

Course Syllabus
Subject : English Year : 3 Semester : 1/2017_18

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
	Starter. My family. Textbook Pgs 4-7 Workbook Pgs 4-7	Words denoting family members. Comparative degree of adjectives. Twelve months in a year. Numbers 10-100.	F1.1	<ol style="list-style-type: none"> 1. Act in compliance with orders and requests heard or read. 2. Pronounce and spell words; accurately read aloud groups of words, sentences and simple chants by observing the principles of reading. 3. Choose/ specify the images or symbols corresponding to the meanings of groups of words and sentences heard. 4. Answer questions from listening to or reading sentences, dialogues or simple tales. 	Students will be able to remember some of the things they learnt last year. They will be able to talk about their families. They will be able to name the months of the year. They will be able to read numbers.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	They're from Australia Textbook Pgs 8-13 Workbook Pgs 8-13	Countries, seasons, home. Present Simple: be. Capitalizing proper nouns and sentence beginnings. Consonant blends: cr / dr / sp / sn / pl	F1.2	1. Speak in an exchange with short and simple words in inter-personal communication by following the models heard. 2. Use orders and simple requests by following the models heard.	Students will be able to talk about where they and other people come from using present simple + be. Students will be able to put apital letters where they belong.
2	My weekend Textbook Pgs 14-19 Workbook Pgs 14-19	Hobbies. Choosing a penfriend. Like + verb + ing. Full forms and short forms of <i>be</i> and <i>have</i> . Magic e.	F1.3	1. Speak to give data about themselves and matters around them. 2. Categorise words into groups according to the types of persons, animals and objects based on what they have heard or read.	Students will be able to

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3	My things. + Review. Textbook Pgs 20-28 Workbook Pgs 20-28	Possessive pronouns. Phrasal verbs. <i>Can</i> for permission and requests. Talking about collections. Question marks, commas and full stops. Words with <i>ar</i> .	F2.1	<ol style="list-style-type: none"> 1. Speak and make accompanying gestures in accordance with social manners/ culture of native speakers. 2. Tell the names and simple vocabulary about the festivals/ important days/ celebrations and lifestyles of native speakers. 3. Participate in language and cultural activities appropriate to their age levels. 	Students will be able to talk about what they like and discuss each others hobbies. They will be able to use punctuation.
4	We're having fun at the beach. Textbook Pgs 32-37 Workbook Pgs 30-35	Water sports. Adjectives to describe places. Present Continuous: affirmative and negative. Spelling rules for the Present Continuous. Words ending with <i>-all</i> .	F2.2	<ol style="list-style-type: none"> 1. Tell differences of the sounds of the alphabet, words, groups of words and simple sentences in foreign languages and Thai language. 	Students will be able to use present continuous to describe what they and other people are doing.
5	A naughty monkey. Textbook Pgs 38-43 Workbook Pgs 36-41	Zoo animals. Adjectives to describe emotions and things. Present continuous: questions and short answers. Using speech marks. <i>Or</i> and <i>aw</i> spellings.	<p>F1.3</p> <p>F3.1</p>	<ol style="list-style-type: none"> 2. Categorise words into groups according to the types of persons, animals and objects based on what they have heard or read. 1. Tell the terms related to other learning areas. 	Students will be able to use present continuous to describe what they and other people and animals are doing. They will recognize emotions.

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Midterm Exam 1					
6	Jim's day. + Review. Textbook Pgs 44-54 Workbook Pgs 42-50	Daily routine, time words. Present Simple: affirmative, negative and interrogative. Proper nouns. <i>oy</i> and <i>oi</i> spellings.	F4.1	1. Listen/speak in simple situations in the classroom.	Students will be able to talk about their own and others daily routines.
7	Places to go. Textbook Pgs 56-61 Workbook Pgs 52-57	Places in town. Performances. Present Simple and adverbs of frequency. Prepositions of time. <i>Ow</i> and <i>ou</i> spellings.	F4.2	1. Use foreign languages to collect relevant terms around them.	Students will be able to describe places in a community and how often they frequent these places.
8	I'd like a melon. Textbook Pgs 62-67 Workbook Pgs 58-63	Food. Countable and uncountable nouns. Adjective order, writing a recipe. <i>-d</i> and <i>-t</i> endings.	F1.2	3. Express their own simple needs by following the models heard. 4. Speak to ask for and give simple data about themselves and their friends by following the models heard. 5. Tell their own feelings about various objects around them or various activities by following the models heard.	Students will be able to tell what food they would like using the correct grammatical structures. students will be able to tell the difference between countable and uncountable nouns.

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9	The fastest animal in the world. + Review. Textbook Pgs 68-78 Workbook Pgs 64-72	Describing places. Comparative and superlative degrees of adjectives. <i>-nd, -nt</i> and <i>-mp</i> endings.	F1.3	1. Speak to give data about themselves and matters around them. 2. Categorise words into groups according to the types of persons, animals and objects based on what they have heard or read.	Students will be able to use comparatives to compare things.

Final Exam 1

Course Syllabus
Subject : Mathematics Year : 3 Semester : 1/2017_18

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	Numbers to 10,000	1. Counting to 10,000 2. Place values 3. Comparing and ordering numbers 4. Number patterns	M 1.1.	Compare and arrange sequence of cardinal numbers not exceeding 10,000.	Students will be able to count to 10,000, compare and order numbers not exceeding 10,000.
2	Addition within 10,000	1. Simple addition within 10,000 2. Addition with regrouping in ones, tens and hundreds 3. Mental addition	M 1.2.	Add cardinal numbers not exceeding 10,000. Analyse and show method of finding answers to problems and mix-problems of cardinal numbers not exceeding 10,000.	Students will be able to add and regroup numbers not exceeding 10,000.
3	Subtraction within 10,000	1. Simple subtraction within 10,000. 2. Subtraction with regrouping in ones, tens, hundreds and thousands. 3. Mental subtraction	M 1.2.	Subtract cardinal numbers not exceeding 10,000. Analyse and show method of finding answers to problems and mix-problems of cardinal numbers not exceeding 10,000.	Students will be able to subtract and regroup numbers not exceeding 10,000.

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4	Word problems: addition and subtraction	1. Word problems	M 1.2.	Add, subtract and mix addition and subtraction of cardinal numbers not exceeding 10,000. Analyse and show method of finding answers to problems and mix-problems of cardinal numbers not exceeding 10,000.	Students will be able to solve word problems and mixed problems using addition and subtraction.
Midterm Exam1					
5	Multiplication tables of 6,7,8 and 9.	1. Multiplication tables of 6,7,8 and 9. 2. Multiplying numbers 3. Division using multiplication facts 4. Multiplication and division: one-step word problems	M 4.1.	Tell the numbers and relations in patterns of numbers that increases by 3s, 4s, 25s and 50s, and decreases by 3s, 4s, 5s, 25s and 50s and in repeated patterns.	Students will be able to use multiplication tables of 6, 7, 8 and 9, and divide using multiplication facts.
6	Multiplication	1. Multiplication without regrouping 2. Multiplication with regrouping in ones, tens, hundreds and thousands	M 4.1.	Tell the numbers and relations in patterns of numbers that increases by 3s, 4s, 25s and 50s, and decreases by 3s, 4s, 5s, 25s and 50s and in repeated patterns.	Students will be able to use multiplication with or without regrouping.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
7	Division	1. Quotient and remainder 2. Division without regrouping and remainder 3. Division with regrouping in hundreds, tens and ones	M 4.1.	Tell the numbers and relations in patterns of numbers that increases by 3s, 4s, 25s and 50s, and decreases by 3s, 4s, 5s, 25s and 50s and in repeated patterns.	Students will be able to divide numbers with or without regrouping.
8	Word problems involving the four operations	1. Two-step word problems involving the four operations	M 4.1.	Tell the numbers and relations in patterns of numbers that increases by 3s, 4s, 25s and 50s, and decreases by 3s, 4s, 5s, 25s and 50s and in repeated patterns.	Students will be able to solve word problems involving the four operations.
Final Exam 1					
Total Score for Semester 1					

Course Syllabus
Subject : Science Year : 3 Semester : 1/2017_18

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	Our Sense Organs	-Finding out about the world with sense organs -Eyes, Ears, Skin, Tongue and Nose -Sense organs working together -Taking care of sense organs	Sc1.2 H1.1	1. Discuss various characteristics of living things in the immediate environment 1. Explain characteristics and growth of the human body.	-Identify the parts of our sense organs. -Explain how our sense organs make us aware of the things around us. -Recognize that our sense organs work together all the time. -Know how to take care of our sense organs.
2	Our Amazing Body	-Skeletal, Muscular, Digestive, Respiratory, Circulatory, Nervous and Urinary systems -Organ systems working together	Sc2.1 H1.1 H4.1	1. Explore the environment in the local area and explain the relationship between living things and the environment. 1. Explain characteristics and growth of the human body. 1. Explain transmission and methods of protection from spreading of diseases.	-Identify the skeletal, muscular, digestive, respiratory, circulatory, nervous and urinary systems in our body. -State the basic functions of each organ system. -Recognise that our systems work together all the time.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
3	Food	<ul style="list-style-type: none"> -Need for food -Types of food -Water -Healthy Choices -Teeth -Caring for Teeth 	<ul style="list-style-type: none"> H1.1 H4.1 	<p>3. Specify factors affecting growth.</p> <ol style="list-style-type: none"> 1. Explain transmission and methods of protection from spreading of diseases. 2. Classify the 5 groups of essential nutrients. 3. Choose to take a varied diet with all the 5 groups of essential nutrients in appropriate proportion. 4. Show correct method of brushing teeth for proper cleaning. 	<ul style="list-style-type: none"> -Understand that we need food for energy and nutrients. -Identify the nutrients in different types of food. -State how different types of food contribute to health. -Know how to make healthy choices. -Recognize that humans grow two sets of teeth. -State the function of each type of tooth. -Know how to take care of your teeth.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
4	Caring for Your Body	<ul style="list-style-type: none"> -Factors that affect how our body grows and develops -Keeping our body healthy -Are we healthy? -Staying away from danger 	<p>H1.1</p> <p>H4.1</p> <p>H5.1</p>	<p>1. Explain characteristics and growth of the human body.</p> <p>2. Compare their growth with standard criteria.</p> <p>3. Specify factors affecting growth.</p> <p>1. Explain transmission and methods of protection from spreading of diseases.</p> <p>2. Classify the 5 groups of essential nutrients.</p> <p>3. Choose to take a varied diet with all the 5 groups of essential nutrients in appropriate proportion.</p> <p>5. Can strengthen physical capacities as advised.</p> <p>1. Conduct themselves for safety from accidents at home, in school and while travelling.</p> <p>2. Show methods of seeking help from persons and various sources when there are dangerous incidents or accidents.</p> <p>3. Show methods of first aid treatment when injured from play.</p>	<ul style="list-style-type: none"> -Recognize factors that affect the growth and development of a child. -Recognize ways to keep our body healthy. -Compare characteristics of healthy and unhealthy children. -Follow safety rules at home and in school. -Follow safety rules in case of a fire.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
5	Living Things	<ul style="list-style-type: none">-Things around us-What living things need-Characteristics of living things-Groups of living things	<p>Sc 1.2</p> <p>Sc 2.1</p>	<ol style="list-style-type: none">1. Discuss various characteristics of living things in the immediate environment.2. Compare and specify similar characteristics of parents and children. <ol style="list-style-type: none">1. Explore the environment in the local area and explain the relationship between living things and the environment.	<ul style="list-style-type: none">-Identify the living and non-living things around us.-State that living things need air, water and food to stay alive.-State the characteristics of living things.-Classify living things into general groups: animals, plants, fungi, and micro-organisms.-Describe what may happen to animals and plants if their needs are not met.-Recognize that micro-organisms can be useful or harmful.
Midterm Exam 1					

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
7	Plants	<ul style="list-style-type: none"> -Plants around us -Where plants can be found -Parts of plants -Useful plants -Harmful plants -Caring for plants 	<p>Sc 1.2</p> <p>Sc 2.1</p>	<p>1. Discuss various characteristics of living things in the immediate environment.</p> <p>2. Compare and specify similar characteristics of parents and children.</p> <p>1. Explore the environment in the local area and explain the relationship between living things and the environment.</p>	<ul style="list-style-type: none"> -Recognize that there is a variety of plants around us. -Recognize that plants can be found in various places. -Know that parts of plants may look different in different plants. -State the functions of common parts of plants. -Know that plants make their own food. -Describe how plants can be useful or harmful to people and animals. -Know how to care for plants.
8	Habitat and Environment	<ul style="list-style-type: none"> -Habitat -Population -Populations of animals and plants in different habitats -Healthy and unhealthy environments -Caring for the environment 	<p>Sc 1.2</p> <p>Sc 2.1</p>	<p>1. Discuss various characteristics of living things in the immediate environment.</p> <p>2. Compare and specify similar characteristics of parents and children.</p> <p>1. Explore the environment in the local area and explain the relationship between living things and the environment.</p>	<ul style="list-style-type: none"> -Explain the meaning of a habitat and a population. -Recognize the different habitats found in the environment. -Recognize the different plants and animals found in different habitats. -Distinguish between a healthy environment and an unhealthy environment. -Describe environmental conditions that affect our health. -Know how to care for the environment.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
9	Weather	-Weather and climate around us -The changing weather -Weather chart -How the weather affects us -Keeping safe during certain types of weather	Sc 6.1 Sc 2.1	1. Explore and explain physical properties of water from sources in the local area, and apply the knowledge gained for useful purposes. 2. Search for data and discuss the components of air and the importance of air. 3. Experiment and explain the motion of air resulting from differences in temperature. 1. Explore the environment in the local area and explain the relationship between living things and the environment.	-Describe the weather and climate around us. -Observe that weather changes from day to day and over seasons. -Know how to make a weather chart. -Describe the effect of weather on human activities. -Practice safety measures during certain types of weather.

Final Exam 1

Total Score for Semester 1

Course Syllabus
Subject : Social Studies Year : 3 Semester : 1/2017_18

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	Religion, morals, ethics	1.Buddhism and Thai culture 2.Lord Buddha's life story 3.The Four Noble Truths 4.People and four groups of lotus 5.Important Buddhist followers 6.Chadok 7.Tripitaka 8.Three Gems of Buddhism	So1.1	1. Explain the importance of Buddhism or that of students' own religions as a significant foundation of Thai culture. 2. Summarise the life of the Buddha from the practice of self-mortification to the Great Decease of the Buddha or the lives of the Masters of students' own religions as prescribed. 3. Delight in and tell 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. 4. Tell the meaning and importance of the Tipitaka (the three divisions of the Buddhist Canon) or the scriptures of students' own religions. 5. Pay respect to the Triple Gem and observe the principles of the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.	Able to understand the teachings of Buddhism. Able to sum up the life story of Buddha and main moral lessons learned Students are able to recall other relatable stories of other exemplary believers. Students are able to understand the Tipitaka and are able to find a common ground between all the religions, Students are able to name the principles of the Triple Gem Buddha, Dhamma, Sangha. Students are able to learn about religious practices and being mindful in daily lives. Students are able to name and mention facts of different religions, objects, people and places. Students are able to relate to religions and different beliefs. Able to conduct themselves in a respectfully with regards to ceremonies and special religious days.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
		<p>9.Three hearts of Lord Buddha's teachings</p> <p>10.Religion in Thailand</p>	<p>So1.2</p> <p>So2.1</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>7. Tell the names and importance of, and behave appropriately towards, religious objects, places and persons of students' own religions</p> <p>1. Conduct themselves appropriately and correctly towards the disciples, places of worship, and religious objects of their religions as prescribed.</p> <p>2. Appreciate the value of and conduct themselves correctly in religious rites and ceremonies and on important religious days as prescribed.</p> <p>3. Profess themselves as Buddhists or believers of their religions.</p>	<p>Able to recall people that have professed their religious beliefs and other similar historical events.</p> <p>Able to name advantages and disadvantages of traditions and cultures.</p> <p>Able to discuss different behaviours in diversified cultures.</p> <p>Able to mention special holidays and their importance.</p> <p>Able to mention local heros who have made a difference in their community through their achievements,</p>

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
				<ol style="list-style-type: none"> 1. Summarise the benefits of and observe family and local traditions and culture. 2. Tell their own behaviour in life and that of others in the tide of diversified cultures. 3. Explain the significance of important official holidays. 4. Cite examples of people whose achievements are beneficial to their communities and local areas. 	
Midterm Exam1					
2	Thai traditions and social lives	<ol style="list-style-type: none"> 1.Traditions in Thai society 2.Important dates for the nation 3.Important religious dates 4.The political systems 5.A multicultural environment 	So2.2	<ol style="list-style-type: none"> 1. Specify the roles and duties of community members in participating in various activities through democratic processes. 2. Analyse differences of decision-making processes in class, school and community by means of direct voting and by electing representatives to vote. 3. Cite examples of changes in classroom, school and community resulting from decisions of individuals and groups of persons. 	<p>Able to understand their role in their community and learn how to participate in activities. Able to hold a class vote and voting for a particular cause as a class to understand democracy. Able to make positive or negative decisions which impact the classroom environment and understand implications.</p> <p>Able to differentiate between needs and wants. Able to make a budget and record spendings. Able to relate limited resources and the effects on our daily lives.</p>

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
3	Economics	1.The basic products needed by people 2. Buying products 3. Making a budget 4. Products, goods and service 5. Taxes	So3.1 So3.2	1. Distinguish between desire and necessity in utilising goods and services. 2. Analyse their own spending. 3. Can explain that the limited resources available affect production of goods and services. 1. Tell the goods and services procured by the state and provided to the people. 2. Tell the importance of taxes and the people’s roles in paying taxes. 3. Explain the reasons for trade competition resulting in reduction of prices of goods.	Able to grasp where goods come from and services people provide by the state. Able to understand reasons for paying taxes and the responsibility the governments holds. The roles of the taxpayers and tax users. Able to comprehend trade and its origins and implications of competition.

Final Exam 1

Total Score for Semester 1

Course Syllabus
Subject : Health Year : 3 Semester : 1/2017_18

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	Healthy Habits and Growth	<ul style="list-style-type: none"> * Healthy habits to help us grow * Unhealthy habits that harm us * Growing up 	<p>F1.2 Grade 3</p> <p>F4.1 Grade 3</p>	<p>F1.2 -5. Speak/write to discuss what the students do to stay healthy.</p> <p>F4.1 -1. Use language for communication in various situations in the classroom and in school.</p>	<ul style="list-style-type: none"> * Students are able to recognize healthy habits vs bad habits.
2	Food	<ul style="list-style-type: none"> * Three main food groups * Document their own eating habits * Compare good vs bad eating habits * Discuss over-consumption 	<p>F1.3 Grade 3</p> <p>F4.1 Grade 3</p>	<p>F1.3 -2. Draw pictures, plans, charts and tables to show various data heard or read.</p> <p>F4.1 -1. Use language for communication in various situations in the classroom and in school.</p>	<ul style="list-style-type: none"> * Students are able to make a healthy meal using pictures and labeling them. * Students are able to recognize the pros of different food groups * Students understand about how the food we consume changes our bodies.
3	Exercise	<ul style="list-style-type: none"> * Exercise for health * Benefits of exercise * Proper way to exercise * Explain how teams compete * Team games 	<p>F1.2 Grade 3</p> <p>F2.1 Grade 3</p> <p>F4.1 Grade 3</p>	<p>F1.2 -1. Speak/write in an exchange in interpersonal communication.</p> <p>F1.2 - 4. Speak and write to ask for and give data about themselves, their friends, families and matters around them.</p> <p>F4.1 -1. Use language for communication in various situations in the classroom and in school.</p>	<ul style="list-style-type: none"> * Students can identify different activities and games. * Students are able to participate in a game of Tug-of-War. * Students can explain why we warmup and cool down.
Midterm Exam 1					

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
4	Gaining Physical Skills	<ul style="list-style-type: none"> * Body Movements * "Morn Sa Pa" game * "Mae Ngu" game * Proper Posture * Personal Skills and Interests * How to Lift Heavy Items 	<p>F1.3 Grade 3</p> <p>F4.1 Grade 3</p>	<p>F.1.3 -2. Draw pictures, plans, charts and tables to show various data heard or read.</p> <p>F4.1 -1. Use language for communication in various situations in the classroom and in school.</p>	<ul style="list-style-type: none"> * Students are able to understand why proper posture is important. * Students can think and write about what personal skills they excel at. * Students have the chance to participate in new games.
Unit 5	Sexual Abuse	<ul style="list-style-type: none"> * Child Sexual Abuse * Stranger Danger 	<p>F1.3 Grade 3</p> <p>F4.1 Grade 3</p>	<p>F1.3 -2. Draw pictures, plans, charts and tables to show various data heard or read.</p> <p>F4.1 -1. Use language for communication in various situations in the classroom and in school.</p>	<ul style="list-style-type: none"> * Students can identify dangerous situations. * Students can be more aware of the dangers of strangers. * Students can be more aware of their the dangers of being alone.
Unit 6	Health and the Environment	<ul style="list-style-type: none"> * Health and Diseases * Foodborne Illness * Healthy Students * The Environment * Air Pollution * Water Pollution 	<p>F3.1 Grade 3</p> <p>F4.1 Grade 3</p>	<p>F3.1 -1. Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.</p> <p>F4.1 -1. Use language for communication in various situations in the classroom and in school.</p>	<ul style="list-style-type: none"> * Students learn about foodborne illness and why we clean our food. * Students learn about how to store food. * Students can become aware of how our environment affects our bodies. * Students will know how to stay healthy.
Final Exam 1					

Course Syllabus
Subject : Phonics Year : 3 Semester : 1/2017_18

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
	INTRO: Revise "What is Phonics?", Phonic alphabet and chants		F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should: 1. Revise the Phonic alphabet and chant + actions "A action, B book, C colour Z zero". 2. Revise the short vowel song to the tune of "Bingo" + clapping (and be introduced to the 'schwa" sound for the 1 st time).
	Revise alphabet letters' sounds, short vowel sounds (a, e, i, o, u), also consonant blends with both 'l' or 'r' and short vowel variant spellings from Yr2		F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should revise consonant blends with both 'l' or 'r' and short vowel variant spellings from Yr2.
1	Pages 1, 2. Beginning/ending consonants	Lesson in the book	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sounds of beginning/ending consonants.
	Assessment 1. Pages 1, 2. Beginning/ending consonants				Students should be able to complete the focus words "latch slate fine judo rent bleed forum bran stump p curb" by writing in the missing letter.

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2	Pages 3, 4. Short vowel sounds ds	lesson in the book	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sounds of short vowels.
	Assessment 2. Pages 3, 4. Short vowel sounds				Students should be able to listen and write in the missing short vowel in the focus words "chip mutt tram flick trot sped clam quest gloss hump".
3	Pages 11, 12, 13. 3 letter "s" blends & other blends ("str" "spr" "spl" "scr" "squ" "tw" "thr" "qu" "dw")	lesson in the book	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sound of 3 letter "s" blends & other blends and be able to listen and write in the missing blends in focus words.
4	Pages 17, 18. Syllables and stress	lesson in the book	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should understand syllables and stress; be able to count/identify and underline syllables in a word; identify the stressed syllable in a word.
	Assessment 3. Pages 17, 18				Students should be able to correctly identify the stressed syllable in a word.
5	Pages 19, 20. "ed" endings & the 3 variant sounds	lesson in the book	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know "ed" endings & the 3 variant sounds.

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	Assessment 4. "ed" endings & the 3 variant sounds				Students should listen to words and be able to identify which of 3 variant sounds they end with.
	Pages 25, 26. Long "a" sound – "ai" "ay" "_a_e"	Lesson in the book	F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the 3 variant spellings of long "a" sound – "ai" "ay" "_a_e"
	Assessment 5. long "a" sound – "ai" "ay" "_a_e"				Students should be able to correctly spell the 10 focus words "brain Spain maid sail pray tray space plate place age"
	Consolidation and catch-up lesson		F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	
	Revision week for Phonics exam		F1.2 Yr 3	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	
	Phonics Exams (revision week for other subjects)				

Course Syllabus
Subject : Mandarin Chinese Year : 3 Semester : 1/2017_18

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
1	Diphthong and numbers(1)	<ul style="list-style-type: none"> - Introduction on Mandarin Chinese - Class regulation - Diphthong:ai, ei, ui - The combination of initials and “ai, ei, ui” - Numbers 1-10 in Chinese - New words - Sentences 		<ol style="list-style-type: none"> 1. Give students brief introduction about the course. 2. Clarify the regulations in Chinese class. 3. Demonstrate to students the standard pronunciation of diphthong:ai, ei, ui. 4. Engage students in practicing pronouncing the selected combination of initials and “ai, ei, ui” 5. Show students how to count one to ten in Chinese. 6. Illustrate the pronunciation, meaning and writing order of the new words to students. 7. Let students read and translate the sentences from textbook and make their own sentences. 	<ol style="list-style-type: none"> 1. Students will have an idea about the course and what they are going to learn in this year. 2. Students should know and follow the rules in Chinese class. 3. Students can recognize and pronounce diphthong “ai”, “ei”, “ui” correctly. 4. Students can pronounce selected combination of initials and “ai”, “ei”, “ui” correctly. 5. Students can count numbers from one to ten without difficulties. 6. Students master the pronunciation, meaning and writing order of the new words. 7. Students are able to translate the sentences from textbook and make their own sentences according to the given example.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
2	Diphthong and greeting song	<ul style="list-style-type: none"> - Diphthong:ao, ou, iu - The combination of initials and "ao, ou, iu" - Measure words - New words - Sentences - Expressions in class - Greeting song 		<ol style="list-style-type: none"> 1. Demonstrate to students the standard pronunciation of diphthong: ao, ou, iu. 2. Engage students in practicing pronouncing the selected combination of initials and "ao, ou, iu" 3. Illustrate the function and the location of measure words to students. 4. Illustrate the pronunciation, meaning and writing order of the new words to students. 5. Let students read and translate the sentences from textbook and make their own sentences. 6. Teach students the expressions used in class. 7. Teach students to sing the greeting song 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce diphthong "oo", "ou", "iu" correctly. 2. Students can pronounce selected combination of initials and "ao", "ou", "iu" correctly. 3. Students understand when to use measure words and where to put it into the phrase. 4. Students master the pronunciation, meaning and writing order of the new words. 5. Students are able to translate the sentences from textbook and make their own sentences according to the given example. 6. Students can understand and response teacher's directions in class. 7. Students can use "May I go to the toilet?" in Chinese to express personal needs. 8. Students can sing the greeting song in Chinese for family and friends.
Midterm Exam 1					

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
3	Diphthong and numbers(2)	<ul style="list-style-type: none"> - Diphthong: ie, üe, er - The combination of initials and “ie, üe , er” - Review numbers - Numbers from 11-100 - Chinese ways to show ten numbers with one hand - New words - Sentences 		<ol style="list-style-type: none"> 1. Demonstrate to students the standard pronunciation of diphthong:ie, üe , er. 2. Engage students in practicing pronouncing the selected combination of initials and “ie, üe , er” 3.Review the numbers from 1 to 10 and illustrate to students the rules to count from 1-100 4. Show students how to use one hand to represent all ten numbers. 5. Illustrate the pronunciation, meaning and writing order of the new words to students. 6. Let students read and translate the sentences from textbook and make their own sentences. 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce diphthong “ie”, “üe”, “er” correctly. 2. Students can pronounce selected combination of initials and “ie”, “üe”, “er” correctly. 3. Students can count from 1-100 correctly. 4. Students can use one hand to show all the ten numbers like Chinese people do. 5. Students can recognize and write down ten numbers in Chinese characters correctly. 6. Students master the pronunciation, meaning and writing order of the new words. 7. Students are able to translate the sentences from textbook and make their own sentences (written and verbal) according to the given example.

Units	Topics	Contents	B.E. 2551 Standards	B.E. 2551 Grade Level indicators	Objectives
4	Diphthong and friends	<ul style="list-style-type: none"> - Diphthong: an, en, in - The combination of initials and "an, en, in" - New words - Sentences - Friend ballad 		<ol style="list-style-type: none"> 1. Demonstrate to students the standard pronunciation of diphthong: an, en, in. 2. Engage students in practicing pronouncing the selected combination of initials and "an, en, in" 3. Illustrate the pronunciation, meaning and writing order of the new words to students. 4. Let students read and translate the sentences from textbook and make their own sentences. 5. Teach students how to sing the friend ballad. 6. Clarify questions about final exam. 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce diphthong "an", "en", "in" correctly. 2. Students can pronounce selected combination of initials and "an", "en", "in" correctly. 3. Students master the pronunciation, meaning and writing order of the new words. 4. Students are able to translate the sentences from textbook and make their own sentences according to the given example. 5. Students can sing the friend ballad to family and friends. 6. Students will know how to prepare for their final exam.
Final Exam 1					
Total Score for Semester 1					