

## Course syllabus

Subject : English

Year : 3

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
10	In the park	Referent verbs. “must / mustn’t” for rules and obligations. Long vowel sound [a:]	Standard F1.1	<ol style="list-style-type: none"> <li>1. Act in compliance with orders and requests heard or read.</li> <li>2. Pronounce and spell words; accurately read aloud groups of words, sentences and simple chants by observing the principles of reading.</li> <li>3. Choose/ specify the images or symbols corresponding to the meanings of groups of words and sentences heard.</li> <li>4. Answer questions from listening to or reading sentences, dialogues or simple tales.</li> </ol>	<p>Students should be able to understand and follow rules and regulations.</p> <p>Students should be able to use ‘and’ or ‘or’ to connect sentences.</p>
11	In the museum	Transport. Prepositions. Past simple with <i>be</i> . Lots of / some / any. Time words and phrases.	Standard F1.3	<ol style="list-style-type: none"> <li>1. Speak to give data about themselves and matters around them.</li> <li>2. Categorise words into groups according to the types of persons, animals and objects based on what they have heard or read.</li> </ol>	Students should be able to talk about things in the past and compare them to the present.
12	A clever baby!	Adjectives to describe people. Past simple with <i>be</i> and <i>have</i> . Long vowel [i:]	Standard F2.1	<ol style="list-style-type: none"> <li>1. Speak and make accompanying gestures in accordance with social manners/ culture of native speakers.</li> </ol>	Students should be able to describe people and what they are like

				<p>2. Tell the names and simple vocabulary about the festivals/ important days/ celebrations and lifestyles of native speakers.</p> <p>3. Participate in language and cultural activities appropriate to their age levels.</p>	
Mid-term exam covering Units 10-12					
13	The Ancient Egyptians	Verbs; adjectives to describe things. Past simple with regular verbs. Long vowel [o:]	Standard F2.1	<p>1. Speak and make accompanying gestures in accordance with social manners/ culture of native speakers.</p> <p>2. Tell the names and simple vocabulary about the festivals/ important days/ celebrations and lifestyles of native speakers.</p> <p>3. Participate in language and cultural activities appropriate to their age levels.</p>	Students should be able to use verbs and adjectives to describe things
14	Did you have a good day?	School things; camping things. Past simple: questions. Wh-questions. Long vowel [u:]	Standard F1.2	<p>1. Speak in an exchange with short and simple words in inter-personal communication by following the models heard.</p> <p>2. Use orders and simple requests by following the models heard.</p> <p>3. Express their own simple needs by following the models heard.</p>	<p>Students should be able to talk about the things they did and school</p> <p>Students should be able to talk about a camping trip (real or imaginary)</p>

				<p>4. Speak to ask for and give simple data about themselves and their friends by following the models heard.</p> <p>5. Tell their own feelings about various objects around them or various activities by following the models heard.</p>	
15	Our holiday! + Review + Culture	Holiday things. Time words. “ <i>be going to + verb</i> ”. Words with <i>oo</i>	Standard F4.1  Standard F4.2	<p>1. Listen/speak in simple situations in the classroom.</p> <p>1. Use foreign languages to collect relevant terms around them</p>	Students should be able to talk about things they are planning to do in the future
Final exam covering Units 13-15					

## Course syllabus

Subject : Mathematics

Year : 3

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 9	Money	-Addition of money -Subtraction of money -Money story problems	M2.1  M2.2	6. Read and write amount of money by using numerals. 1. Solve problems involving measurement of length, weight, volume, money and time.	- Students should be able to understand the difference between dollars and cents - Students should be able to add and subtract different amounts of money - Students should be able to create and solve story problems involving money
Unit 10	Length, Mass and Volume	-Metres and centimetres -Kilometres and metres -Kilograms and grams -Litres and Millilitres -Story problems	M2.1	1. Tell length in metres, centimetres and millimetres by using appropriate measuring tools, and compare length. 2. Tell weight in kilograms and grams by using appropriate weighing machine, and compare weights. 3. Tell volume and capacity in litres and millilitres by using appropriate measuring tools, and compare weight and capacity by using the same units.	- Students should be able to convert different units of measurements - Students should be able to add and subtract different measurements - Students should be able to know which tools we use when measuring length, mass and volume

Unit 11	Bar Graphs	-Reading and interpreting bar graphs	M5.1	1. Collect and categorize data about oneself and the surroundings in daily life. 2. Read data from simple pictograms and bar charts.	- Students should be able to read a bar graph and understand why they are useful - Students should be able to answer questions about the information displayed on a bar graph - Students should be able to draw a bar graph accurately using given information.
Unit 12	Fractions	-Equivalent fractions -Comparing fractions -Ordering fractions -Addition and subtraction of fractions	M6.1	4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation. 5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.	- Students should be able to read fractions and suggest why they are useful in everyday life - Students should be able to convert, add, subtract and compare fractions
<b>Midterm Semester 2</b>					
Unit 13	Time	-Tell the time -Hours and minutes -Time and duration -Time word problems	M2.1  M2.2	4. Tell the time on a clock dial (period of 5 minutes); read, write and tell the time by using numerals. 3. Read and keep record of activities or events, specifying the time.	- Students should be able to read an analog clock - Students should be able to convert minutes and hours and add and subtract them.

Unit 14	Angles	-Introduction to angles	M3.1	3. Write linear points, straight lines, rays, parts of straight lines, angles and symbols.	- Students should be able to recognise the three kinds of angles and identify them in any given shape.
Unit 15	Perpendicular and Parallel Lines	-Perpendicular lines -Drawing perpendicular lines using a ruler and a set-square -Parallel lines -Drawing parallel lines using a set-square	M3.1	1. Identify two-dimensional geometric figures that are components of an object in the form of a three-dimensional geometric figure.  3. Write linear points, straight lines, rays, parts of straight lines, angles and symbols.	- Students should be able to understand the properties of perpendicular and parallel lines and be able to draw them.
Unit 16	Area and Perimeter	-Area -Square Units -Perimeter and area -More perimeter -Area of a rectangle	M3.2	1. Draw two-dimensional geometric figures given in various models. 2. Identify various geometric figures in the surroundings.	- Students should be able to state what area and perimeter means. - Students should be able to find the area and perimeter of simple shapes.

**Final Exam Semester 2**

## Course syllabus

Subject : **Science**

Year : **3**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 10	Objects around us	Discussing diversity of objects and materials around us.	Sc. 3.1.	1. Classify the kinds and properties of materials that are components of toys and articles of everyday use.	Students should be able to... 1. describe an object in terms of its size, shape and colour. 2. compare objects of their size, shape and colour. 3. state that all objects have a mass and be able compare different objects. 5. state that some observable properties can be measured using tools. 6. identify the materials from which objects are made.
Unit 11	Changes in materials	Discussing interactions between materials and objects	Sc. 3.1.	2. Explain utilization of each kind of material for useful purposes.	Students should be able to... 1. describe physical changes in materials when they are pressed, twisted, hammered, bent, pulled, heated or cooled and then identify whether

					these changes are temporary or permanent. 3. explain how physical changes in materials could be useful or harmful.
Unit 12	Three states of matter	Discussing cycles of matter	Sc. 3.2.	experiment and explain effects of change in objects when a force acts on them or upon heating and cooling.	Students should be able to... 1. state that matter can exist in three states: solid, liquid and gas. 2. discuss ways to prove that solids, liquids and gases occupy space. 3. deduce the properties of matter.
Unit 13	Air	Discussing interactions and cycles of air	Sc. 6.1.	Experiment and explain the motion of air resulting from differences in temperature.	Students should be able to... 1. state that air is around us. 2. explain the importance and uses of air. 3. explain how air moves.
Unit 14	Water	Discussing interactions of water	Sc. 6.1.	Explore and explain physical properties of water from sources in the local area, and apply the knowledge gained for useful purposes	Students should be able to... 1. state the different uses water has and identify different sources of water.

					<p>2. Understand the need to conserve water.</p> <p>3. discuss how we can conserve water.</p>
Unit 15	Forces	Discussing interactions based on forces and motion.	Sc. 4.1.	Experiment and explain effects of forces acting on objects.	<p>Students should be able to...</p> <p>1.state that a force is a push or a pull.</p> <p>2. understand that a force can make an object move or change the movement of an object.</p> <p>3. give examples of when wind and water can move objects.</p> <p>4. Understand that a force can change the shape of an object.</p>
<b>Midterm Semester 2</b>					
Unit 16	Light	Discussing energy	Sc. 5.1.	Understanding of relationship between energy and life; energy transformation; interrelationship between substances and energy; effects of energy utilization on life and the environment	<p>1. Recognize that the Sun is our main source of light.</p> <p>2. Identify other sources of light.</p> <p>3. Describe how people, animals and plants use light from the Sun.</p> <p>4. Understand that we see things only when light from them enters our eyes.</p>

					5. Explain the uses of other sources of light.
Unit 17	Heat	Discussing energy	Sc. 5.1.	Understanding of relationship between energy and life; energy transformation; interrelationship between substances and energy; effects of energy utilization on life and the environment	<ol style="list-style-type: none"> <li>1. Recognize that the Sun is our main source of heat.</li> <li>2. Understand that heat makes things warm.</li> <li>3. Identify other sources of heat.</li> <li>4. Explain the uses of sources of heat.</li> <li>5. Know safety precautions.</li> </ol>
Unit 18	Sources and uses of electricity	Discussing energy	Sc. 5.1.	<ol style="list-style-type: none"> <li>1. Identify natural energy sources utilized for producing electricity.</li> <li>2. Explain the importance of electrical energy</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify sources of electricity.</li> <li>2. Explain the uses of electricity.</li> <li>3. Understand the need to conserve electricity.</li> <li>4. Know proper ways of handling electrical appliances.</li> </ol>
Unit 19	Sound	Discussing energy	Sc. 5.1.	Understanding of relationship between energy and life; energy transformation; interrelationship between substances and energy	<p>Students should be able to...</p> <ol style="list-style-type: none"> <li>1. understand how sounds are made.</li> <li>2. discuss the uses of sound.</li> <li>3. suggest ways to produce sounds.</li> <li>4. identify the differences between loud, soft, high-pitched and low-pitched sounds.</li> </ol>

Unit 20	Rocks	Discussing diversity of the Earth's surface	Sc.6.1.	Understanding of various processes on the Earth's surface and inside the Earth; relationship between various processes causing changes in climate, topography and form of the Earth	Students should be able to... 1. know where rocks can be found. 2. observe and classify rocks in terms of their colour and texture. 3. explain the uses of rocks.
Unit 21	The Sun, the Earth and the Moon	Discussing energy of planets	Sc. 7.1.	Understanding of evolution of the solar system; interrelationships within the solar system and their effects on living things on Earth	Students should be able to... 1. state that the Sun and the Moon are in space. 2. state that the Sun, the Earth and the Moon are approximately spherical. 3. identify the four cardinal points.
<b>Final Exam Semester 2</b>					

## Course syllabus

Subject : **Social Studies**

Year : **3**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 4 History	History	Measuring Time  Buddhist Calendar  Gregorian Calendar   Doing Research    Kings of Thailand	Standard So4.1    Standard So4.2    Standard So4.3	Standard So4.1 1. Compare important eras, based on the calendar used in daily life. 2. Make sequences of important events in school and community by specifying relevant evidence and data sources Standard So4.2 1. Specify the factors influencing the settling and development of the community. 2. Summarise important characteristics of the customs, traditions and culture of the community. 3. Compare cultural similarities and differences of their own community and other communities. Standard So4.3 1. Specify the names and brief achievements of the Thai kings who founded the Kingdom of Thailand. 2. Explain in brief the life and achievements of the current king. 3. Relate heroic deeds of the Thai ancestors who participated in defending the nation.	Students should be able to measure different points in history using units of time.  Students should be able to state some differences between the Gregorian and Buddhist calendars.  Students should be able to use a timeline to show different points in history.  Students should be able to their own research with a given task/assignment.  Students should be able to discuss some of the facts and history surrounding the kings of Thailand



# Course syllabus

Subject : **Health**

Year : **3**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 6	Health And The Environment	<ul style="list-style-type: none"> <li>* Healthy and Diseases</li> <li>* Unhealthy students</li> <li>* The Environment</li> <li>* Air/water pollution</li> </ul>	H4.1	1. Explain transmission and methods of protection from spreading of diseases.	<ul style="list-style-type: none"> <li>* Students should be able to recognise the difference between healthy and bad habits.</li> <li>Students should be able to discuss the dangers of pollution</li> </ul>
Unit 7	Feelings and Stress	<ul style="list-style-type: none"> <li>* Feelings</li> <li>* Stress</li> </ul>	H2.1	1. Explain the importance and differences of the family on themselves. 2. Explain methods of creating relationships in the family and groups of friends.	<ul style="list-style-type: none"> <li>* Students should be able to discuss how stress affects us</li> <li>* Students should be able to recognise how we feel in situations</li> <li>Students should be able to name some good habits we should practice.</li> </ul>
Mid-term quiz covering Units 6-7					
Unit 8	Disease and Sickness	<ul style="list-style-type: none"> <li>* Disease</li> <li>* Sickness</li> <li>* Cold</li> <li>* Food poisoning</li> <li>* Headache</li> <li>* Itching</li> <li>* Doctor</li> </ul>	H4.1	1. Explain transmission and methods of protection from spreading of diseases.	<ul style="list-style-type: none"> <li>* Students should be able to identify different causes of disease.</li> <li>* Students should be able to identify symptoms of being sick.</li> </ul>

					Students should be able to identify the causes of food poisoning.
Unit 9	Accidents and Prevention	<ul style="list-style-type: none"> <li>* Accidents</li> <li>* Prevention</li> <li>* Hazards in the house</li> <li>* Do's and Don'ts of playing safe</li> </ul>	H5.1	<ol style="list-style-type: none"> <li>1. Conduct themselves for safety from accidents at home, in school and while travelling.</li> <li>2. Show methods of seeking help from persons and various sources when there are dangerous incidents or accidents.</li> </ol>	<ul style="list-style-type: none"> <li>* Students should be able to identify hazards found in our immediate environments.</li> <li>* Students should be able to talk about how to prevent possible accidents.</li> </ul> <p>Student should be able to discuss how we should play safe and what things we should try to avoid.</p>
Final quiz covering units 8-9					

# Course syllabus

Subject : **Phonics**

Year : **3**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
1	Term 1 revision	Revision	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students are reminded about problems and successes they had with the final exam. Students revise the 11 different ways of making the Long e and Long i sound. Students revise the 5 short vowel sounds.
2	Techniques	- Using their knowledge so far to spell and read new words.	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students are shown how to use syllables to read and spell. They are reminded that this may be more difficult due to 'y' being a vowel sometimes and silent letters.
3	Lesson 11 in the book	The 5 ways to make the long a sound are combined with the ways to make the long e and i.	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students begin to remember the 5 new ways to make a 'long a' vowel sound.
4	Activities	Activities to enable the students to remember the additional vowels.	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading	Students feel confident to use the long vowel sounds they have learnt.

5	Lesson 3 in the book	- Diagraphs – ch, sh, th, gh, ph	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students are familiar with the sounds and spelling of these diagraphs. They are aware of common words using the ph and gh diagraphs.
6	Activities	Activities for the students to combine the diagraphs in Unit 5 with the 3 long vowel sounds and 5 short vowel sounds taught in earlier units.	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading	Students can use the techniques in unit 2 to read and spell words with the phonemes they have studied.
7	Lesson 14 in the book	- The 5 ways to make the long o sound are combined with the ways to make the long e, i and a sounds.	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students begin to remember the 5 new ways to make a 'long o' vowel sound.
8	Activities	Activities for the students to combine the diagraphs and consonant blends with the 4 long vowel sounds and 5 short vowel sounds taught in earlier units.	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students can use the techniques in unit 2 to read and spell words with the phonemes they have studied.
9	Lesson 5 in the book	- Students participate in activities to combine the 's' blends with the vowel sounds they have studied so far.	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students can use the techniques in unit 2 to read and spell words with the phonemes they have studied.

10	Lesson 5 in the book	- The 5 ways to make the long u sound are combined with the ways to make the long e, i, o and a sounds.	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students begin to remember the 5 new ways to make a 'long u' vowel sound.
11	Activities	Activities for the students to combine the diagraphs and consonant blends with the 5 long vowel sounds and 5 short vowel sounds taught in earlier units.	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students can use the techniques in unit 2 to read and spell words with the phonemes they have studied.
12	Lesson 6 in the book	- Students participate in activities to combine these 'other blends' with the vowel sounds they have studied so far.	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students can use the techniques in unit 2 to read and spell words with the phonemes they have studied.
13	Lesson 7 in the book	- Students participate in activities to combine these end blends with the vowel sounds, diagraphs and beginning blends they have studied so far.	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students can be confident in building up syllables with an appropriate vowel sound, beginning blend or diagraph and an end blend. ( Students may choose the wrong spelling of the vowel but get the correct long vowel sound)
14	As above		F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	As above

15	Lesson 21 in the book.	-Students are introduced to the 'er' schwar sound	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students are introduced to the concept that what we say is not always what we think we are saying, and many vowels sounds change into the bland 'er' sound.
	Phonics Revision week.				
Final Exam Semester 2					

# Course syllabus

Subject : **Chinese**

Year : **3**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 4	Diphthong and Review	<ul style="list-style-type: none"> <li>- All the diphthong learned from 1<sup>st</sup> term</li> <li>- All words learned from 1st term</li> <li>- Diphthong: un, ün</li> <li>- The combination of initials and “un, ün” with tones</li> <li>- New words</li> <li>- Chinese song “Looking for my friend.”</li> </ul>		<ol style="list-style-type: none"> <li>1. Review all the diphthong and words learned from 1<sup>st</sup> term</li> <li>3. Demonstrate to students the standard pronunciation of diphthong ”un”&amp;”ün”.</li> <li>4. Engage students in practicing pronouncing the selected combinations of initials and “un,ün”</li> <li>5. Illustrate the pronunciation, meaning and writing order of the new words to students.</li> <li>6. Show students how to sing the Chinese song “Looking for my friend.”</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can remember all the diphthong and words learned from 1<sup>st</sup> term.</li> <li>2. Students can recognize and pronounce diphthong ”un”, ”ün” correctly.</li> <li>3. Students can pronounce selected combinations of initials and ”un, ün” correctly.</li> <li>4. Students master the pronunciation, meaning and writing order of the new words.</li> <li>5. Students can sing the Chinese song ”Looking for my friends” to friends and family.</li> </ol>
Unit 6	Diphthong and “What is this?”	<ul style="list-style-type: none"> <li>- Diphthong: ang, eng</li> <li>- The combination of initials and “ang, eng” with tones</li> </ul>		<ol style="list-style-type: none"> <li>1. Demonstrate to students the standard pronunciation of diphthong: “ang” and “eng”</li> <li>2. Engage students in practicing</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can recognize and pronounce diphthong “ang”,</li> </ol>

		<ul style="list-style-type: none"> <li>- Demonstrative pronoun - “this”</li> <li>- New words</li> <li>- Sentence Patterns “What is this?” “This is ... ..”</li> <li>- New characters</li> </ul>		<p>pronouncing the selected combination of initials and “ang, eng”</p> <ol style="list-style-type: none"> <li>3. Introduce the Chinese demonstrative pronoun “this” to students.</li> <li>4. Illustrate the pronunciation, meaning and writing order of the new words to students.</li> <li>5. Demonstrate to students how to ask and answer “What is this?” “This is ... ..” in Chinese.</li> <li>6. Demonstrate to students how to write the new characters stroke by stroke.</li> </ol>	<p>“eng” correctly.</p> <ol style="list-style-type: none"> <li>2. Students can pronounce selected combinations of initials and “ang”, “eng” with tones correctly.</li> <li>3. Students can use the demonstrative pronoun “this” correctly.</li> <li>4. Students master the pronunciation, meaning and writing order of the new words.</li> <li>5. Students can make conversation on selected object by asking and answering “What is this?” “This is ... ..”</li> <li>6. Students can write down the new characters orderly and nicely.</li> </ol>
Unit 7	Diphthong and “What is that?”	<ul style="list-style-type: none"> <li>- Diphthong: ing, ong</li> <li>- The combination of initials and “ing, ong” with tones</li> <li>- Demonstrative pronoun - “that”</li> <li>- New words</li> <li>- Sentence Patterns</li> </ul>		<ol style="list-style-type: none"> <li>1. Demonstrate to students the standard pronunciation of diphthong: ing, ong</li> <li>2. Engage students in practicing pronouncing the selected combination of initials and “ing, ong”</li> <li>3. Introduce the Chinese demonstrative pronoun “that” to students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can recognize and pronounce diphthong “ing”, “ong” correctly.</li> <li>2. Students can pronounce selected combinations of initials and “ing”, “ong” with tones correctly.</li> </ol>

		<p>“What is that?”  “That is ... ..”  - New characters</p>		<p>4. Illustrate the pronunciation, meaning and writing order of the new words to students.  5. Demonstrate to students how to ask and answer “What is that?” -”That is ... ..” in Chinese.  6. Demonstrate to students how to write the new characters stroke by stroke.  7. Clarify questions about final exam.</p>	<p>3. Students can use the demonstrative pronoun “that” correctly.  4. Students master the pronunciation, meaning and writing order of the new words.  5. Students can make conversation on selected object by asking and answering, “What is that?” “That is ... ..”  6. Students can write down the new characters orderly and nicely.  7. Students know how to prepare for their final exam.</p>
Final Exam Semester 2					