

**Course Syllabus**  
**Subject: English Year: 4 Semester: 1/2018\_19**

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	The Restaurant	<ul style="list-style-type: none"> <li>- Past Simple</li> <li>- Present Continuous</li> <li>- Present Simple</li> </ul>	F1.1 Grade 4	1. Act in compliance with orders, requests and simple instructions heard or read. 2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 3. Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read.	Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.
2	We had a Concert	<ul style="list-style-type: none"> <li>- Past simple: have and be</li> <li>- Past simple: regular verbs</li> <li>- Time markers: past simple</li> </ul>	F1.1 Grade 4	1. Answer questions from listening to and reading sentences, dialogues and simple tales.	Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
3	The Dinosaur Museum	<ul style="list-style-type: none"> <li>- Past simple: irregular verbs with negatives</li> <li>- Past simple: irregular verbs with negatives</li> </ul>	F1.2 Grade 4	<ol style="list-style-type: none"> <li>1. Speak/write in and exchange in interpersonal communication.</li> <li>2. Use orders, requests and simple requests for permission.</li> <li>3. Speak/write to express their own needs and to ask for help in simple situations.</li> <li>4. Speak/write to ask for and give data about themselves, their friends and families.</li> </ol>	Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.
<b>Midterm Exam 1</b>					
4	Whose jacket is this?	<ul style="list-style-type: none"> <li>- Possessive pronouns</li> <li>- Advverbs: +ly and irregular</li> </ul>	F1.3 Grade 4	<ol style="list-style-type: none"> <li>1. Speak/write to give data about themselves and matters around them.</li> <li>2. Speak/draw pictures to show relationships of various objects around them according to what they have heard or read.</li> <li>3. Speak to express simple opinions about matters around them.</li> </ol>	Ability to present data, information, concepts and views about various matters through speaking and writing.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
5	Go Back to the Roundabout	<ul style="list-style-type: none"> <li>- have to/had to</li> <li>- Giving directions</li> <li>- why/because</li> </ul>	F2.1 Grade 4	<ol style="list-style-type: none"> <li>1. Speak and politely make accompanying gestures in accordance with social manners and culture of native speakers.</li> <li>2. Answer questions about festivals/ important days/ celebrations and simple lifestyles of native speakers.</li> <li>3. Participate in language and cultural activities appropriate to their age levels.</li> </ol>	Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places
<b>Final Exam 1</b>					
<b>Total Score for Semester 1</b>					

**Course Syllabus**  
**Subject: Mathematics Year: 4 Semester: 1/2018\_19**

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	Whole numbers	<p>What is a number, a numeral and a digit?</p> <p>What is our number system?</p> <p>How do we read and write numbers in numerals and in words?</p> <p>How do we compare and arrange numbers?</p> <p>What is a number pattern?</p>	M1.1 Grade 4	Compare and arrange sequence of cardinal numbers and 0, fractions, and one-place decimals.	Students will be able to recognise spoken numbers, numerals and digits, write them in English words, compare their value and arrange them accordingly.
2	Whole numbers Part 2	<p>How do we round numbers off?</p> <p>What is estimation?</p> <p>What is a factor?</p> <p>What is a common factor?</p> <p>What is a multiple?</p> <p>What is a common multiple?</p>	M1.2 Grade 4	Add, subtract and mix addition, subtraction, multiplication and division of cardinal numbers and 0, as well as be aware of validity of the answers.	Students will be able to simplify numerals and guess a value close to the correct answer. They can conduct calculations and check their answers.
<b>Midterm Exam 1</b>					

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
3	Whole numbers Part 3	What is multiplication? How do we multiply numbers? What is division? How do we divide numbers? How do we estimate when we solve problems? How do we check if an answer is reasonable? How do we solve word problems?	M1.2 Grade 4	Analyse and show method of finding answers to problems and mix-problems of cardinal numbers and 0, as well as be aware of validity of the answers, and be able to construct problems.	They will be able to scan an English text and convert the problem into a mathematical sentence.
<b>Final Exam 1</b>					

**Course syllabus**  
**Subject: Science Year: 4 Semester: 1/2018\_19**

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	Our body systems	<p>What are the main parts and functions of our skeletal system?</p> <p>How does our muscular system help us move?</p> <p>How can we care for our skeletal and muscular systems?</p> <p>Why is our digestive system important to us?</p> <p>How can we care for our digestive system?</p>	Sc1.1 Grade 4	2. Explain interrelated functioning of digestive, respiratory and circulatory systems of human beings.	<p>Students will be able to recognise the main parts of the skeletal system and its function.</p> <p>Understand the different ways our body can move.</p>
2	A healthy diet	<p>How does diet vary from person to person?</p> <p>What information do we get from product labels?</p> <p>What are food additives and how do they affect our health?</p>	Sc1.1 Grade 4	3. Analyse nutrients and discuss body requirements for nutrients in proportions suitable to gender and age.	<p>Students will be able to recognize the different food groups and the affect they have on our body. Understand the importance of hygiene and read product labels to ensure they are leading a healthy lifestyle.</p>

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
3	Cells	What are living things made up of? What kinds of living things are made up of only one cell? What kinds of living things are made up of more than one cell?	Sc1.2 Grade 4	1. Specify characteristics of monocellular and multicellular plants by using their external organs as criteria.	The students will be able to identify living things with one cell and living things with multiple cells.
<b>Midterm Exam 1</b>					

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
4	Vertebrates	Why is it important to classify animals? How do we classify animals as invertebrates and vertebrates? What are the common characteristics of mammals? What are the common characteristics of birds? What are the common characteristics of fish? What are the common characteristics of amphibians? What are the common characteristics of reptiles?	Sc1.2 Grade 4	Discuss various characteristics of living things in the immediate environment. 5. Categorise animals into groups by using external characteristics and some internal characteristics as criteria.	Students will be able place animals into groups based on their characteristics.



Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
5	Classifying plants	Why do we need to classify plants? Which plants have woody stems and which plants have non-woody stems? Which plants produce flowers and which plants do not produce flowers? Which plants produce seeds and which plants produce spores? Which plants bear fruits and which plants do not bear fruits? Which plants are useful and which plants are harmful to us?	Sc 1.2 Grade 4	1. Explain functions of bundles and stomas of plants. 2. Distinguish between flowering and non-flowering plants.	They will be able to understand how plants reproduce, classify them, identify which plants are harmful and the different ways we can use them.
<b>Final Exam 1</b>					

**Course Syllabus**  
**Subject: Social Year: 4 Semester: 1/2018\_19**

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	Buddhism	<ul style="list-style-type: none"> <li>- Life of Buddha               <ul style="list-style-type: none"> <li>- Birth</li> <li>- Enlightenment</li> <li>- Teaching</li> </ul> </li> <li>- Fundamental Teaching of Buddhism               <ul style="list-style-type: none"> <li>- 4 Noble Truths</li> <li>- Middle Way</li> <li>- Doctrine of Buddhism</li> </ul> </li> <li>- Two Disciples: sariputta &amp; Moggallana</li> <li>- Continuity Existence               <ul style="list-style-type: none"> <li>- 3 Jewels</li> <li>- 3 Fold Training</li> <li>- Three Admonitions</li> </ul> </li> </ul>	F1.1	<ol style="list-style-type: none"> <li>1. Explain the importance of Buddhism or that of students' own religions as the spiritual focal point for believers.</li> <li>2. Summarise the life of the Buddha from enlightenment to propagation of the Dhamma or the lives of the Masters of students' own religions as prescribed</li> <li>3. Appreciate and conduct themselves in accord with the models of living and the insights from the lives of the disciples, the stories of the Buddha's previous lives, other tales and exemplary believers as prescribed.</li> <li>4. Pay respect to the Triple Gem, observe the principles of the Threefold Learning and the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.</li> </ol>	<p>Students will gain the knowledge and understanding of the history, importance, the Masters and moral principles of Buddhism or of one's faith and other religions; having the right faith; adherence to and observance of moral principles for peaceful coexistence. They should be able to answer questions, share their ideas and opinions on the above topics verbally or through written English.</p>

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
2	Buddhist's Traditions	<ul style="list-style-type: none"> <li>- Buddhist Holy Days</li> <li>- Magha Bucha Day</li> <li>- Visahkha Bucha day</li> <li>- Asalhabucha day</li> <li>- Buddhist Lent</li> </ul>	F1.1	<p>5. Delight in the performance of good deeds, and family members' performance of good deeds, at school and in the community in accord with religious principles, as well as tell the guidelines for living.</p> <p>6. Appreciate and pray for the spreading of loving-kindness; have mindfulness as the basis for concentration in Buddhism or spiritual development in accord with the guidelines of students' own religions as prescribed.</p>	<p>Students will gain the knowledge and understanding of the history, importance, the Masters and moral principles of Buddhism or of one's faith and other religions; having the right faith; adherence to and observance of moral principles for peaceful coexistence. They should be able to answer questions, share their ideas and opinions on the above topics verbally or through written English.</p>
3	Major Religions of the World	<ul style="list-style-type: none"> <li>- Christianity</li> <li>- Islam</li> </ul>	F1.1	<p>7. Observe the moral principles of students' own religions for harmonious coexistence as a nation.</p> <p>8. Explain in brief the lives of the Masters of other religions.</p>	<p>Students will gain the knowledge and understanding of the history, importance, the Masters and moral principles of Buddhism or of one's faith and other religions; having the right faith; adherence to and observance of moral principles for peaceful coexistence. They should be able to answer questions, share their ideas and opinions on the above topics verbally or through written English.</p>

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
4	Meditation	<ul style="list-style-type: none"> <li>- What is meditation?</li> <li>- What are the procedures               <ul style="list-style-type: none"> <li>- Breathing</li> <li>- Concentration /Focus</li> <li>- Affirmation</li> </ul> </li> </ul>	F1.2	9. Pray for the spreading of loving-kindness, train their spirit and acquire wisdom through mindfulness of breathing or in accord with the guidelines of students' own religions.	Students should be able to discuss the self-conduct of devout believers; and observance and furtherance of Buddhism or one's faith.
<b>Midterm Exam 1</b>					
5	Living in Harmony with Others	<ul style="list-style-type: none"> <li>- Story 1: <i>The Bird and the Jungle Fire</i></li> <li>- Story 2: <i>Unity is Strength</i></li> </ul>	F1.2	10. Analyse the differences and accept the ways of life of believers of other religions.	Students should be able to discuss the self-conduct of devout believers; and observance and furtherance of Buddhism or one's faith.
6	The Monarchy of Thailand	<ul style="list-style-type: none"> <li>- His Majesty King Bhumibol Adulyadej</li> </ul>	F2.1	3. Explain the importance of the monarchy in the democratic form of government under constitutional monarchy.	Students should gain an understanding of self-conduct in accordance with duties and responsibilities of good citizens; observance and preservation of Thai tradition and culture; and enjoying peaceful coexistence in Thai society and the world community. They should be able to answer questions, share their ideas and opinions on the above topics verbally or through written English.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
7	The Constitution of Thailand	<ul style="list-style-type: none"> <li>- Constitution of Thailand</li> </ul>	F2.2	<ol style="list-style-type: none"> <li>1. Explain sovereign power and the importance of the democratic system.</li> <li>2. Explain the people's roles and duties in the election process.</li> </ol>	<p>Students should gain an understanding of political and administrative systems of the present society; adherence to, faith in and upholding of the democratic form of government under constitutional monarchy. They should be able to answer questions, share their ideas and opinions on the above topics verbally or through written English.</p>
8	Sovereign Power	<ul style="list-style-type: none"> <li>- Executive Branch</li> <li>- Legislative Branch</li> <li>- Judiciary Branch</li> <li>- Election in Thailand</li> </ul>	F2.2	<ol style="list-style-type: none"> <li>1. Explain sovereign power and the importance of the democratic system.</li> <li>2. Explain the people's roles and duties in the election process.</li> </ol>	<p>Students should gain an understanding of political and administrative systems of the present society; adherence to, faith in and upholding of the democratic form of government under constitutional monarchy. They should be able to answer questions, share their ideas and opinions on the above topics verbally or through written English.</p>

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
9	Childrens Fundimenta l Rights	- Four Basic Rights of a Child	F2.2	1. Explain sovereign power and the importance of the democratic system. 2. Explain the people's roles and duties in the election process.	Students should gain an understanding of political and administrative systems of the present society; adherence to, faith in and upholding of the democratic form of government under constitutional monarchy. They should be able to answer questions, share their ideas and opinions on the above topics verbally or through written English.
<b>Final Exam 1</b>					

**Course Syllabus**  
**Subject: Health Year: 4 Semester: 1/2018\_19**

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	Growth and Development  Internal organs	<ul style="list-style-type: none"> <li>- Development is the stage of growth</li> <li>- Changes</li> <li>- Hearts</li> <li>- Lungs</li> <li>- Stomach</li> </ul>	H1.1 Grade 4	<ol style="list-style-type: none"> <li>1. Explain physical, mental growth and development in accordance with their age.</li> <li>2. Explain importance of muscles, bones and joints affecting health, growth and development.</li> <li>3. Explain methods of taking care of muscles, bones and joints for efficient functioning</li> </ol>	<ul style="list-style-type: none"> <li>- Students will be able to understand the nature of human growth and development.</li> <li>-The students will also be able to identify and explain in English the functions of internal organs in our skeletal system.</li> </ul>
2	Healthy family	<ul style="list-style-type: none"> <li>- Family</li> <li>- Good family members</li> <li>- Proud of oneself</li> </ul>	H2.1 Grade 4	<ol style="list-style-type: none"> <li>1. Explain characteristics of good family members and friends.</li> <li>2. Exhibit behaviours appropriate to their sex in accordance with Thai culture</li> <li>3. Cite examples of methods of refusing harmful and inappropriate actions in sexual matters.</li> </ol>	<ul style="list-style-type: none"> <li>- Students will be able identify the different roles, responsibilities and duties of family members and understand the importance of loving oneself.</li> <li>-They will know how to behave in accordance to Thai culture so that they will become upstanding citizens in the future.</li> </ul>

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
3	Exercise and body movements	<ul style="list-style-type: none"> <li>- Exercise</li> <li>- Posture</li> <li>- Lift a heavy object correctly</li> </ul>	H3.1 Grade 4	<ol style="list-style-type: none"> <li>1. Do physical exercises and play games and sports that they like; able to analyse their own developmental effects by following examples and practices of others.</li> <li>2. Observe rules and regulations of basic sports in accord with the respective kinds of sports played.</li> </ol>	<ul style="list-style-type: none"> <li>- The students will understand the importance of physical exercise, how to exercise and lift heavy things correctly to avoid injury.</li> <li>-The students will be able to participate in sporting activities and follow the rules and regulations of sport games.</li> </ul>
<b>Total Score for Semester 1</b>					



**Course Syllabus**  
**Subject: Phonics Year: 4 Semester: 1/2018\_19**

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	Introduction  Sound of Z and S  Final sound –ap –et Beginning blends br fl cr ending blends mp nd ff	Names, Why does English have so many sounds? <b>zap</b> – prizes – <b>quiz</b> nose (z) or sit (s) map jet branch floor crab lamp soft hand	F1.1 Grade 4	2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 1. Act in compliance with orders, requests and simple instructions heard or read.	<ul style="list-style-type: none"> <li>- Students should be able to discriminate the key phonic sounds in the focus words by listening to the teacher's model.</li> <li>- Students should be able to place high frequency vocabulary in lists based on their phonic sounds.</li> <li>- Students should be able to attempt to spell or read less common words that they do not know, by listening to the teacher's model.</li> <li>- Students should be able to confidently articulate the sounds.</li> </ul>
2	The sound of V endings with –at –ep beginning blends dr fr bl end blends pt lp	<b>vine</b> – never – <b>of</b> pat step dragon freeze blue kept help	F1.1 Grade 4	2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 1. Act in compliance with orders, requests and simple instructions heard or read.	<ul style="list-style-type: none"> <li>- Students should be able to discriminate the key phonic sounds in the focus words by listening to the teacher's model.</li> <li>- Students should be able to place high frequency vocabulary in lists based on their phonic sounds.</li> <li>- Students should be able to attempt to spell or read less common words that they do not know, by listening to the teacher's model.</li> <li>- Students should be able to confidently articulate the sounds.</li> </ul>

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
3	Hard G (or Gg) Soft G (or Gj)  Endings –op and –ip Beginning blends gr sc and st end blends – ct –if	<b>go target pig</b> g followed by e or y nearly always has a soft sound, G followed by i is usually a soft G stop ship grapes scout steak  act shelf	F1.1 Grade 4	2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 1. Act in compliance with orders, requests and simple instructions heard or read.	- Students should be able to discriminate the key phonic sounds in the focus words by listening to the teacher's model. - Students should be able to place high frequency vocabulary in lists based on their phonic sounds. - Students should be able to attempt to spell or read less common words that they do not know, by listening to the teacher's model. - Students should be able to confidently articulate the sounds.
<b>Midterm Exam 1</b>					
4	vowel sounds with r  r blends  endings –it and –ad beginnings gl- pr- sn- endings –asm –ism – ft	ar or er ir ur bar , <b>board</b> censor, <b>her</b> <b>herb</b> , <b>bird</b> , <b>turn</b> <b>current</b> <b>surprise</b> br, cr, dr, fr, gr, pr, tr sit bad glad prize sneeze chasm Buddhism script	F1.1 Grade 4	2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 1. Act in compliance with orders, requests and simple instructions heard or read.	- Students should be able to discriminate the key phonic sounds in the focus words by listening to the teacher's model. - Students should be able to place high frequency vocabulary in lists based on their phonic sounds. - Students should be able to attempt to spell or read less common words that they do not know, by listening to the teacher's model. - Students should be able to confidently articulate the sounds.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
5	Sound of J Final blend -nk, -ld, -nt beginning blends tr, pl, sl	jar, adjust, badge bank child tent  tribe place slow	F1.1 Grade 4	2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 1. Act in compliance with orders, requests and simple instructions heard or read.	<ul style="list-style-type: none"> <li>- Students should be able to discriminate the key phonic sounds in the focus words by listening to the teacher's model.</li> <li>- Students should be able to place high frequency vocabulary in lists based on their phonic sounds.</li> <li>- Students should be able to attempt to spell or read less common words that they do not know, by listening to the teacher's model.</li> <li>- Students should be able to confidently articulate the sounds.</li> </ul>
<b>Final Exam 1</b>					
<b>Total Score for Semester 1</b>					

**Course Syllabus**  
**Subject: Mandarin Chinese Year: 4 Semester: 1/2018\_19**

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	Compound vowels (1)	<ul style="list-style-type: none"> <li>- Introduction on Mandarin Chinese</li> <li>- Class regulation</li> <li>- “i” compound vowels</li> <li>- The combination of initials and “i” compound vowels</li> <li>- Inquire about belongings of an object</li> <li>- New words</li> <li>- Sentences</li> </ul>		<ol style="list-style-type: none"> <li>1. Give students a brief introduction about the course.</li> <li>2. Clarify the regulations in Chinese class.</li> <li>3. Demonstrate to students the standard pronunciation of “i” compound vowels.</li> <li>4. Engage students in practicing pronouncing the selected combination of initials and “i” compound vowels.</li> <li>5. Illustrate the pronunciation, meaning and writing order of the new words to students.</li> <li>6. Demonstrate to students how to inquire about belongings of an object.</li> <li>7. Let students read and translate the sentences from textbook and make their own sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will have an idea about the course and what they are going to learn this year.</li> <li>2. Students should know and follow the rules in Chinese class.</li> <li>3. Students can recognise and pronounce “i” compound vowels clearly.</li> <li>4. Students can pronounce selected combinations of initials and “i” compound vowels correctly.</li> <li>5. Students will master the pronunciation, meaning and writing order of the new words.</li> <li>6. Students can present a dialogue inquiring about the belongings of a given object.</li> <li>7. Students are able to translate the sentences from textbook and make their own sentences (written and orally) according to the given example.</li> </ol>

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
2	Compound vowels (2)	<ul style="list-style-type: none"> <li>- “u” compound vowels</li> <li>- The combination of initials and “u” compound vowels</li> <li>- Ask and answer ‘How to say ... .. in Chinese language?’</li> <li>- New words</li> <li>- Sentences</li> <li>- Expressions in class</li> </ul>		<ol style="list-style-type: none"> <li>1. Demonstrate to students the standard pronunciation of “u” compound vowels.</li> <li>2. Engage students in practicing pronouncing the selected combination of initials and “u” compound vowels.</li> <li>3. Illustrate the pronunciation, meaning and writing order of the new words to students.</li> <li>4. Demonstrate to students the way to ask and answer “How to say... ..in Chinese?”</li> <li>5. Let students read and translate the sentences from textbook and make their own sentences.</li> <li>6. Teach students the expressions used in class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can recognise and pronounce “u” compound vowels clearly.</li> <li>2. Students can pronounce selected combination of initials and “u” compound vowels correctly.</li> <li>3. Students will master the pronunciation, meaning and writing order of the new words.</li> <li>4. Students can present a dialogue with the sentence pattern “How to say... .. In Chinese language?”</li> <li>5. Students are able to translate the sentences from textbook and make their own sentences according to the given example.</li> <li>6. Students can understand and response teacher’s directions in class.</li> <li>7. Students can use “May I go to the toilet?” in Chinese to express personal needs.</li> </ol>

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
3	Review	<ul style="list-style-type: none"> <li>- The whole Chinese Pinyin system</li> <li>- Pinyin song</li> <li>- Inquire about the belongings of an object</li> <li>- Sentence patterns: 'How to say ... .. in Chinese language?'</li> </ul>		<ol style="list-style-type: none"> <li>1. Review the whole Pinyin system with students</li> <li>2. Engage students in practicing pronouncing the selected combination of initials and vowels.</li> <li>3. Teach students to sing a Pinyin song.</li> <li>4. Engage students in practicing the sentence patterns "Whose... .. is this" and "How to say... ..in Chinese language?"</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can recognize and pronounce all the initials, vowels and their combinations correctly.</li> <li>2. Students can sing the Pinyin song to remember the whole Pinyin system.</li> <li>3. Students can present the conversation with the sentence patterns "Whose... ..is this?" and "How to say... ..in Chinese language?" by any given object.</li> </ol>
<b>Midterm Exam 1</b>					

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
4	My family	<ul style="list-style-type: none"> <li>- Words of family members</li> <li>- New characters</li> <li>- Dialogue about introduction on family members</li> <li>- Family culture and value in China</li> </ul>		<ol style="list-style-type: none"> <li>1. Demonstrate the pronunciation and meaning of the new words to students.</li> <li>2. Demonstrate to students how to write the new characters stroke by stroke.</li> <li>3. Show students the basic sentence patterns to introduce family members.</li> <li>4. Engage students practicing introducing their own family members.</li> <li>5. Tell students the Chinese family culture and value, and let students compare those with Thai family culture.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can recognise and memorise the addresses of family members.</li> <li>2. Students can write down the new characters correctly and neatly.</li> <li>3. Students can present a role-play to show how they could introduce different family members.</li> <li>4. Students will show an understanding the traditions of a Chinese family and values system, and compare it with their own.</li> </ol>
<b>Final Exam 1</b>					
<b>Total Score for Semester 1</b>					

**Course Syllabus**  
**Subject: Japanese Year: 4 Semester : 1/2018\_19**

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives	Assessment Scores
1	<p>Lesson1: Meeting people</p> <p>-My family</p>	<p>Greetings and introductions</p> <p>-Classroom instructions</p> <p>-Age and nationality</p> <p>-Count numbers 0-20</p> <p>-Family members</p> <p>-Question word: who</p> <p>-Hiragana 46 sounds</p> <p>-Hiragana letters</p>		<p>-Greeting with teacher and friends.</p> <p>-Asking names and responding.</p> <p>-Telling age and nationality.</p> <p>-Introducing children's day in Japan; folding papers.</p> <p>-Addressing others: male and female forms of address.</p> <p>-Reading and writing hiragana letters: あ(a) い(i) う(u) え(e) お(o) か(ka) き(ki) く(ku) け(ke) こ(ko)</p> <p>- Identifying and introducing family members.</p> <p>-Reading and writing hiragana letters: さ(sa) し(shi) す(su) せ(se) そ(so)</p>	<p>Students will be able to understand and use simple Japanese words and everyday expressions; greetings, self-introductions, simple every day classroom instructions.</p> <p>Students will be able to identify and recognize Japanese hiragana letters and sounds.</p> <p>Students will be able to asks and respond to questions about different family members.</p>	
<b>Midterm Exam 1</b>						



Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives	Assessment Scores
2	Lesson2: Classroom	-Pronouns -Use of particle “wa” as a subject marker. -Identifying classroom items. -Hiragana letters and words. Revision: Lesson 1- Lesson 2, hiragana letters and sounds.		-Making words with pronouns このkono(this one), その sono (that one) and あのano(that one over there) -Making demonstrative sentences: ___wa___desu. -Reading and writing hiragana letters: た (ta)ち(chi) つ(tsu) て(te) と(to) な (na) に (ni) ぬ (nu) ね (ne) の (no) -Introducing “Tanabata”(star festival); song and Tanabata activity.	Students will be able to understand the use of pronouns. Students will be able to understand and use affirmative and negative sentences. Students will be able to identify and recognise Japanese hiragana letters and words. Student will show an interest in Japanese as a language and its culture.	
<b>Final Exam 1</b>						
<b>Total Score for Semester 1</b>						