as prescribed or in accord with their interests. 2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers. 3. Use suitable materials, instruments and equipment for exploration and verification, and record data. 	<ul style="list-style-type: none"> * Students should be able to demonstrate pushing and pulling to exert force on an object. * Students should know that force can make objects move and stop. * Students should know that when a certain force is applied to an object, it can change the shape of the object.
Unit 14	Tools help us	Tools needed to do specific jobs, Parts of a tool	Sc8.1 Grade 2 - 1-3	<ol style="list-style-type: none"> 1. Pose questions about the matters to be studied as prescribed or in accord with their interests. 2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers. 3. Use suitable materials, instruments and equipment for exploration and verification, and record data. 	<ul style="list-style-type: none"> * Students should know and be able to identify different tools needed for different jobs. * Students should be able to identify the different parts needed to make tools.
Unit 15	Electricity	Sources of electricity (batteries), Simple circuits needed to make things work	Sc5.1 Grade 2 - 1-2 Sc8.1 Grade 2 - 1-3	<ol style="list-style-type: none"> 1. Experiment and explain that electricity is a form of energy. 2. Explore and cite examples of electric appliances at home that can transform electrical energy into other forms of energy. <ol style="list-style-type: none"> 1. Pose questions about the matters to be studied as prescribed or in accord with their interests. 	<ul style="list-style-type: none"> * Students should know that batteries are a source of electricity. * Students should be able to identify objects that need batteries and electricity to work.

				<p>2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers.</p> <p>3. Use suitable materials, instruments and equipment for exploration and verification, and record data.</p>	<p>* Students should know that batteries can come in many different sizes.</p> <p>* Students should know what is needed to make a simple circuit.</p> <p>* Students should be able to identify objects that need electrical circuits to work.</p>
Unit 16	Magnets	Objects that are attracted to magnets and objects that are not attracted to magnets, Uses of magnets	<p>Sc4.1 Grade 2 - 1-2</p> <p>Sc8.1 Grade 2 - 1-3</p>	<p>1. Experiment and explain forces originating from a magnet.</p> <p>2. Explain application of magnets for useful purposes.</p> <p>1. Pose questions about the matters to be studied as prescribed or in accord with their interests.</p> <p>2. Plan for observation, exploration, verification, study and research by using their own ideas and those of their teachers.</p> <p>3. Use suitable materials, instruments and equipment for exploration and verification, and record data.</p>	<p>* Students should be able to draw and label a magnet.</p> <p>* Students should be able to identify objects that are attracted to or not attracted to a magnet.</p> <p>* Students should be able to identify objects that use magnets in everyday life.</p>
Final exam covering units 13-16					

Course syllabus

Subject : **Social Studies**

Year : **2**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 4	Geography	Natural and man-made things - Using natural resources to make everyday items	So5.1 Grade 2 - 1	1. Specify various natural and man-made things seen between home and school.	<p>* Students should be able to identify the difference between natural and man-made objects.</p> <p>* Students should be able to identify natural resources that are used to make man-made objects.</p>
Unit 4	Geography	Maps and Map Symbols - Using coordinates to find places on a map and basic symbols used for a city map	So5.1 Grade 2 - 2	2. Specify simple positions and physical characteristics of various things appearing on the globe, maps, diagrams and photographs.	<p>* Students should be able to look at a world map and locate Thailand, Australia, China, Canada, United States of America, England, and Atlantic Ocean.</p> <p>* Students should be able to use coordinates to locate places on a map.</p> <p>* Students should be able to use and identify basic symbols used for a city map.</p>

Unit 4	Geography	Day and Night-Earth's rotation and how it affects us	So5.1 Grade 2 - 3	3. Explain relationships of phenomena between the Earth, the sun and the moon.	* Students should be able to talk about why the Earth has day and night. * Students Should be able to discuss what different people do during the day and night.
Unit 4	Geography	Seasons - The seasons in Thailand and around the world - activities, weather, and clothing needs	So5.2 Grade 2 - 3	3. Explain the relationship of seasons and human lives.	* Students should be able to discuss why the Earth has seasons. * Students should be able to name the four seasons in other countries and the three seasons in Thailand. * Students should be able to identify activities and weather based on the seasons.
Mid-term exam covering Unit 4					
Unit 3	Economics	Occupations: Industry, Services, Farming, and Trade	So3.1 Grade 2 - 1	1. Specify the resources utilised for producing goods and services used in daily life.	* Students should be able to identify different occupations and categorize them. * Students should be able to describe what the different categories of occupations are.

Unit 3	Economics	Income and Expenses, Family Income, and Saving money What is income? What are expenses? How can we save money? Needs vs. Wants	So3.1 Grade 2 - 2-4	<p>2. Tell the sources of their own income and expenditure and those of their families.</p> <p>3. Keep records of their own income and expenditure.</p> <p>4. Conclude about the benefits of spending appropriate to income available and those of saving.</p>	<p>* Students should know the difference between income, expenses, and savings.</p> <p>* Students should know how occupations earn their income (selling, helping, making etc.).</p> <p>* Students should be able to identify things we spend money on (needs and wants).</p> <p>* Students should be able to describe ways and places to save money.</p> <p>* Students should be able to describe what borrowing is.</p>
Unit 3	Economics	Buying and selling, Buyers and sellers Evolution of buying and selling goods and services, Producers and consumers	So3.2 Grade 2 - 1-2	<p>1. Explain exchanges of goods and services by various methods.</p> <p>2. Tell relationship between buyers and sellers.</p>	<p>* Students should be able to describe the difference between buying and selling.</p> <p>* Students should be able to describe the evolution of buying and selling.</p> <p>* Students should be able to identify</p>

					<p>a buyer and a seller.</p> <ul style="list-style-type: none"> * Students should be able to differentiate between buying a good or a service. * Students should be able to describe what a producer is and what a consumer is.
Unit 3	Economics	Resources: What is needed to make everyday items	So5.2 Grade 2 - 2	2. Distinguish and cost-effectively use depleting and non-depleting natural resources.	<ul style="list-style-type: none"> * Students should be able to identify what a resource is. * Students will be able to identify objects that are reusable and describe the benefits of reusable items.

Final exam covering Unit 3

Course syllabus

Subject : **Health**

Year : **2**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 5	Cleanliness	Methods and practices keeping our bodies and clothes clean	H4.1 Grade 2 - 1	1. Tell characteristics of having good health.	* Students should be able to identify when their body or clothes are dirty and ways to clean them. * Students should be able to discuss the importance of keeping their body and clothes clean.
Unit 6	Exercise and Rest	The importance of getting enough exercise and rest to maintain health	H3.1 Grade 2 - 1-2 H3.2 Grade 2 - 1 H4.1 Grade 2 - 1	1. Control body movements while standing still, moving and using equipment. 2. Play miscellaneous games and participate in physical activities with methods that depend on basic movements while standing still, moving and using equipment. 1. Can do physical exercise and play games themselves with enjoyment. 1. Tell characteristics of having good health.	* Students should be able to identify activities that classify as exercise and rest. * Students should be able to discuss why it is important to have enough exercise and rest.
Mid-term quiz covering Units 5-6					
Unit 7	Food	Healthy eating habits and foods that help us grow, give us energy, and protect us from illness	H4.1 Grade 2 - 1-2, 4	1. Tell characteristics of having good health. 2. Choose to take nutritious food. 4. Explain symptoms and methods of protection from possible illnesses and injuries.	* Students should be able to identify foods that contribute to good health by helping us grow, giving us energy, and protecting us from illness.

					<p>* Students should be able to identify foods that should be avoided in large quantities.</p> <p>* Students should know and be able to speak about the importance of clean food.</p>
Unit 8	Accidents and Prevention	Types of accidents and results (property or bodily harm)	<p>H3.2 Grade 2 - 2</p> <p>H4.1 Grade 2 - 4-5</p> <p>H5.1 Grade 2 - 1</p>	<p>2. Observe rules, regulations and agreements in games played in teams.</p> <p>4. Explain symptoms and methods of protection from possible illnesses and injuries.</p> <p>5. Follow advice when they have symptoms of illnesses and injuries.</p> <p>1. Conduct themselves for protection from possible accidents in water and on land.</p>	<p>* Students should be able to recognize what an accident is and how they can occur.</p> <p>* Students should know and be able to discuss the difference between bodily harm and property damage.</p> <p>* Students should be able to discuss possible ways to avoid accidents.</p>
Final quiz covering units 7-8					

Course syllabus

Subject : **Phonics**

Year : **2**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
	Revise page 3, phonic alphabet and chants. What are consonants and vowels?	What are consonants and vowels?	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should 1. Revise the Phonic alphabet and chant + actions “A action, B book, C colour Z zero” 2. Revise semester 1 syllabus.
4	Lesson 4 in the book Long vowels with magic ‘e’	Long vowels with magic ‘e’	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the magic ‘e’ phonic convention; be able to sound out focus words containing them and correctly spell the focus words “chase wave late sale hide fire broke nose cute mule”.
11	lesson 11 in the book ‘oo’ – long and short sounds	‘oo’ – long and short sounds	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sound and spelling short and long ‘oo’; be able to sound out focus words containing them and correctly spell the focus words “wood good took wool book roof food noon root boot”.

3	lesson 12 in the book 'ar' and 'or'	'ar' and 'or'	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sounds of 'ar' and 'or'; be able to sound out focus words containing them and correctly spell the focus words "car far star hard park or for short more store".
13	lesson 13 in the book 'ch' and 'sh'	'ch' and 'sh'	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	
14	lesson 14 in the book 'ew' and 'ow'	'ew' and 'ow'	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sounds of 'ew' and 'ow'; be able to sound out focus words containing them and correctly spell the focus words "new threw grew flew drew down how now clown flower".
16	Lesson 16 in the book Voiced and unvoiced 'th' sounds	Voiced and unvoiced 'th' sounds	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sounds of voiced and unvoiced 'th'; be able to sound out focus words containing them and correctly spell the focus words "these those they thank think thing tooth teeth both cloth".

	Revision week for Phonics exam	All of the above	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	
	Phonics Exams (revision week for other subjects)				
Final Exam Semester 2					

Course syllabus

Subject : **Chinese**

Year : **2**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 7	<ul style="list-style-type: none"> - Review All the initials and vowels learned - The combination of selected initials and vowels with tones - Greetings: How are you? I am fine. Thank you. - Greeting songs - New words 	<p>All the initials and vowels learned</p> <ul style="list-style-type: none"> - The combination of selected initials and vowels with tones - Greetings: How are you? I am fine. Thank you. - Greeting songs - New words 		<ol style="list-style-type: none"> 1. Review all the initials and vowels learned 2. Engage students in practicing pronouncing the selected combination of initials and vowels with tones. 3. Help students to remember the greetings by Chinese song. 4. Illustrate the pronunciation, meaning and writing order of the new words to students. 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce all the initials, vowels and their combinations with tones correctly. 2. Students can make dialogue on greetings properly. 3. Students can sing the greeting songs to family and friends. 4. Students master the pronunciation, meaning and writing order of the new characters.
Unit 8	<p>Initials and introduction (part 1)</p> <ul style="list-style-type: none"> - Initials “g”, “k” ,”h” - The combination of “g,k,h” and vowels with tones - New words - Introduction: “Hello! I am... ...” - New characters - Chinese song 	<ul style="list-style-type: none"> - Initials “g”, “k” ,”h” - The combination of “g,k,h” and vowels with tones - New words - Introduction: “Hello! I am... ...” - New characters - Chinese song <p>Where is my friend?</p>		<ol style="list-style-type: none"> 1. Demonstrate the standard pronunciation of initials “g”, “k” ,”h” to students. 2. Review and illustrate the spelling rules of Chinese pinyin to students. 3. Illustrate the pronunciation, meaning and writing order of the new words to students. 4. Show students how to introduce themselves in Chinese. 5. Demonstrate to students how to write new characters stroke by stroke. 6. Teach students how to sing “Where is my friend?” in Chinese. 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce the initials “g”, “k” ,”h” correctly. 2. Students can master the spelling rules of Chinese Pinyin. 3. Students can pronounce all combinations of “g, k, h” and vowels with tones correctly.

	Where is my friend?				<p>4. Students can introduce themselves to each other properly.</p> <p>5. Students can write down the new characters orderly and nicely.</p> <p>6. Students master the pronunciation, meaning and writing order of the new characters.</p> <p>7. Students can sing “Where is my friend?” in Chinese to family and friends.</p>
Unit 9 Initials and introduction(2)	<ul style="list-style-type: none"> - Initials and introduction(part 2) - Initials “j,” “q,” “x” - The combination of “j, q, x” and vowels with tones - New words <p>- Introduction: What is your name? My name is What is his/her name? His/her name is</p> <ul style="list-style-type: none"> - New characters 	<ul style="list-style-type: none"> - Initials “j,” “q,” “x” - The combination of “j, q, x” and vowels with tones - New words <p>- Introduction: What is your name? My name is What is his/her name? His/her name is</p> <ul style="list-style-type: none"> - New characters 		<ol style="list-style-type: none"> 1. Demonstrate the standard pronunciation of initials “j,” “q,” “x” to students. 2. Engage students in practicing pronouncing the combination of “j, q, x” and vowels with tones 3. Illustrate the pronunciation, meaning and writing order of the new words to students. 4. Show students how to ask and answer “What is your name?” in Chinese. 5. Demonstrate to students how to write the new characters stroke by stroke. 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce the initials “j,” “q,” “x” correctly. 2. Students can pronounce all combinations of “j, q, x” and vowels with tones correctly. 3. Students can master the pronunciation, meaning and writing order of the new characters. 4. Students can ask and answer “What is your name?” “My name is” in Chinese.

					5. Students can write down the new characters orderly and nicely.
Unit 10	<ul style="list-style-type: none"> - Initials and introduction (part 3) - Initials “zh”, “ch”, “sh”, “r” - The combination of “zh, ch, sh, r” and vowels with tones - New words - Introduction: “Are you?” “Yes.” or “No.” - New characters 	<ul style="list-style-type: none"> - Initials “zh”, “ch”, “sh”, “r” - The combination of “zh, ch, sh, r” and vowels with tones - New words - Introduction: “Are you?” “Yes.” or “No.” - New characters 		<ol style="list-style-type: none"> 1. Demonstrate the standard pronunciation of initials “zh”, “ch”, “sh”, “r” to students. 2. Engage students in practicing pronouncing the combination of “zh, ch, sh, r” and vowels with tones. 3. Illustrate the pronunciation, meaning and writing order of the new words to students. 4. Show students how to inquire “Are you... ..?” and answer “Yes” or “No” in Chinese. 5. Demonstrate to students how to write the new characters stroke by stroke. 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce the initials “zh”, “ch”, “sh”, “r” correctly. 2. Students can pronounce all combinations of “zh, ch, sh, r” and vowels with tones correctly. 3. Students can master the pronunciation, meaning and writing order of the new characters. 4. Students can enquire “Are you?” and answer “Yes” or “No” in Chinese. 5. Students can write down the new characters orderly and nicely.

Unit 11	<ul style="list-style-type: none"> - Initials and introduction (part 4) - Initials “z,” “c,” “s” - The combination of “z, c, s” with vowels and tones - New words - Introduction: “What is your family name?” (In respectful way) My family name is... .. - New characters 	<ul style="list-style-type: none"> - Initials “z,” “c,” “s” - The combination of “z, c, s” with vowels and tones - New words - Introduction: “What is your family name?” (In respectful way) My family name is... .. - New characters 		<ol style="list-style-type: none"> 1. Demonstrate the standard pronunciation of initials “z,” “c,” “s” to students. 2. Engage students in practicing pronouncing the combination of “z, c, s” and vowels with tones. 3. Illustrate the pronunciation, meaning and writing order of the new words to students. 4. Demonstrate to students how to inquire people’s family name with respectful expressions. 5. Demonstrate to students how to write the new characters stroke by stroke. 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce the initials “z,” “c,” “s” correctly. 2. Students can pronounce all combinations of “z,” “c,” “s” and vowels with tones correctly. 3. Students master the pronunciation, meaning and writing order of the new characters. 4. Students can inquire people’s family name respectfully and properly. 5. Students can write down the new characters orderly and nicely.
Unit 12	<ul style="list-style-type: none"> - Review - All the initials and vowels learned - The combination of selected initials and vowels with tones - Introduction: I am What is your name? 	<ul style="list-style-type: none"> - All the initials and vowels learned - The combination of selected initials and vowels with tones - Introduction: I am What is your name? My name is 		<ol style="list-style-type: none"> 1. Review all the initials and vowels learned 2. Engage students in practicing pronouncing the selected combination of initials and vowels with tones. 3. Help students to remember the introduction by making dialogues with each other.. 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce all the initials, vowels and their combinations with tones correctly.

	<p>My name is What is your family name? My family name is Are you? Yes./ No/ - New characters - Clarification of the final exam</p>	<p>What is your family name? My family name is Are you? Yes./ No/ - New characters - Clarification of the final exam</p>		<p>4. Illustrate the pronunciation, meaning and writing order of the new characters to students. 5. Clarify the questions about final exams.</p>	<p>2. Students can make dialogue on introduce themselves to each other properly. 3. Students master the pronunciation, meaning and writing order of the new characters. 4. Students know how to prepare for their final exam.</p>
Final Exam Semester 2					