

Course Syllabus (Semester 2/2017)

Learning Group: Foreign Language

Subject Code: En 23212

Subject: English Activities (Debate)

Year Level: 9

Total: 2 periods / week

Credit: 1.0

Week	Period	Topic	Contents	Objectives:
1	1-2	<ul style="list-style-type: none"> - Review - Discussion - Selection 	<ul style="list-style-type: none"> - Review the content. - Group discussion for topics - Debate topic selection. 	<ul style="list-style-type: none"> - To refresh the memory of the students. - To let the students debate on the topic chosen by them.
2	3-4	<ul style="list-style-type: none"> - Research - Analyze 	<ul style="list-style-type: none"> - Find information about the topic. - Read and analyze the information to prepare for the debate. 	<ul style="list-style-type: none"> - To let the students to the research and find the related information. - To let the students read and choose the related information and write their speech.
3	5-6	<ul style="list-style-type: none"> - Debate 	<ul style="list-style-type: none"> - Debate on the chosen topic - Teachers judge and give scores. 	<ul style="list-style-type: none"> - To let the students debate so that they know the correct format.
4	7-8	<ul style="list-style-type: none"> - Discussion - Selection 	<ul style="list-style-type: none"> - Group discussion for topics - Debate topic selection. 	<ul style="list-style-type: none"> - To let the students debate on the topic chosen by them.
5	9-10	<ul style="list-style-type: none"> - Research - Analyze 	<ul style="list-style-type: none"> - Find information about the topic. - Read and analyze the information to prepare for the debate. 	<ul style="list-style-type: none"> - To let the students to the research and find the related information. - To let the students read and choose the related information and write their speech.
6	11-12	<ul style="list-style-type: none"> - Debate 	<ul style="list-style-type: none"> - Debate on the chosen topic - Teachers judge and give scores. 	<ul style="list-style-type: none"> - To let the students debate so that they know the correct format.
7	13-14	<ul style="list-style-type: none"> - Final Debate 	-----	-----
8	15-16	<ul style="list-style-type: none"> - Final Debate 	-----	-----

Course Syllabus (Midterm-Semester 2/2017)

Learning Group: ENGLISH ACTIVITIES (DRAMA)

Subject Code:

Subject: Eng Act Drama

Year Level: 9

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. Parts of the Stage 2. Body Position and simple blocking 3. Listening: Activity Game 	<ul style="list-style-type: none"> ● Improve listening comprehension for details and speaker's attitudes and emotion.
3	5-6	Movement and Pattern	<ol style="list-style-type: none"> 1. Video: Musical Play 2. Reacting to a video 3. Interpret a song through movement 	<ul style="list-style-type: none"> ● Develop creativity in artistic bodily movement through song interpretation

4	7-8	The Theatre People	<ol style="list-style-type: none"> 1. Actor 2. Director of the Play 3. Choreographer 4. Costume Designer 5. Lighting Designer 6. Music Director 7. Playwright 8. Set Designer 9. Sound Designer 10. Stage Manager 11. Technical Director 	<ul style="list-style-type: none"> ● Knowing the roles and function of each person in the theatre. ● Identify the job they would like to do on stage. ● Develop a positive attitude in working closely with other people.
5	9-10	Group Activity: Staging a Short Play	<ol style="list-style-type: none"> 1. Planning, Designing and Drafting a short play 	<ul style="list-style-type: none"> ● Participate in a group dramatization and acquire good speaking, listening and acting skills to understand, enjoy and appreciate individual character roles.

6	11-12	Presentation of drafted Stage Plan and Design	<ol style="list-style-type: none"> 1. Writing the script 2. Creating a model of the stage 3. Presenting the stage cast and crew 	<ul style="list-style-type: none"> ● Integrate the lessons in real life setting on the stage.
7	13-14	Technical Rehearsal	<ol style="list-style-type: none"> 1. Working on the stage 2. Run through with cast and technical crew 	<ul style="list-style-type: none"> ● Apply the lessons learned and be able to acquire good speaking and listening habits to understand, enjoy and appreciate dramatic texts
8	15-16	Final Stage Play	<ol style="list-style-type: none"> 1. Final performance 	<ul style="list-style-type: none"> ● Understand the perks of being in drama class

Prepared by:

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Eng Act Drama Teacher

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

Learning Group: English Activities

Subject: Presentation

Year Level: 9

Total: 1 period / week

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1	Introduction to the semester's topic	<p>What is presentation? What do the students know so far?</p> <p>Defining culture (values, attitudes, religion, arts, concepts of the universe, notions of time, roles)</p> <p>Defining goals of presentation (what, how, why)</p>	<p>Students will be able to choose their own means of presentation.</p> <p>Homework: Each student will get one country from lucky draw to prepare for the next class.</p>
2	2	Research skills	<p>First part: On the homework's example several students will show their presentations. The rest will compare them and give the feedback.</p> <p>Second part: Research – checking information and using more than one source.</p>	<p>Finally students will get to choose the country and culture they want. They will be working in groups (three of them in each group).</p> <p>Combined presentation consisting of three elements (Power Point, video, music, storyboard, mind map etc)</p>

3	3	Practical work	Part of the students will show what they have so far. Other classmates will give their evaluation of the presentations.	Students will be able to understand the path from research to presentation.
4	4	Continuation	Second half of the class will present. The rest will give remarks, comments and suggestions.	All students will be asked to listen carefully to other students because next class they will have to swap presentations for assessments.
5	5	Assessment	Groups will swap and they will have to present other group's presentations.	The idea is to see how observing are the students, to check if they understood the process or they just repeat what was said. Comparison between the "original" presentation and the "repeated" one.
6	6	Assessment	Other half of the class will present the swapped presentations.	Discussion and feedback.
7	7	Preparation for the final presentation	Finalization for the final presentations. First half of the students will present on this class.	Evaluation of the presentations.

8	8	Final presentation and semester's report	Second half of the students will present. All the groups will write a report about the semester.	Students' and teachers' evaluation and reports.
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Course Syllabus (Semester 2/2017)

Learning Group: Foreign Language

Subject Code: En 23212

Subject: English Activities (Speech)

Year Level: 9

Total: 2 periods / week

Credit: 1.0

Week	Period	Topic	Contents	Objectives:
1	1-2	<ul style="list-style-type: none"> - Introduction to some of history's most important speeches. 	<ul style="list-style-type: none"> - 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. 	<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. - What makes a great speech?
2	3-4	<ul style="list-style-type: none"> - King George vi - The Kings Speech 	<ul style="list-style-type: none"> - 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 	<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.
3	5-6	<ul style="list-style-type: none"> - King George vi - The Kings Speech 	<ul style="list-style-type: none"> - 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. 	<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.
4	7-8	<ul style="list-style-type: none"> - Sir Winston Churchill 	<ul style="list-style-type: none"> - Churchill was introduced in the film The Kings speech 	<ul style="list-style-type: none"> - To inform the students about some of history's most pivotal moments of history.

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

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

Course Syllabus (Semester 2/2017)

Learning Group: Language

Subject Code: EN23102/23112

Subject: English

Year Level: 9

Total: 4 periods / week

Credit: 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-4	Marketing	Definition of Marketing. Reading - Article 1:- Food advertising tricks you should know about. Reading skills: Distinguishing facts from opinions.	Gather information about whether advertising helps or harm us. Distinguishing facts from opinions. Reading skills improvement.
2	5-8	Marketing	New vocabulary. Sentence construction. Worksheet – Verb Conjugation.	Definition of the new vocabulary. Form grammatically correct sentences. Conjugate tenses correctly. Grammar skills improvement.
3	9-12	Marketing	Reading - Article 2: In defense of advertising. Vocabulary skills: Suffixes.	Definition of the new vocabulary. Being able to use suffixes correctly. Vocabulary skills improvement.
4	13-16	Marketing	Writing an opinion essay. Grammar: Compound sentences. Worksheet – Verb Conjugation	How to write a good opinion essay. How to write compound sentences using different conjunctions. Grammar skills improvement. Conjugate tenses correctly.

5	17-20	Psychology	<p>Definition of psychology.</p> <p>Reading Article 1: Fear factor: success and risk in extreme sports.</p> <p>Reading skills: Using referents to understand contrast.</p> <p>New vocabulary.</p>	<p>Gather information about why people take risks.</p> <p>Distinguish referents in a reading.</p> <p>Definition of the new vocabulary.</p> <p>Vocabulary skills improvement.</p>
6	21-24	Psychology	<p>Reading - Article 2: The climb of my life.</p> <p>Worksheet – Verb Conjugation.</p> <p>New vocabulary.</p> <p>Writing skills: Writing a summary</p>	<p>Gather information about why people take risks.</p> <p>Conjugate tenses correctly.</p> <p>Definition of the new vocabulary.</p> <p>Form grammatically correct sentences using the new vocabulary from reading 1 and 2.</p>
7	25-28	Psychology	<p>Writing skills: Introduction to narrative essay writing.</p> <p>Grammar: Shifts between past and present time frames.</p>	<p>Write a narrative essay about a risk that they have taken.</p> <p>It should include specific information from the readings and their own ideas.</p>
8			Mid-term	
9	29-32	Philosophy	<p>Definition of philosophy.</p> <p>Reading - Article 1: A question of numbers.</p> <p>New vocabulary.</p> <p>Reading skills: Using a graphic organizer.</p>	<p>Gather information about why people help each other.</p> <p>Definition of the new vocabulary.</p> <p>Know how to use a graphic organizer to illustrate the ideas of a reading.</p>

10	33-36	Philosophy	<p>Definition of altruism.</p> <p>Reading - Article 2: The biology of altruism.</p> <p>New vocabulary.</p> <p>Vocabulary skill: Phrasal verbs.</p>	<p>Definition of the new vocabulary.</p> <p>Form grammatically correct sentences using the new vocabulary from reading 1 and 2.</p> <p>Vocabulary and grammar skills improvement.</p>
11	37-40	Philosophy	<p>Writing skills: Stating reasons and giving examples.</p> <p>Grammar: Gerunds and infinitives.</p>	<p>Write an analysis essay with reasons and examples.</p> <p>Familiarize with the different forms of gerunds and infinitives.</p>
12	41-44	Economics	<p>Definition of economics.</p> <p>Reading - Article 1: How an Ugandan girl got an education.</p> <p>New vocabulary.</p> <p>Reading skills: Using a timeline.</p>	<p>Gather information about how a small amount of money can make a big difference.</p> <p>Definition of the new vocabulary.</p> <p>Vocabulary skills improvement.</p> <p>Make a timeline as they read a text.</p>
13	45-48	Economics	<p>Reading - Article 2: How to make the biggest difference when giving to charity.</p> <p>New vocabulary.</p> <p>Vocabulary skills: Collocations with nouns.</p>	<p>Gather information about how a small amount of money can make a big difference.</p> <p>Definition of the new vocabulary.</p> <p>Vocabulary skills improvement.</p> <p>Familiarize with the use of collocations with nouns.</p>
14	49-52	Economics	<p>Writing skills: Writing a cause / effect essay.</p> <p>Grammar: Complex sentences.</p>	<p>Write a cause / effect essay using the information from reading 1 and reading 2.</p> <p>Familiarize with complex sentences.</p>
15	53-56	Behavioral Studies	<p>Definition of behavioral studies.</p> <p>Reading – Article 1: Fast cars, big money.</p> <p>New vocabulary.</p>	<p>Gather information about what it takes to be successful.</p> <p>Definition of the new vocabulary.</p> <p>Vocabulary skills improvement.</p>

			Vocabulary skills: Collocations with adjectives + prepositions.	Familiarize with the use of collocations with adjectives + prepositions.
16	57-60	Behavioral Studies	Reading – Article 2: Practice makes...pain? New vocabulary. Writing skills: writing an argumentative essay.	Gather information about what it takes to be successful. Definition of the new vocabulary. Vocabulary skills improvement. Familiarize argumentative essay writing.
17	61-64		Final Exam Revision	
18			Final Exam	

Course Syllabus (Semester 2/2017 -18)

Learning Group: Physical Education

Subject Code: HP23102

Subject: Health Education

Year Level: 9

Total: 1 period / week

Credit: 1.0

Week	Unit	Topic	Contents	Objectives: The students should be able to...
1	5	Non – communicable diseases	<ul style="list-style-type: none"> ● Kidney Disease ● Kidney Function Test Method 	The students should be able to suggest or to propose the guidelines to prevent diseases that are the main causes of illness and death of the Thai people.
2			<ul style="list-style-type: none"> ● Endocrine Disease ● The Adrenal Glands Test ● Low Thyroid Function Test 	The students should be able to suggest or to propose the guidelines to prevent diseases that are the main causes of illness and death of the Thai people.
3			<ul style="list-style-type: none"> ● Heart Disease ● Test your Heart Rate ● Diabetes ● The Blood Sugar Test 	The students should be able to suggest or to propose the guidelines to prevent diseases that are the main causes of illness and death of the Thai people.
4	6	Safety in living	<ul style="list-style-type: none"> ● Food safety at Home ● Security at Home 	The students should be able to set the menus suitable to various ages, bear in mind the

				cost - effectiveness and the nutritional value.
5			<ul style="list-style-type: none"> ● Other Safety Measures ● How to Prevent Electrical Fire 	The students should be able to analyze the influence of the media on behaviors related to Health.
6			<ul style="list-style-type: none"> ● Family Violence ● The Cycle of Abuse 	The students should be able to analyze the causes and propose the guidelines to prevent and solve family conflicts.
7	7	Behavioral risk and violence & stress management skill	<ul style="list-style-type: none"> ● Why Teens Become Violent ● No One Answer to What Causes Violence ● Increasing the Chance of Acting Out in Violence 	The students should be able to avoid resorting to violence and persuade friends to avoid resorting violence for problem-solving.
8	MIDTERM EXAMINATION			
9			<ul style="list-style-type: none"> ● Teen Violence ● Teen Violence Prevention ● Teen Violence Statistics 	The students should be able to analyze the risk Factors and the risk behaviors affecting health and the methods of prevention.

10			<ul style="list-style-type: none"> ● Stress and Emotion Management <ul style="list-style-type: none"> a. Concepts of Stress Management b. To Reduce Stress, you must be able to... c. Stress Management Skill include.... d. General Procedure in Stress management Training 	The students should be able to suggest or to propose the guidelines to prevent diseases that are the main causes of illness and death of the Thai people.
11	8	Health care facilities and institutions	<ul style="list-style-type: none"> ● What is Health ? ● Health Care Facilities 	The students should be able to collect the data and propose the guidelines to solve health problems in the community.
12			<ul style="list-style-type: none"> ● Health Care Services ● Hospital <ul style="list-style-type: none"> 1. Nursing 	The students should be able to collect the data and propose the guidelines to solve health problems in the community.
13			<ul style="list-style-type: none"> ● Hospital <ul style="list-style-type: none"> 1.Nursing 2.Surgery 	The students should be able to collect the data and propose the guidelines to solve health problems in the community.

14			<p>3.Rehabilitation</p> <ul style="list-style-type: none"> * Clinic * Nursing Home 	<p>The students should be able to collect the data and propose the guidelines to solve health problems in the community</p>
15			<ul style="list-style-type: none"> *Home Care *Hospice 	<p>The students should be able to collect the data and propose the guidelines to solve health problems in the community.</p>
16		Final Examination		

Course Syllabus (Home Economics)

Learning Group: Career and Technology

Subject Code: 23102

Subject: Home Economic

Year Level: 9A-E

Total: 1.0 credit

Time: 50 minutes

Week	Period	Topic/ Contents	Objectives	Activities	Vocabulary
1-2	1	<p>Safety and Hygiene</p> <p>‘Food hygiene is the conditions and measures necessary to ensure the safety of food from production to consumption. Food can become contaminated at any point during slaughtering or harvesting, processing, storage, distribution, transportation and preparation.</p>	<p>Students will be able to prepare food hygienically.</p> <p>They will be able to understand that hygienic food has a good impact to our health.</p> <p>They will be able to know how to wash vegetables and fruits properly (to get rid of the harmful chemicals and pesticides)</p>	<p>Students discuss and establish workplace rules and a positive approach towards safety, hygiene and use of equipment in the kitchen.</p> <p>- Design posters for the home economics room.</p> <p>- Discuss various types of knives and safe handling techniques.</p> <p>Vocab. practice</p>	<p>hygiene - conditions or practices conducive to maintaining health and preventing disease , especially through cleanliness.</p> <p>necessary- required to be done, achieved, or present, needed, essential.</p> <p>contaminated- make something impure to or addition of a poisonous substance.</p> <p>slaughtering- kill animals in cruel or violent way, typically in large numbers.</p> <p>harvesting- gather a crop as a harvest.</p>

					consumption – the eating, drinking, or ingesting of something.
3-4	2	<p>Utensils and Preparation skills.</p> <p>Food preparation skills</p> <ul style="list-style-type: none"> -Clean and sanitize work areas, equipment, utensils, and dishes. - Weight or measure ingredients, such as meats and liquids. <p>Knife skills. Bridge hold, claw grip, peel, slice, dice and cut into even size pieces. Fillet fish, slice evenly and accurately raw and cooked meat and fish alternatives.</p>	<p>Students acquire basic food preparation techniques.</p> <p>Students begin to understand and use basic food preparation terminology.</p>	<p>Vocab. Practice/ Test</p> <p>Naming various utensils used in the kitchen.</p> <p>Oral recitations</p>	<p>sanitize - make clean and hygienic.</p> <p>utensils- an implement, container, or other article, especially for household use.</p> <p>dish- the food contained or served in a dish.</p> <p>equipment- the necessary items for a particular purpose.</p> <p>alternative- available as another possibility.</p> <p>accurately- in a way that is correct in all details, exactly.</p>
5-6	3	<p>Food and Nutrition</p> <p>Food serving recommendations from the Thai guide to Healthy eating and produce a guide to assist making healthy food choices</p>	<p>-Students will be able to address the role of food and nutrition in enhancing health and well-being.</p>	<p>Investigate strategies to promote health, safety and well- being.</p>	<p>nutrition - the process of providing or obtaining the food necessary for health and growth.</p>

		<p>when buying food or preparing meals.</p> <p>Thai Food guide:</p> <ul style="list-style-type: none"> - Eat a variety of foods from each of the five food groups and maintain a proper weight. - Eat adequate amounts of rice or alternate carbohydrate sources. - Eat plenty of vegetables and fruits regularly. - Eat fish, lean meat, eggs, legumes and pulses regularly. - Drink in appropriate quality and quantity for one's age. - Eat a diet containing appropriate amounts of fat. - Avoid sweet and salty foods. - Eat clean and safe foods. - Avoid or reduce the consumption of alcoholic beverages. 	<ul style="list-style-type: none"> - To develop knowledge, understanding and skills to make healthy, informed food choices. 	<ul style="list-style-type: none"> - Investigate the five food groups and their location in various food models. - Students evaluate their own diet and recommend changes – Make Food Diary (3 meals a day.) 	<p>servings – a quantity of food suitable for or serve to one person.</p> <p>recommendations- a suggestion or proposal as to the best course of action.</p> <p>variety- a number or range of things of the same general class that are different in character or quality.</p> <p>choice- an act of selecting.</p>
7-8	4	Food for life (The Power of Food for health)		Students research a variety of lunch options, evaluating	<p>healthy – in good health.</p> <p>nutritional- relating to the process of providing or</p>

		Hold the power for change in your hands. Unhealthy habits can be broken. In action can become action. You can make a difference in your life.	<p>Students will be able to know the advantages of healthy food in our body.</p> <p>Students will be able to know the nutritional value of certain foods.</p>	<p>nutritional value, and sustainability impacts on the environment.</p> <p>Students analyze recipes identifying “healthy meals” and then create a recipe to prepare.</p> <p>Students will view and comment on You Tube chef demonstrations.</p> <p>Students explore the dining trends that influence eating habits at local Cafés and restaurants.</p> <p>Vocab. Test</p>	<p>obtaining the food necessary for health and growth.</p> <p>evaluate – assess or judge</p> <p>sustain – give strength to.</p> <p>value – the importance, worth, or usefulness of something.</p> <p>recipe- a set of instructions for preparing a particular dish, including a list of the ingredients required.</p>
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Midterm Examination

9-10	5	Theory Test/ The Five Food Groups and Nutritional Value	Students will be able to inform to make future healthy food choices.	Students will complete a quiz based on five food groups and the Thai dietary guidelines.	<p>Carbohydrates- any of a large group of organic compounds occurring in foods and living tissues and including sugars, starch, and cellulose.</p> <p>Protein-any of a class of nitrogenous organic</p>
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					<p>compounds that consist of large molecules composed of one or more long chains of amino acids and are essential part of all living organisms.</p> <p>Fats- any of a group of natural esters of glycerol and various fatty acids, which are solid at room temperature and are the main constituents of animal and vegetable fat.</p> <p>Fiber- a thread or filament from which a vegetable tissue.</p> <p>Poultry- the flesh of chickens, turkeys, ducks, and geese.</p>
11-12	6	<p>Food Preparation and Practical Skills</p> <p>Top Healthy foods: Nuts, pulses, and grains Almonds</p>	They will be able to work independently.	Students will work safely and hygienically in the home economics kitchen.	<p>safely – in a way that gives protection from danger or risk.</p> <p>individual – designed for use by one person.</p>

		<p>Brazil nut</p> <p>Lentils</p> <p>Oatmeal</p> <p>Wheat germ</p> <p>Greens, Fruits, and Berries</p> <p>Broccoli</p> <p>Apples</p> <p>Kale</p> <p>Blueberries</p> <p>Avocados</p> <p>Leafy green vegetables</p> <p>Sweet potatoes</p>	<p>They will be able to use their own idea.</p> <p>Students will be able to experience to cook food.</p>	<p>Students will work individually during practical lessons to prepare nutritious recipes weekly.</p> <p>Students will observe and develop basic preparation and cooking skills. (Ex: chopping, dicing, shredding, beating and frying food)</p>	<p>menu- a list of dishes available in a restaurant.</p> <p>nutritious- nourishing, efficient as food.</p> <p>tasty- having a pleasant, distinct flavor.</p> <p>yummy- delicious</p>
13-14	7	<p>Food Preparation and Practical Skills</p> <p>Cooking techniques:</p> <p>There are many ways to cook food. The outcome of a dish varies nearly as much through cooking methods as it does through the ingredients. Different cultures tend to have their own unique ways of cooking. These differences often come from historical necessities. Cooking techniques can generally</p>	<p>Students will be able to learn some techniques in cooking food.</p> <p>Students will have chance to learn different methods of cooking.</p> <p>Students will be able to learn Cooking terminology in English.</p>	<p>Practice basic preparation and cooking techniques such as the rubbing method, the melt and The mix method, frying and baking etc.</p> <p>Students are encouraged to use subject specific terminology.</p> <p>Students produce their own recipes and have their peer assessed.</p> <p>Vocab. Test</p>	<p>preparation- the action or process of making ready or being made ready for use.</p> <p>techniques- a skillful or efficient way of doing.</p> <p>melt- make or become liquefied by heat.</p> <p>baking- cook by dry heat without direct exposure to a flame, typically in an oven or on a hot surface.</p>

		be divided into dry and wet methods of cooking.			<p>peer- a person of the same age, status, or ability as another specified person.</p> <p>frying- cook food in hot fat or oil, typically in a shallow pan.</p>
15	8	<p>Food Preparation and Practical Skills</p> <ul style="list-style-type: none"> - Quick healthy recipes - Dietary needs: <p>Older adults need more calcium and vitamin D to help maintain bone health. Have three servings of Vitamin D –fortified low fat or fat free milk or yogurt each day. Other calcium rich foods include fortified cereals and fruit juices, dark green leafy vegetables and canned fish with soft bones.</p>	<p>Students must work in group, prepare and present their healthy meal for 2 people.</p> <p>Students will be able to present a meal must reflect local café’ dining trends.</p>	<p>Students work in pairs produce a recipe to be served to two people reflecting the Thai Dietary Guidelines.</p>	<p>Diet- the kinds of food that a person habitually eats.</p> <p>Meal- any of the regular occasions in a day when a reasonably large amount of food is eaten, such as breakfast, lunch, or dinner.</p>
Final Examination					

Course Syllabus

Learning Group: Mathematics

Subject Code: MA23112

Subject: Mathematics 2

Year Level: 9

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
1	1-2	Chapter 6	Graphs of Functions	Orientation Determining the graph of values of variables.	Plot a graph showing a link of two sets of equalities with linear relationship
2	3-4	Chapter 6	Graphs of Functions	Determining the graph of values of variables.	Plot a graph showing a link of two sets of equalities with linear relationship
3	5-6	Chapter 6	Graphs of Functions	Constructing Table of Values Draw a Graph Determining the Graph of values of Variables	Complete the table of values Plot Graph of linear relations with two variables Read and interpret the meaning of the system of linear equations with two variables and other graphs. Locate two points that satisfy an equation then draw the corresponding graph.
4	7-8			Unit Test	
5	9-10	Chapter 8	Probability	Define probability 8.2 Events and outcomes	Find the probability of events from random sampling.

6	11-12	Chapter 8	Probability	8.3 Equally likely outcomes	Find the probability of events from random sampling.
7	13-14		Probability	8.4 Tree diagram	Apply knowledge of probability in various situations.
8	15-16			Unit Test	
9	17-18	Chapter 7	Statistics	Introduction to Statistics and Vocabulary words	Determine an issue and write questions about various problems or situations, as well as set appropriate methods for the study and for data collection.
10	19 - 20			Frequency/Tables	Analyze the graphs and data's. Learn how to plot frequencies on the frequency table.
11	21 - 22			Pictograph, bar graph, line graph ,circle graph	Learn to interpret data by looking at different types of graphs.
12	23 - 24			Measures of Central Tendency a. Mode	Find the arithmetic mode of non- frequency distribution data and make appropriate selection for utilization. Present data in appropriate forms Read, interpret data obtained from presentation. Apply knowledge of statistics for decision-making in various situations.

13	25 - 26			b. Median	<p>Find the arithmetic median of non- frequency distribution data and make appropriate selection for utilization.</p> <p>Present data in appropriate forms Read, interpret data obtained from presentation.</p> <p>Apply knowledge of statistics for decision-making in various situations.</p>
14	27- 28			c. Mean	<p>Find the arithmetic mean of non- frequency distribution data and make appropriate selection for utilization.</p> <p>Present data in appropriate forms Read, interpret data obtained from presentation.</p> <p>Apply knowledge of statistics for decision-making in various situations.</p>
15	29 - 30			More exercises about the Measures of Central Tendency	<p>Find the arithmetic mean, median and mode of non- frequency distribution data and make appropriate selection for utilization.</p> <p>Present data in appropriate forms</p>

					Read, interpret data obtained from presentation. Apply knowledge of statistics for decision-making in various situations.
16				Final Test	

Course Syllabus (Semester 2/2017)

Learning Group: Science

Subject Code: SC23202

Subject: Science

Year Level: 9

Total: 2 periods / week

Credit: 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-2	Solar system, Stars and Galaxies	Planets, Asteroids, Comets and Meteors	1. Search for relevant information and explain relationships between the Sun, Earth. The moon and the effects on the environment and living things on Earth. 2. Search for relevant information and explain components of the universe, galaxies and the solar system. 3. Specify position of constellations, and apply the knowledge gained for useful purposes.
2	3-4	Solar system, Stars and Galaxies	Planets, Asteroids, Comets and Meteors (continuation)	1. Search for relevant information and explain relationships between the Sun, Earth. The moon and the effects on the environment and living things on Earth. 2. Search for relevant information and explain components of the universe, galaxies and the solar system.

				3.Specify position of constellations, and apply the knowledge gained for useful purposes.
3	5-6	Solar system, Stars and Galaxies	Sun, stars and galaxies	<p>1.Search for relevant information and explain relationships between the Sun, Earth. The moon and the effects on the environment and living things on Earth.</p> <p>2.Search for relevant information and explain components of the universe, galaxies and the solar system.</p> <p>3.Specify position of constellations, and apply the knowledge gained for useful purposes.</p>
4	7-8	Solar system, Stars and Galaxies	Existence of the universe and Sun-Earth-Moon	<p>1.Search for relevant information and explain relationships between the Sun, Earth. The moon and the effects on the environment and living things on Earth.</p> <p>2.Search for relevant information and explain components of the universe, galaxies and the solar system.</p> <p>3.Specify position of constellations, and apply the knowledge gained for useful purposes.</p>

5	9-10	Space exploration	Astronomy	1. Search for relevant information and discuss process of utilizing space technology for exploration of space, objects in the sky, weather conditions, natural resources for agriculture and communication.
6	11-12	Space exploration	Space exploration	1. Search for relevant information and discuss process of utilizing space technology for exploration of space, objects in the sky, weather conditions, natural resources for agriculture and communication.
7	13-14	Natural resources and the environment	Environmental issues and natural resources	1. Students will be able to understand environmental problems 2. Understand natural resources
8	15-16	Natural resources and the environment	Ecosystem and balance	1. Understand balanced ecosystem.

9	17-18	Our Genes	Traits and Heredity	1. Students will be able to understand traits and heredity.
10	19-20	Our Genes	DNA genes and Inheritance of traits	1. Students will be able to understand DNA genes and inheritance of traits.
11	21-22	Our Genes	Genetic disorders and Applications of knowledge of heredity	1. Students will be able to understand genetic disorders.
12	23-24	Interdependence among living organisms and the Environment	Interdependence among living organisms and interactions between living organisms.	1. Understand interdependence among living thing and environment.
13	25-26	Interdependence among living organisms and the Environment	Food web and Nutrient cycles	1. Understand food web and nutrient cycles
14	27-28	Interdependence among living organisms and the Environment	Limiting factors of population size and Biodiversity	1. Understand limiting factors or population size and biodiversity.

Course Syllabus (Semester 2/2017)

Learning Group: Social Studies

Subject Code: SO 23103

Subject: Social Studies

Year Level: 9

Total: 2 periods / week

Credit: 1.0

Week	Period	Topic	Contents	Objectives: The students should be able to...
1	1-2	Money, GDP, Unemployment	- History of Money - Functions of Money	* Know the functions of money. * Know the history of money.
2	3-4	Money, GDP, Unemployment	- GDP and NDP - Inflation - The two theories of inflation	* Identify the different types of unemployment. * Define the term 'inflation'. * Discuss the two theories of inflation.
3	5-6	Money, GDP, Unemployment	- Different types of unemployment - Business Cycle	* Enumerate and define the four types of unemployment. * Discuss a model of business cycle.
4	7-8	International Trade	- Imports and Exports - Absolute advantage and comparative advantage - Problems of Trading	* Define the term 'export' and 'import' * Differentiate absolute advantage from comparative advantage * Identify the problems of trading.
5	9-10	International Trade	- World Trade Organisation - Regional Trade Agreement ASEAN and EU	* Know the functions of WTO, EU and ASEAN
6	11-12	Geographical Devices	- Types and Uses of Maps - Map Reading - Grid system	* Know how to use geographical instruments. * Know how to read and understand different types of maps and its symbols.
7	13-14	Geographical Devices	- Different types of geographical devices - GPS	* Enumerate and identify the usage of the different geographical devices.

			- GIS	
8	15-16	Midterm Exam Semester 2		
1	1-2	North America	<ul style="list-style-type: none"> - Sovereign States and Capital Cities of North America - Population - Landscapes of North America, Mountain Ranges and Great Plains 	<ul style="list-style-type: none"> * Identify sovereign states and capital cities of North America. * Know the landscape of North America, mountain ranges and Great plains.
2	3-4	North America	<ul style="list-style-type: none"> - Great Rivers in North America - Weather and Climate of North America - The Five Great Lakes 	<ul style="list-style-type: none"> * Identify the Great Rivers of North America. * Identify the Great Lakes of North America. * Identify the different climate zones of North America. * Differentiate El Nino and La Nina.
3	5-6	North America	<ul style="list-style-type: none"> - Seasons - The Plant Life of North America 	<ul style="list-style-type: none"> * Identify the four distinct seasons of North America. * Know the plant life of North America.
4	7-8	South America	<ul style="list-style-type: none"> - Sovereign States and Capital Cities of South America 	<ul style="list-style-type: none"> * Identify sovereign states and capital cities of South America.
5	9-10	South America	<ul style="list-style-type: none"> - Population and Landscape of South America 	<ul style="list-style-type: none"> * Know the population and landscape of South America.
6	11-12	South America	<ul style="list-style-type: none"> - The Climate of South America - South American Animals 	<ul style="list-style-type: none"> * Identify the different climate zones of South America. * Identify the natural wonders of South America.

7	13-14	Revision Final Exam
8	15-16	Final Exam Semester 2