



Curriculum of MEP
Baan Sankamphaeng School
B.E. 2026

English for communication

(Grade 4 – 6)

According to the core curriculum of basic education B.E. 2008
(Revised B.E. 2017)

MEP (Mini English Program)

Baan Sankamphaeng School

Chiang Mai Primary Educational Service Area Office, Area 1
Office of the Basic Education Commission
Ministry of Education

Introduction

Bann Sankamphaeng School is a model school implementing the Basic Education Core Curriculum B.E. 2008 (Revised B.E. 2017). The school has developed the curriculum for the additional subject *English for Communication* for Grades 4–6, B.E. 2026, by adopting the vision, principles, goals, competencies, desirable characteristics, learning standards, indicators, and assessment guidelines of the Basic Education Core Curriculum B.E. 2008 (Revised B.E. 2017) as the framework for curriculum design and instruction. This aims to enhance the quality of learners in the special English program at Ban San Kamphaeng School in terms of knowledge, skills/processes, and desirable attributes necessary for living in a changing society, while fostering continuous lifelong learning. The school has revised the curriculum structure to ensure appropriateness and alignment with the Ministry of Education’s policies, focal points, and the current context, vision, and teaching practices of international-standard schools.

We would like to express our gratitude to the Ban San Kamphaeng School Board of Education, parents, and all stakeholders who kindly provided advice and consultation in the development of this *English for Communication* curriculum for Grades 4–6, B.E. 2569. This curriculum is intended to develop learners in accordance with the spirit of the Basic Education Core Curriculum B.E. 2551 (Revised B.E. 2560).

Organizing Team

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Vision

The Ban San Kamphaeng School Curriculum B.E. 2569 aims to develop every learner, who is the strength of the nation, to become a human being with balance in physical health, knowledge, and morality, while preserving local arts and culture, having consciousness in being Thai citizens, and developing learners to have potential toward global citizenship at international standards. Learners will have excellence in the use of technology, integrating learning, adhering to governance under the democratic system with the King as Head of State. The curriculum aims to develop learning processes for creativity through Constructionism and to enable learners to fully develop their potential.

Principles

The Ban San Kamphaeng School Curriculum B.E. 2569, according to the Basic Education Core Curriculum B.E. 2551 (Revised B.E. 2560), has the following important principles:

1. It is an education curriculum for national unity, with goals and learning standards as targets for developing learners and youth to have knowledge, skills, attitudes, and morality based on Thainess together with universality.
2. It is an education curriculum for all people, in which everyone has the opportunity to receive education equally and with quality.
3. It is an education curriculum that responds to decentralization, allowing society to participate in educational management consistent with local conditions and needs.
4. It is an education curriculum with flexible structure in learning content, time, and learning management.
5. It is an education curriculum that emphasizes learners as the focus.
6. It is an education curriculum for formal education, covering all target groups, allowing transfer of learning outcomes and experiences.

Goals

Baan Sankamphaeng School Curriculum B.E. 2026, aligned with the Basic Education Core Curriculum B.E. 2008 (Revised B.E. 2017), aims to develop learners to be virtuous, wise, happy, and capable of pursuing further education and careers. The goals for learners upon completing basic education are:

1. Have possess morality, ethics, and desirable values; recognize self-worth; practice discipline; and live according to the principles of Buddhism or their own religion, guided by the Philosophy of Sufficiency Economy.
2. Have acquire knowledge and abilities in communication, thinking, problem-solving, technology use, and life skills.
3. Have maintain good physical and mental health, practice healthy habits, and enjoy exercise.
4. Have love the nation, have civic consciousness as Thai and global citizens, and uphold democratic governance with the King as Head of State.
5. Have appreciate and preserve Thai culture and wisdom, protect and develop the environment, and demonstrate public-mindedness by contributing positively to society and living harmoniously with others.

Learnings' key competencies and Desired characteristics

In developing learners under the Baan Sankamphaeng School Curriculum B.E. 2026, based on the Basic Education Core Curriculum B.E. 2008 (Revised B.E. 2017), the focus is on ensuring that learners achieve the quality standards prescribed. This will enable learners to acquire the following Learnings' key competencies and Desired characteristics:

Learnings' key competencies

The Ban San Kamphaeng School Curriculum B.E. 2026, based on the Basic Education Core Curriculum B.E. 2551 (Revised B.E. 2560), aims to cultivate five key competencies in learners as follows:

1. Communication Capacity is capacity to receive and transmit information; linguistic ability and skills in expressing one's thoughts, knowledge and understanding, feelings and opinions for exchanging information and experience, which will be beneficial to oneself and society; negotiation for solving or reducing problems and conflicts; ability to distinguish and choose whether to receive or avoid information through proper reasoning and sound judgement; and ability to choose efficient methods of communication, bearing in mind possible negative effects on oneself and society.

2. Thinking Capacity is capacity for analytical, synthetic, constructive, critical and systematic thinking, leading to bodies of knowledge creation or information for judicious decision-making regarding oneself and society.

3. Problem-Solving Capacity is capacity to properly eliminate problems and obstacles, based on sound reasoning, moral principles and accurate information; appreciation of relationships and changes in various social situations; ability to seek and apply knowledge to prevent and solve problems; and ability for judicious decision-making, bearing in mind possible negative effects on oneself, society and the environment.

4. Capacity for Applying Life Skills is capacity for applying various processes in daily life; self-learning; continuous learning; working; and social harmony through strengthening of happy interpersonal relationships; elimination of problems and conflicts through proper means; ability for self-adjustment to keep pace with social and environmental changes; and capacity for avoiding undesirable behavior with adverse effects on oneself and others.

5. Capacity for Technological Application is ability to choose and apply different technologies; skills in application of technological processes for development of oneself and society in regard to learning, communication, working, and problem-solving through constructive, proper, appropriate and ethical means.

Desired characteristics

Baan Sankamphaeng School Curriculum B.E. 2026, based on the Basic Education Core Curriculum B.E. 2008 (Revised B.E. 2017), aims to develop learners with desirable characteristics so that they can live happily with others in society, both as Thai citizens and as global citizens, as follows:

1. Love of nation, religion and the monarchy
2. Honesty and integrity
3. Self-discipline
4. Avidity for learning
5. Applying principles of Sufficiency Economy Philosophy in one's way of life
6. Dedication and commitment to work
7. Cherishing Thai nationalism
8. Public-mindedness

Why it is necessary to learn English for communication

In today's global society, learning English is highly important and essential in daily life, as it serves as a key tool for communication, education, knowledge acquisition, careers, and building understanding of world cultures and perspectives. It fosters awareness of cultural diversity and global viewpoints, leading to friendship and cooperation with other nations. Studying English helps learners better understand themselves and others, appreciate differences in language and culture, traditions, ways of thinking, society, economy, politics, and governance. It cultivates positive attitudes toward foreign languages and enables effective communication. Moreover, English provides broader and easier access to knowledge and equips learners with vision for life in a changing world.

What is learned in English for communication

The study of the subject English for communication aims to encourage learners in Mini English program to develop positive attitudes toward foreign languages, enabling them to use foreign languages to communicate in various situations, seek knowledge, pursue careers, and continue higher education. Learners will also gain knowledge and understanding of the diverse stories and cultures of the global community, and be able to creatively share Thai ideas and culture with the world. This subject consists of the following core areas of learning:

1. Language for Communication: use of foreign languages in listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately.

2. Language and Culture: use of foreign languages in accordance with the culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application.

3. Language and Relationship with Other Learning Areas: use of foreign languages to link knowledge with other learning areas, to seek knowledge and to broaden learners' world views.

4. Language and Relationship with Community and the World: use of foreign languages in various situations in the classroom, in community and in the global society, forming a basic tool for further education, livelihood and exchange of knowledge with the global society.

Learners' Quality

• Grade 4 graduates

- Follow simple instructions and answer questions from listening/reading sentences, dialogues, or stories.
- Read aloud, spell words, phrases, sentences, simple texts, and rhythmic chants correctly.
- Select/identify pictures or symbols according to given texts, and speak/draw to show relationships of familiar things.
- Speak/write in response using simple commands, requests, permissions; express needs, ask for help, and provide information about themselves, friends, and family.
- Speak/write to express simple feelings and opinions about familiar topics and activities.
- Speak and act politely according to social and cultural norms; answer questions about festivals, important days, celebrations, and participate in age-appropriate language and cultural activities.
- Identify differences in sounds between Thai and foreign languages; compare festivals/celebrations of native speakers with those of Thailand.
- Research and collect vocabulary related to other learning areas and use foreign languages for information searches.
- Listen, speak, and read in classroom and school situations, and participate in age-appropriate language and cultural activities.

• Grade 5 graduates

- Follow simple instructions, requests, and advice from listening/reading; identify main ideas and answer questions from dialogues, stories, or short texts.
- Read aloud sentences, short texts, and short poems correctly according to reading principles.
- Identify or draw pictures, symbols, signs, diagrams, or charts matching the meaning of sentences and texts heard or read.
- Speak/write in response using commands, requests, permissions, and simple advice; express needs, ask for help, accept or refuse, and provide information about themselves, friends, family, and familiar topics.
- Speak/write to express feelings, opinions, and short reasons about familiar topics and activities.
- Use words, tone, and gestures politely according to the social and cultural norms of native speakers; answer questions about festivals, important days, celebrations, and participate in language and cultural activities of interest.

- Identify similarities and differences in pronunciation, punctuation, and sentence structure between Thai and foreign languages; compare festivals and celebrations of native speakers with those of Thailand.

- Research and collect vocabulary related to other learning areas, present through speaking or writing, and use foreign languages for searching and gathering information.

- Listen, speak, read, and write in various situations occurring in classrooms and schools.

- **Grade 6 graduates**

- Follow simple instructions, requests, and advice from listening/reading; identify main ideas and answer questions from dialogues, stories, and simple narratives.

- Read aloud texts, stories, and short poems correctly according to reading principles.

- Select or identify sentences, texts, pictures, symbols, signs, and also draw diagrams, charts, and tables to present information according to what is heard or read.

- Speak/write in response using commands, requests, permissions, and simple advice; express needs, ask for help, accept or refuse, and provide information about themselves, friends, family, and their immediate environment.

- Speak/write to express feelings, opinions, and short reasons about familiar topics and activities.

- Use words, tone, and gestures politely according to the social and cultural norms of native speakers; provide information about festivals, important days, celebrations, and the lifestyle of native speakers, and participate in language and cultural activities of interest.

- Identify similarities and differences in pronunciation, punctuation, and sentence structure between Thai and foreign languages; compare festivals, celebrations, and traditions of native speakers with those of Thailand.

- Research and collect vocabulary related to other learning areas from learning resources, present through speaking or writing, and use foreign languages for searching and gathering information.

- Use language to communicate - listening, speaking, reading, and writing - in various situations occurring in classrooms and schools.

Strands and Learning Standards

Grade	Strands	Learning Standards
G.4	1. Follow simple instructions, requests, and advice from listening or reading	<ul style="list-style-type: none"> • Classroom instructions and requests, advice in playing games, drawing, cooking, and making drinks. - Instructions: Look at the.../ here/ over there./ Say it again./ Read and draw./ Put a/an... in/on/under a/an.../ Don't go over there. - Requests: Please take a queue./ Take a queue, please./ Can you help me, please? - Advice: You should read every day./ Think before you speak. - Vocabulary for games: Start./ My turn./ Your turn./ Roll the dice./ Count the number./ Finish. - Sequencing words: First,... Second,... Then,... Finally,...
	2. Read aloud words, spell words, read phrases, sentences, simple texts, and rhythmic chants correctly	<ul style="list-style-type: none"> • Words, phrases, sentences, texts, chants, and spelling. • Use of dictionary. • Principles of reading aloud: <ul style="list-style-type: none"> - Pronunciation of initial and final consonants. - Stress in words and phrases. - Intonation (high–low) in sentences.
	3. Select/identify pictures, symbols, or signs according to the meaning of sentences and short texts heard or read	<ul style="list-style-type: none"> • Words, simple sentences, symbols, signs, and meanings related to self, family, school, environment, food, drinks, leisure, health, welfare, shopping, weather. • Vocabulary range: approx. 550–700 words (concrete and abstract).
	4. Answer questions from listening and reading sentences, dialogues, and simple stories	<ul style="list-style-type: none"> • Sentences, dialogues, illustrated stories. • Questions about main ideas (who, what, where). <ul style="list-style-type: none"> - Yes/No Questions: Is/Are/Can...? Yes,...is/are/can./ No,...isn't/aren't/can't. - Wh-Questions: Who is/are...? He/She is.../ They

Grade	Strands	Learning Standards
		<p>are.../ What...?/ Where...?</p> <p>- Or-Questions: Is this a/an...or a/an...? It is a/an...</p>
	5. Speak/write in interpersonal communication	<ul style="list-style-type: none"> Dialogues for greetings, farewells, thanks, apologies, polite interruptions, self-introduction, introducing friends and close persons, acceptance phrases. <p>Examples: Hi/Hello/Good morning/Good afternoon/Good evening/ I am sorry./ How are you?/ I'm fine, thank you. And you?/ Goodbye./ See you soon./ Thanks./ You're welcome.</p>
	6. Use simple instructions, requests, and permissions	<ul style="list-style-type: none"> Instructions, requests, and permissions used in classroom.
	7. Speak/write to express needs and ask for help in simple situations	<ul style="list-style-type: none"> Vocabulary, phrases, sentences for expressing needs and asking for help. Examples: I want.../ Please.../ May...?/ I need your help./ Help me!
	8. Speak/write to ask and give information about self, friends, and family	<ul style="list-style-type: none"> Vocabulary, phrases, sentences for asking/giving information about self, familiar things, friends, family. <p>Examples: What's your name? My name is.../ What time is it? It is one o'clock./ What is this? It is a/an.../ How many...? There is/are.../ Where is the...? It is in/on/under...</p>
	9. Speak to express feelings about familiar topics and activities	<ul style="list-style-type: none"> Words and sentences expressing feelings: happy, sad, like, dislike, love. <p>Examples: I/You/We/They like.../ He/ She likes.../ I/You/We/They love.../He /She loves... I/You/We/They don't like/love/feel... He/ She doesn't like/love/feel... I/You/We/They feel... etc.</p>
	10. Speak/write to give information about self and familiar topics	<ul style="list-style-type: none"> Sentences and texts giving information about self, people, animals, familiar things (name, age, shape, color, size, numbers 1–100, days, months, years, seasons, positions). Punctuation marks.

Grade	Strands	Learning Standards
	11. Speak/draw to show relationships of familiar things heard or read	<ul style="list-style-type: none"> • Words/phrases showing relationships of familiar things using diagrams, charts, maps.
	12. Speak simple opinions about familiar topics	<ul style="list-style-type: none"> • Sentences for expressing opinions about familiar topics.
	13. Speak and act politely according to social and cultural norms of native speakers	<ul style="list-style-type: none"> • Social and cultural etiquette of native speakers: thanking, apologizing, facial expressions, gestures, handshakes, waving, showing likes/dislikes, acceptance/refusal.
	14. Answer questions about festivals, important days, celebrations, and simple lifestyles of native speakers	<ul style="list-style-type: none"> • Vocabulary and information about festivals, important days, celebrations, and lifestyles of native speakers (Christmas, New Year, Valentine's Day, clothing, seasons, food, drinks).
	15. Participate in age-appropriate language and cultural activities	<ul style="list-style-type: none"> • Activities: games, songs, storytelling with actions, role play, Christmas, New Year, Valentine's Day.
	16. Identify differences in sounds of letters, words, phrases, sentences, and texts between foreign languages and Thai	<ul style="list-style-type: none"> • Differences in sounds of letters, words, phrases, sentences between foreign languages and Thai.
	17. Identify similarities/differences between festivals and celebrations of native speakers and Thai	<ul style="list-style-type: none"> • Similarities/differences between festivals and celebrations of native speakers and Thai.
	18. Research and collect vocabulary related to other learning areas and present by speaking/writing	<ul style="list-style-type: none"> • Research, collection, and presentation of vocabulary related to other learning areas.
	19. Listen and speak/read in classroom and school situations	<ul style="list-style-type: none"> • Use of language in listening and speaking/reading in classroom situations.

Grade	Strands	Learning Standards
	20. Use foreign languages to search and collect information	<ul style="list-style-type: none"> • Use of foreign languages to search and collect vocabulary related to familiar topics from various learning resources.
G.5	1. Follow simple instructions, requests, and advice from listening and reading	<ul style="list-style-type: none"> • Classroom instructions and requests, body language, and advice in playing games, drawing, cooking, and making drinks. <ul style="list-style-type: none"> - Instructions: Look at the.../here/over there./ Say it again./ Read and draw./ Put a/an... in/on/under a/an.../ Don't go over there. - Requests: Please take a queue./ Take a queue, please./ Can/Could you help me, please? - Advice: You should read every day./ Think before you speak. - Vocabulary for games: Start./ My turn./ Your turn./ Roll the dice./ Count the number./ Finish. - Sequencing words: First... Second... Next... Then... Finally...
	2. Read aloud sentences, texts, and short poems correctly according to reading principles	<ul style="list-style-type: none"> • Sentences, texts, and short poems. • Use of dictionary. • Principles of reading aloud: <ul style="list-style-type: none"> - Pronunciation of initial and final consonants. - Stress in words and phrases. - Intonation (high–low) in sentences. - Linking sounds in texts. - Reading poems rhythmically.
	3. Identify/draw pictures, symbols, or signs according to the meaning of sentences and short texts heard or read	<ul style="list-style-type: none"> • Phrases, compound sentences, texts, symbols, signs, meanings related to self, family, school, environment, food, drinks, leisure, health, welfare, shopping, weather. • Vocabulary range: approx. 750–950 words (concrete and abstract).

Grade	Strands	Learning Standards
	4. Identify main ideas and answer questions from listening and reading dialogues, simple stories, or short texts	<ul style="list-style-type: none"> • Sentences, dialogues, stories, or short texts. • Questions about main ideas (who, what, where, when). - Yes/No Questions: Is/Are/Can...? Yes,...is/are/can./ No,...isn't/aren't/can't. - Wh-Questions: Who is/are...? He/She is.../ They are.../ What...?/ Where...? - Or-Questions: Is this/it a/an...or a/an...? It is a/an...
	5. Speak/write in interpersonal communication	<ul style="list-style-type: none"> • Dialogues for greetings, farewells, thanks, apologies, compliments, polite interruptions, self-introduction, introducing friends and close persons, acceptance phrases. <p>Examples: Hi/Hello/Good morning/ Good afternoon/Good evening/ I am sorry./ How are you?/ I'm fine, thank you. And you?/ Nice to see you./ Goodbye./ See you soon./ Thanks./ Thank you very much./ You're welcome.</p>
	6. Use simple instructions, requests, permissions, and advice	<ul style="list-style-type: none"> • Instructions, requests, permissions, and advice with 1–2 steps.
	7. Speak/write to express needs, ask for help, accept or refuse help in simple situations	<ul style="list-style-type: none"> • Vocabulary, phrases, sentences for expressing needs, asking for help, accepting/refusing help. <p>Examples: Please.../ May...?/ I need.../ Help me!/ Can/Could...?/ Yes,.../ No,...</p>
	8. Speak/write to ask and give information about self, friends, family, and familiar topics	<ul style="list-style-type: none"> • Vocabulary, phrases, sentences for asking/giving information. <p>Examples: What do you do? I am a/an.../ What is she/he? ...is a/an (occupation)/ How old/tall...? I am.../ Is/Are/Can...or...? ...is/are/can.../ Is/Are...going to...or...? ...is/are going to...</p>
	9. Speak/write to express feelings about familiar topics	<ul style="list-style-type: none"> • Words and sentences expressing feelings and reasons: like, dislike, happy, sad, hungry, taste.

Grade	Strands	Learning Standards
	and activities, with short reasons	Examples: I'm.../He/She/It is.../You/We/They are... I/You/We/They like.../He/ She likes...because... I/You/We/They love.../He/ She loves...because... I/You/We/They don't like/love/feel...because... He/ She doesn't like /love/feel...because... I/You/We/They feel...because...etc.
	10. Speak/write to give information about self and familiar topics	<ul style="list-style-type: none"> • Sentences and texts giving information about people, animals, places, activities, personal data, familiar topics, numbers 1–500, dates, months, years, seasons, time, weather, emotions, colors, size, shapes, positions. • Punctuation marks.
	11. Draw pictures, diagrams, and charts to present information heard or read	<ul style="list-style-type: none"> • Words, phrases, sentences showing information and meanings of topics using pictures, diagrams, charts, tables.
	12. Speak opinions about familiar topics	<ul style="list-style-type: none"> • Sentences for expressing opinions about familiar activities or topics.
	13. Use polite words, tone, and gestures according to social and cultural norms of native speakers	<ul style="list-style-type: none"> • Use of words, tone, gestures according to etiquette of native speakers: thanking, apologizing, facial expressions, gestures in self-introduction, handshakes, waving, showing likes/dislikes, greetings, acceptance/refusal.
	14. Answer questions/give importance of festivals, important days, celebrations, and simple lifestyles of native speakers	<ul style="list-style-type: none"> • Information and importance of festivals, important days, celebrations, and lifestyles of native speakers (Christmas, New Year, Valentine's Day, clothing, seasons, food, drinks).
	15. Participate in language and cultural activities of interest	<ul style="list-style-type: none"> • Activities: games, songs, storytelling, role play, Thanksgiving, Christmas, New Year, Valentine's Day
	16. Identify similarities/differences in sentence pronunciation, punctuation,	<ul style="list-style-type: none"> • Similarities/differences in sentence pronunciation of native speakers and Thai. • Use of punctuation and word order according to

Grade	Strands	Learning Standards
	and word order between foreign languages and Thai	sentence structures of foreign languages and Thai.
	17. Identify similarities/differences between festivals and celebrations of native speakers and Thai	<ul style="list-style-type: none"> Similarities/differences between festivals and celebrations of native speakers and Thai.
	18. Research and collect vocabulary related to other learning areas and present by speaking/writing	<ul style="list-style-type: none"> Research, collection, and presentation of vocabulary related to other learning areas.
	19. Listen, speak, read, and write in classroom and school situations	<ul style="list-style-type: none"> Use of language in listening, speaking, reading, and writing in classroom situations.
	20. Use foreign languages to search and collect information	<ul style="list-style-type: none"> Use of foreign languages to search and collect vocabulary related to familiar topics from various learning resources.
G.6	1. Follow instructions, requests, and advice from listening and reading	<ul style="list-style-type: none"> Instructions, requests, body language, and advice in playing games, drawing, cooking, making drinks, and crafting. <ul style="list-style-type: none"> Instructions: Look at the.../here/over there./ Say it again./ Read and draw./ Put a/an... in/on/under a/an.../ Don't go over there. Requests: Please look up the meaning in a dictionary./ Look up the meaning in a dictionary, please./ Can/Could you help me, please? Advice: You should read every day./ Think before you speak. Vocabulary for games: Start./ My turn./ Your turn./ Roll the dice./ Count the number./ Finish. Sequencing words: First... Second... Next... Then... Finally...
	2. Read aloud texts, stories, and short poems correctly	<ul style="list-style-type: none"> Texts, stories, and short poems. Use of dictionary.

Grade	Strands	Learning Standards
	according to reading principles	<ul style="list-style-type: none"> • Principles of reading aloud: <ul style="list-style-type: none"> - Pronunciation of initial and final consonants. - Stress in words and phrases. - Intonation (high–low) in sentences. - Linking sounds in texts. - Reading poems rhythmically.
	3. Select/identify sentences or short texts according to pictures, symbols, or signs read	<ul style="list-style-type: none"> • Sentences or texts, symbols, signs, meanings related to self, family, school, environment, food, drinks, leisure, health, welfare, shopping, weather. • Vocabulary range: approx. 1,050–1,200 words (concrete and abstract).
	4. Identify main ideas and answer questions from listening and reading dialogues, simple stories, and narratives	<ul style="list-style-type: none"> • Sentences, dialogues, stories, or narratives. • Questions about main ideas (who, what, where, when, how, why). <ul style="list-style-type: none"> - Yes/No Questions: Is/Are/Can...? Yes,...is/are/can./ No,...isn't/aren't/can't. - Wh-Questions: Who is/are...? He/She is.../ They are.../ What...?/ Where...? - Or-Questions: Is this/it a/an...or a/an...? It is a/an.../ Is/Are/Was/Were/Did...or...?
	5. Speak/write in interpersonal communication	<ul style="list-style-type: none"> • Dialogues for greetings, farewells, thanks, apologies, compliments, polite interruptions, self-introduction, introducing friends and close persons, acceptance phrases. <p>Examples: Hi/Hello/Good morning/ Good afternoon/Good evening/ I am sorry./ How are you?/ I'm fine./ Very well./ Thank you. And you?/ Nice to see you./ Goodbye./ See you soon./ Great!/ Very good./ Thank you very much./ You're welcome./ It's O.K./ That's all right./ Not at all./ Don't worry./ Never mind./ Excuse me, Sir/Miss/Madam.</p>

Grade	Strands	Learning Standards
	6. Use instructions, requests, and advice	<ul style="list-style-type: none"> • Instructions, requests, permissions, and advice with 2–3 steps.
	7. Speak/write to express needs, ask for help, accept or refuse help in simple situations	<ul style="list-style-type: none"> • Vocabulary, phrases, sentences for expressing needs, asking for help, accepting/refusing help. Examples: Please.../ May...?/ I need.../ Help me!/ Can/Could...?/ Yes,.../ No,...
	8. Speak/write to ask and give information about self, friends, family, and familiar topics	<ul style="list-style-type: none"> • Vocabulary, phrases, sentences for asking/giving information. Examples: What do you do? I'm a/an.../ What is she/he? ...is a/an (occupation)/ How old/tall...? I am.../ Is/Are/Can...or...? ...is/are/can.../ Is/Are...going to...or...? ...is/are going to...
	9. Speak/write to express feelings about familiar topics and activities, with short reasons	<ul style="list-style-type: none"> • Words and sentences expressing feelings and reasons: like, dislike, happy, sad, hungry, taste, beautiful, ugly, loud, good, not good. Examples: I'm.../He/She/It is.../You/We/The yare... I/You/We/They like.../He/ She likes...because... I/You/We/They love.../He/ She loves...because... I/You/We/They don't like/love/feel...because... He/She doesn't like/love/feel...because... I/You/We/They feel...because...etc.
	10. Speak/write to give information about self, friends, and immediate environment	<ul style="list-style-type: none"> • Sentences and texts giving information about self, daily routines, friends, immediate environment. Examples: personal data, familiar things, numbers 1–1,000, dates, months, years, seasons, time, activities, colors, size, shapes, positions, simple directions, weather, emotions, feelings. • Punctuation marks.
	11. Draw pictures, diagrams, charts, and tables to present information heard or read	<ul style="list-style-type: none"> • Words, phrases, sentences showing information and meanings using pictures, diagrams, charts, tables.

Grade	Strands	Learning Standards
	12. Speak/write opinions about familiar topics	<ul style="list-style-type: none"> • Sentences for expressing opinions.
	13. Use polite words, tone, and gestures according to social and cultural norms of native speakers	<ul style="list-style-type: none"> • Use of words, tone, gestures according to etiquette of native speakers: thanking, apologizing, facial expressions, gestures in self-introduction, handshakes, waving, showing likes/dislikes, greetings, acceptance/refusal.
	14. Provide information about festivals, important days, celebrations, and lifestyles of native speakers	<ul style="list-style-type: none"> • Information and importance of festivals, important days, celebrations, and lifestyles of native speakers (Christmas, New Year, Valentine’s Day, seasonal clothing, food, drinks).
	15. Participate in language and cultural activities of interest	<ul style="list-style-type: none"> • Activities: games, songs, storytelling, role play, Thanksgiving, Christmas, New Year, Valentine’s Day.
	16. Identify similarities/differences in sentence pronunciation, punctuation, and word order between foreign languages and Thai	<ul style="list-style-type: none"> • Similarities/differences in sentence pronunciation of native speakers and Thai. • Use of punctuation and word order according to sentence structures of foreign languages and Thai.
	17. Compare similarities/differences between festivals, celebrations, and traditions of native speakers and Thai	<ul style="list-style-type: none"> • Comparison of similarities/differences between festivals, celebrations, and traditions of native speakers and Thai.
	18. Research and collect vocabulary related to other learning areas from learning resources and present by speaking/writing	<ul style="list-style-type: none"> • Research, collection, and presentation of vocabulary related to other learning areas.
	19. Use language to communicate in classroom and school situations	<ul style="list-style-type: none"> • Use of language in communication in classroom and school situations.

Grade	Strands	Learning Standards
	20. Use foreign languages to search and collect information	<ul style="list-style-type: none">• Use of foreign languages to search and collect vocabulary related to familiar topics from various learning resources.

School curriculum structure

Structure and Time Rate of Learning Management (General classroom, Academic Year 2026)
 Baan Sankamphaeng School Educational Institution Curriculum, 2026
 According to the Basic Education Core Curriculum, B.E. 2008
 (revised version B.E. 2017)

Learning subjects/ activities	Class time					
	Elementary school					
	G. 1	G. 2	G. 3	G. 4	G. 5	G. 6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
Science and Technology	80	80	80	120	120	120
Social studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
Foreign language	120	120	120	120	120	120
Total class time (Basic)	840	840	840	840	840	840
Additional courses	120	120	120	120	120	120
Knowledge Inquiry (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for communication	80	80	80	-	-	-
Learner development activities	120	120	120	120	120	120
1. Counselling activities	40	40	40	40	40	40
2. Boy scouts – Girl scout activities	30	30	30	30	30	30
3. Club activities	40	40	40	40	40	40
4. Social and Public Interest activities	10	10	10	10	10	10
Total learning time curriculum structure	1,080 hours/ year					
Extra – curriculum activities	120	120	120	120	120	120
Learning Activities for Intellectual Creativity	40	40	40	40	40	40
Aesthetic Development Activities	40	40	40	40	40	40
Technology and Media Literacy Activities	40	40	40	40	40	40
Total class time	1,200 hours/ year					

School curriculum structure (General classroom, academic year 2026)

Grade 1

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 11101 Thai language	200
M 11101 Mathematics	200
SC 11101 Science and Technology	80
SO 11101 Social studies, Religion and Culture	40
SO 11102 History	40
HP 11101 Health and Physical Education	80
AR 11101 Art	40
OT 11101 Career	40
FO 11101 English	120
Additional courses	120
FO 11201 Chinese	40
FO 11202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (General classroom, academic year 2026)

Grade 2

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 12101 Thai language	200
M 12101 Mathematics	200
SC 12101 Science and Technology	80
SO 12101 Social studies, Religion and Culture	40
SO 12102 History	40
HP 12101 Health and Physical Education	80
AR 12101 Art	40
OT 12101 Career	40
FO 12101 English	120
Additional courses	120
FO 12201 Chinese	40
FO 12202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (General classroom, academic year 2026)

Grade 3

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 13101 Thai language	200
M 13101 Mathematics	200
SC 13101 Science and Technology	80
SO 13101 Social studies, Religion and Culture	40
SO 13102 History	40
HP 13101 Health and Physical Education	80
AR 13101 Art	40
OT 13101 Career	40
FO 13101 English	120
Additional courses	120
FO 13201 Chinese	40
FO 13202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (General classroom, academic year 2026)

Grade 4

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 14101 Thai language	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social studies, Religion and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art	40
OT 14101 Career	40
FO 14101 English	120
Additional courses	80
I 14201 Knowledge Inquiry	40
FO 14202 Chinese	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (General classroom, academic year 2026)

Grade 5

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 15101 Thai language	160
M 15101 Mathematics	160
SC 15101 Science and Technology	120
SO 15101 Social studies, Religion and Culture	80
SO 15102 History	40
HP 15101 Health and Physical Education	80
AR 15101 Art	40
OT 15101 Career	40
FO 15101 English	120
Additional courses	80
I 15201 Knowledge Inquiry	40
FO 15202 Chinese	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (General classroom, academic year 2026)

Grade 6

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 16101 Thai language	160
M 16101 Mathematics	160
SC 16101 Science and Technology	120
SO 16101 Social studies, Religion and Culture	80
SO 16102 History	40
HP 16101 Health and Physical Education	80
AR 16101 Art	40
OT 16101 Career	40
FO 16101 English	120
Additional courses	80
I 16201 Knowledge Inquiry	40
FO 16202 Chinese	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

Structure and Time Rate of Learning Management (MEP classroom, Academic Year 2026)
 Baan Sankamphaeng School Educational Institution Curriculum, 2026
 According to the Basic Education Core Curriculum, B.E. 2008
 (revised version B.E. 2017)

Learning subjects/ activities	Class time					
	Elementary school					
	G. 1	G. 2	G. 3	G. 4	G. 5	G. 6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
Science and Technology	80	80	80	120	120	120
Social studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
Foreign language	120	120	120	120	120	120
Total class time (Basic)	840	840	840	840	840	840
Additional courses	120	120	120	120	120	120
Knowledge Inquiry (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for communication	80	80	80	40	40	40
Learner development activities	120	120	120	120	120	120
1. Counselling activities	40	40	40	40	40	40
2. Boy scouts – Girl scout activities	30	30	30	30	30	30
3. Club activities	40	40	40	40	40	40
4. Social and Public Interest activities	10	10	10	10	10	10
Total learning time curriculum structure	1,080 hours/ year					
Extra – curriculum activities	120	120	120	120	120	120
Learning Activities for Intellectual Creativity	40	40	40	40	40	40
Aesthetic Development Activities	40	40	40	40	40	40
Technology and Media Literacy Activities	40	40	40	40	40	40
Total class time	1,200 hours/ year					

School curriculum structure (MEP classroom, academic year 2026)

Grade 1

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 11101 Thai language	200
M 11101 Mathematics	200
SC 11101 Science and Technology	80
SO 11101 Social studies, Religion and Culture	40
SO 11102 History	40
HP 11101 Health and Physical Education	80
AR 11101 Art	40
OT 11101 Career	40
FO 11101 English	120
Additional courses	120
FO 11201 Chinese	40
FO 11202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (MEP classroom, academic year 2026)

Grade 2

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 12101 Thai language	200
M 12101 Mathematics	200
SC 12101 Science and Technology	80
SO 12101 Social studies, Religion and Culture	40
SO 12102 History	40
HP 12101 Health and Physical Education	80
AR 12101 Art	40
OT 12101 Career	40
FO 12101 English	120
Additional courses	120
FO 12201 Chinese	40
FO 12202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (MEP classroom, academic year 2026)

Grade 3

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 13101 Thai language	200
M 13101 Mathematics	200
SC 13101 Science and Technology	80
SO 13101 Social studies, Religion and Culture	40
SO 13102 History	40
HP 13101 Health and Physical Education	80
AR 13101 Art	40
OT 13101 Career	40
FO 13101 English	120
Additional courses	120
FO 13201 Chinese	40
FO 13202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (MEP classroom, academic year 2026)

Grade 4

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 14101 Thai language	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social studies, Religion and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art	40
OT 14101 Career	40
FO 14101 English	120
Additional courses	120
I 14201 Knowledge Inquiry	40
FO 14202 Chinese	40
FO 14203 English for communication	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (MEP classroom, academic year 2026)

Grade 5

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 15101 Thai language	160
M 15101 Mathematics	160
SC 15101 Science and Technology	120
SO 15101 Social studies, Religion and Culture	80
SO 15102 History	40
HP 15101 Health and Physical Education	80
AR 15101 Art	40
OT 15101 Career	40
FO 15101 English	120
Additional courses	120
I 15201 Knowledge Inquiry	40
FO 15202 Chinese	40
FO 15203 English for communication	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (MEP classroom, academic year 2026)

Grade 6

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 16101 Thai language	160
M 16101 Mathematics	160
SC 16101 Science and Technology	120
SO 16101 Social studies, Religion and Culture	80
SO 16102 History	40
HP 16101 Health and Physical Education	80
AR 16101 Art	40
OT 16101 Career	40
FO 16101 English	120
Additional courses	120
I 16201 Knowledge Inquiry	40
FO 16202 Chinese	40
FO 16203 English for communication	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

Structure and Time Rate of Learning Management (SMP classroom, Academic Year 2026)
 Baan Sankamphaeng School Educational Institution Curriculum, 2026
 According to the Basic Education Core Curriculum, B.E. 2008
 (revised version B.E. 2017)

Learning subjects/ activities	Class time					
	Elementary school					
	G. 1	G. 2	G. 3	G. 4	G. 5	G. 6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
Science and Technology	80	80	80	120	120	120
Social studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
Foreign language	120	120	120	120	120	120
Total class time (Basic)	840	840	840	840	840	840
Additional courses	120	120	120	120	120	120
Knowledge Inquiry (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
STEAM Education	80	80	80	40	40	40
Learner development activities	120	120	120	120	120	120
1. Counselling activities	40	40	40	40	40	40
2. Boy scouts – Girl scout activities	30	30	30	30	30	30
3. Club activities	40	40	40	40	40	40
4. Social and Public Interest activities	10	10	10	10	10	10
Total learning time curriculum structure	1,080 hours/ year					
Extra – curriculum activities	120	120	120	120	120	120
Learning Activities for Intellectual Creativity	40	40	40	40	40	40
Aesthetic Development Activities	40	40	40	40	40	40
Technology and Media Literacy Activities	40	40	40	40	40	40
Total class time	1,200 hours/ year					

School curriculum structure (SMP classroom, academic year 2026)

Grade 1

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 11101 Thai language	200
M 11101 Mathematics	200
SC 11101 Science and Technology	80
SO 11101 Social studies, Religion and Culture	40
SO 11102 History	40
HP 11101 Health and Physical Education	80
AR 11101 Art	40
OT 11101 Career	40
FO 11101 English	120
Additional courses	120
FO 11201 Chinese	40
SC 11203 STEAM Education	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (SMP classroom, academic year 2026)

Grade 2

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 12101 Thai language	200
M 12101 Mathematics	200
SC 12101 Science and Technology	80
SO 12101 Social studies, Religion and Culture	40
SO 12102 History	40
HP 12101 Health and Physical Education	80
AR 12101 Art	40
OT 12101 Career	40
FO 12101 English	120
Additional courses	120
FO 12201 Chinese	40
SC 12203 STEAM Education	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (SMP classroom, academic year 2026)

Grade 3

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 13101 Thai language	200
M 13101 Mathematics	200
SC 13101 Science and Technology	80
SO 13101 Social studies, Religion and Culture	40
SO 13102 History	40
HP 13101 Health and Physical Education	80
AR 13101 Art	40
OT 13101 Career	40
FO 13101 English	120
Additional courses	120
FO 13201 Chinese	40
SC 13203 STEAM Education	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (SMP classroom, academic year 2026)

Grade 4

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 14101 Thai language	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social studies, Religion and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art	40
OT 14101 Career	40
FO 14101 English	120
Additional courses	120
I 14201 Knowledge Inquiry	40
FO 14202 Chinese	40
SC 14203 STEAM Education	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (SMP classroom, academic year 2026)

Grade 5

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 15101 Thai language	160
M 15101 Mathematics	160
SC 15101 Science and Technology	120
SO 15101 Social studies, Religion and Culture	80
SO 15102 History	40
HP 15101 Health and Physical Education	80
AR 15101 Art	40
OT 15101 Career	40
FO 15101 English	120
Additional courses	120
I 15201 Knowledge Inquiry	40
FO 15202 Chinese	40
SC 15203 STEAM Education	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (SMP classroom, academic year 2026)

Grade 6

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 16101 Thai language	160
M 16101 Mathematics	160
SC 16101 Science and Technology	120
SO 16101 Social studies, Religion and Culture	80
SO 16102 History	40
HP 16101 Health and Physical Education	80
AR 16101 Art	40
OT 16101 Career	40
FO 16101 English	120
Additional courses	120
I 16201 Knowledge Inquiry	40
FO 16202 Chinese	40
SC 16203 STEAM Education	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

Course description

Course description

English for communication

Code: E 14203

Grade 4

Time : 40 hours

Learners practice following simple instructions, requests, and advice from listening or reading. They read aloud words, spellings, phrases, sentences, short texts, and rhythmic chants correctly. They identify or select pictures, symbols, or signs that match the meaning of sentences and short texts they listen to or read. Learners answer questions from listening and reading sentences, dialogues, and simple stories. They speak and write to interact in interpersonal communication, using simple commands, requests, and permissions. They express their needs and ask for help in simple situations. They speak and write to ask for and provide information about themselves, friends, and family. Learners express feelings about familiar topics and activities, provide information about themselves and familiar matters, and show relationships of nearby things through speaking or drawing based on listening or reading. They express simple opinions about familiar topics.

Learners act politely with gestures according to social etiquette and cultural norms of native speakers. They answer questions about festivals, important days, celebrations, and simple aspects of daily life of native speakers, and participate in age-appropriate language and cultural activities. They distinguish differences in sounds, letters, words, phrases, sentences, and texts between foreign languages and Thai. They compare similarities and differences between festivals and celebrations of native speakers and Thai culture. Learners research and collect vocabulary related to other learning areas and present it through speaking or writing. They listen, speak, and read in classroom and school situations, and use foreign languages to search and collect information.

Learners are able to use language to express needs, feelings, and opinions politely according to the social etiquette and cultural norms of native speakers. They develop listening, speaking, reading, and writing skills connected to real situations in the classroom and surrounding society. Learners can work creatively with others, gain confidence in using language to research and present information, and foster positive attitudes toward learning English and understanding cultural differences. This prepares them for advanced learning and life in a global society.

Learning Outcomes

1. Follow simple instructions and answer questions from listening/reading sentences, dialogues, and stories.
2. Read aloud, spell words, phrases, sentences, short texts, and rhythmic chants correctly.

3. Identify/select pictures or symbols that match texts, and speak/draw to show relationships of familiar things.

4. Speak/write to interact using simple commands, requests, and permissions; express needs, ask for help, and provide information about self, friends, and family.

5. Speak/write to express simple feelings and opinions about familiar topics and activities.

6. Act politely with gestures according to social and cultural etiquette; answer questions about festivals, important days, celebrations, and participate in age-appropriate language and cultural activities.

7. Distinguish differences in sounds between Thai and foreign languages; compare festivals/celebrations of native speakers and Thai culture.

8. Research and collect vocabulary related to other learning areas; use foreign languages to search for information.

9. Listen, speak, and read in classroom and school situations; participate in age-appropriate language and cultural activities.

Total : 9 outcomes

Course description

English for communication

Code: E 15203

Grade 5

Time : 40 hours

Learners practice following simple instructions, requests, and advice from listening and reading. They read aloud sentences, short texts, and short poems correctly according to reading principles. They identify or draw pictures, symbols, or signs that match the meaning of sentences and short texts they listen to or read. Learners state the main idea and answer questions from listening and reading dialogues, simple stories, or short tales. They speak and write to interact in interpersonal communication, using simple commands, requests, permissions, and giving simple advice. They express needs, ask for help, respond to or refuse help in simple situations. Learners speak and write to ask for and provide information about themselves, friends, family, and familiar topics. They express feelings and opinions about familiar matters and activities, giving short reasons to support their ideas. They provide information about themselves and familiar topics, draw pictures, diagrams, and charts to show information from listening or reading, and express opinions about familiar matters.

They use polite words, tone, and gestures according to the social etiquette and cultural norms of native speakers. Learners answer questions and state the importance of festivals, important days, celebrations, and simple aspects of daily life of native speakers, and participate in language and cultural activities according to their interests. They identify similarities and differences in sentence pronunciation, punctuation use, and word order between foreign languages and Thai. They compare similarities and differences between festivals and celebrations of native speakers and Thai culture. Learners research and collect vocabulary related to other learning areas and present it through speaking or writing. They listen, speak, read, and write in classroom and school situations, and use foreign languages to search and collect information.

Learners are able to use language to express needs, feelings, and opinions, together with appropriate supporting reasons. They develop listening, speaking, reading, and writing skills connected to real situations both in the classroom and in society. Learners can summarize and present information clearly using diagrams or charts. They gain the ability to compare linguistic and cultural differences with understanding and respect for diversity. Learners can work creatively with others, gain confidence in using language to research and present information, and foster positive attitudes toward learning English and using language for higher-level communication. This prepares them for continued learning and life in a global society.

Learning Outcomes

1. Follow simple instructions, requests, and advice from listening or reading, state the main idea, and answer questions from dialogues, stories, or short tales.
2. Read aloud sentences, short texts, and short poems correctly according to reading principles.
3. Identify or draw pictures, symbols, signs, diagrams, or charts that match the meaning of sentences and texts from listening or reading.
4. Speak or write to interact using simple commands, requests, permissions, and advice; express needs, ask for help, respond or refuse, and provide information about self, friends, family, and familiar topics.
5. Speak or write to express feelings, opinions, and short reasons about familiar topics and activities.
6. Use polite words, tone, and gestures according to social and cultural etiquette; answer questions about festivals, important days, celebrations, and participate in language and cultural activities according to interests.
7. Identify similarities and differences in pronunciation, punctuation, and sentence structure between Thai and foreign languages; compare festivals and celebrations of native speakers and Thai culture.
8. Research and collect vocabulary related to other learning areas, present through speaking or writing, and use foreign languages to search and collect information.
9. Listen, speak, read, and write in classroom and school situations.

Total : 9 outcomes

Course description

English for communication

Code: E 16203

Grade 6

Time : 40 hours

Learners practice following instructions, requests, and advice from listening and reading. They read aloud short texts, stories, and short poems correctly according to reading principles. They select or identify sentences or short texts that match pictures, symbols, or signs. Learners state the main idea and answer questions from listening and reading dialogues, simple stories, and narratives. They speak and write to interact in interpersonal communication, using commands, requests, and advice. They express needs, ask for help, respond to or refuse help in simple situations. Learners speak and write to ask for and provide information about themselves, friends, family, and familiar topics. They express feelings and opinions about familiar matters and activities, giving short reasons to support their ideas. They provide information about themselves, friends, and their immediate environment. Learners draw pictures, diagrams, charts, and tables to present information from listening or reading, and speak or write to express opinions about familiar topics.

They use polite words, tone, and gestures appropriately according to the social etiquette and cultural norms of native speakers. Learners provide information about festivals, important days, celebrations, and aspects of daily life of native speakers, and participate in language and cultural activities according to their interests. They identify similarities and differences in sentence pronunciation, punctuation use, and word order between foreign languages and Thai. They compare similarities and differences between festivals, celebrations, and traditions of native speakers and Thai culture. Learners research and collect vocabulary related to other learning areas from learning resources and present it through speaking or writing. They use foreign languages to communicate in classroom and school situations, and to search and collect information.

Learners are able to use language to express needs, feelings, and opinions with logical and clear supporting reasons. They develop listening, speaking, reading, and writing skills that connect to real situations both in the classroom and in society. Learners can summarize, analyze, and present information effectively using diagrams, charts, and tables. They gain the ability to compare and connect linguistic and cultural differences in depth, respect cultural diversity, and use language for basic academic research and communication. Learners will gain confidence in using language for continuous learning, creative collaboration with others, and living productively in a global society.

Learning outcomes

1. Follow simple instructions, requests, and advice from listening or reading; state the main idea and answer questions from dialogues, stories, and simple narratives.

2. Read aloud short texts, stories, and short poems correctly according to reading principles.

3. Select or identify sentences, texts, pictures, symbols, signs, and create pictures, diagrams, charts, and tables to present information from listening or reading.

4. Speak or write to interact using commands, requests, permissions, and advice; express needs, ask for help, respond or refuse, and provide information about self, friends, family, and immediate environment.

5. Speak or write to express feelings, opinions, and short reasons about familiar topics and activities.

6. Use polite words, tone, and gestures according to social and cultural etiquette; provide information about festivals, important days, celebrations, and daily life of native speakers, and participate in language and cultural activities according to interests.

7. Identify similarities and differences in pronunciation, punctuation, and sentence structure between Thai and foreign languages; compare festivals, celebrations, and traditions of native speakers and Thai culture.

8. Research and collect vocabulary related to other learning areas from learning resources, present through speaking or writing, and use foreign languages to search and collect information.

9. Use foreign languages to communicate by listening, speaking, reading, and writing in classroom and school situations.

Total : 9 outcomes

Course structure

Course structure

English for communication

Code: E 14203

Grade 4

Time : 40 hours

Unit	Unit title	Learning outcomes	Time (hours) 40	Weight score (100)	
				Mid-Year 80	Final 20
1	Family	Outcomes 4, 5	5	10	3
2	Look and feeling	Outcomes 3, 4	5	10	3
3	Jobs	Outcomes 1, 2	5	10	2
4	Sports	Outcomes 1, 2	5	10	2
Subtotal assessment 1				40	10
5	Broadcasts	Outcomes 7, 8	5	10	2
6	Commerce	Outcomes 6, 9	5	10	3
7	Farm to city	Outcomes 3, 6	5	10	2
8	Weather	Outcomes 5, 9	5	10	3
Subtotal assessment 2				40	10
Yearly total assessment				80	20

Course structure

English for communication

Code: E 15203

Grade 5

Time : 40 hours

Unit	Unit title	Learning outcomes	Time (hours) 40	Weight score (100)	
				Mid-Year 80	Final 20
1	English for social and culture	Outcomes 1, 4, 6	7	15	3
2	Myself	Outcomes 4, 5, 6	7	15	3
3	My family	Outcomes 1, 2, 3	6	10	4
Subtotal assessment 1				40	10
4	Health	Outcomes 1, 5, 9	7	15	4
5	Environment	Outcomes 2, 3, 8	6	10	3
6	Communities	Outcomes 6, 7, 8	7	15	3
Subtotal assessment 2				40	10
Yearly total assessment				80	20

Course structure

English for communication

Code: E 16203

Grade 6

Time : 40 hours

Unit	Unit title	Learning outcomes	Time (hours) 40	Weight score (100)	
				Mid-Year 80	Final 20
1	Social Cultural Function	Outcomes 1, 3, 4	7	15	3
2	Important Person	Outcomes 2, 4, 7	7	15	4
3	Transportations	Outcomes 1, 3, 5	6	10	3
Subtotal assessment 1				40	10
4	Occupations	Outcomes 4, 6, 9	7	15	3
5	Food and Drinks	Outcomes 3, 5, 8	6	10	3
6	Communities	Outcomes 6, 7, 8	7	15	4
Subtotal assessment 2				40	10
Yearly total assessment				80	20

Weigh points according
to learning outcomes

Table analysis of Relationship Between Learning Outcomes and Learning Units (Mid-Year)

Code : E 14203

English for communication

Grade 4

No.	Learning outcomes	Unit scores								Total
		1	2	3	4	5	6	7	8	
1	Follow simple instructions and answer questions from listening/ reading sentences, dialogues, and stories.			5	5					10
2	Read aloud, spell words, phrases, sentences, short texts, and rhythmic chants correctly.			5	5					10
3	Identify/select pictures or symbols that match texts, and speak/draw to show relationships of familiar things.		5					5		10
4	Speak/write to interact using simple commands, requests, and permissions; express needs, ask for help, and provide information about self, friends, and family.	5	5							10
5	Speak/write to express simple feelings and opinions about familiar topics and activities.	5							5	10
6	Act politely with gestures according to social and cultural etiquette; answer questions about festivals, important days, celebrations, and participate in age-appropriate language and cultural activities.						5	5		10
7	Distinguish differences in sounds between Thai and foreign languages; compare festivals/celebrations of native speakers and Thai culture.					5				5

Table analysis of Relationship Between Learning Outcomes and Learning Units (Final)

Code : E 14203

English for communication

Grade 4

Learning outcomes	Unit scores								Total
	Assessment 1				Assessment 2				
	1	2	3	4	5	6	7	8	
Outcome 1			1	1					2
Outcome 2			1	1					2
Outcome 3		2					1		3
Outcome 4	2	1							3
Outcome 5	1							2	3
Outcome 6						2	1		3
Outcome 7					1				1
Outcome 8					1				1
Outcome 9						1		1	2
Total scores	3	3	2	2	2	3	2	3	20
	10				10				

Table analysis of Relationship Between Learning Outcomes and Learning Units (Mid-Year)

Code : E 15203

English for communication

Grade 5

No.	Learning outcomes	Unit scores						Total
		1	2	3	4	5	6	
1	Follow simple instructions, requests, and advice from listening or reading, state the main idea, and answer questions from dialogues, stories, or short tales.	5		4	5			14
2	Read aloud sentences, short texts, and short poems correctly according to reading principles.			3		3		6
3	Identify or draw pictures, symbols, signs, diagrams, or charts that match the meaning of sentences and texts from listening or reading.			3		3		6
4	Speak or write to interact using simple commands, requests, permissions, and advice; express needs, ask for help, respond or refuse, and provide information about self, friends, family, and familiar topics.	5	5					10
5	Speak or write to express feelings, opinions, and short reasons about familiar topics and activities.		5		5			10
6	Use polite words, tone, and gestures according to social and cultural etiquette; answer questions about festivals, important days, celebrations, and participate in language and cultural activities according to interests.	5	5				5	15
7	Identify similarities and differences in pronunciation, punctuation, and sentence structure between Thai and foreign languages; compare festivals and celebrations of native speakers and Thai culture.						5	5

No.	Learning outcomes	Unit scores						Total
		1	2	3	4	5	6	
8	Research and collect vocabulary related to other learning areas, present through speaking or writing, and use foreign languages to search and collect information.					4	5	9
9	Listen, speak, read, and write in classroom and school situations.				5			5
Total scores		15	15	10	15	10	15	80

Table analysis of Relationship Between Learning Outcomes and Learning Units (Final)

Code : E 15203

English for communication

Grade 5

Learning outcomes	Unit scores						Total
	Assessment 1			Assessment 2			
	1	2	3	4	5	6	
Outcome 1	1		2	1			4
Outcome 2			1		1		2
Outcome 3			1		1		2
Outcome 4	1	1					2
Outcome 5		1		2			3
Outcome 6	1	1				1	3
Outcome 7						1	1
Outcome 8					1	1	2
Outcome 9				1			1
Total scores	3	3	4	4	3	3	20
	10			10			

Table analysis of Relationship Between Learning Outcomes and Learning Units (Mid-Year)

Code : E 16203

English for communication

Grade 6

No.	Learning outcomes	Unit scores						Total
		1	2	3	4	5	6	
1	Follow simple instructions, requests, and advice from listening or reading; state the main idea and answer questions from dialogues, stories, and simple narratives.	5		3				8
2	Read aloud short texts, stories, and short poems correctly according to reading principles.		5					5
3	Select or identify sentences, texts, pictures, symbols, signs, and create pictures, diagrams, charts, and tables to present information from listening or reading.	5		3	5			13
4	Speak or write to interact using commands, requests, permissions, and advice; express needs, ask for help, respond or refuse, and provide information about self, friends, family, and immediate environment.	5		4		3		12
5	Speak or write to express feelings, opinions, and short reasons about familiar topics and activities.		5			3		8
6	Use polite words, tone, and gestures according to social and cultural etiquette; provide information about festivals, important days, celebrations, and daily life of native speakers, and participate in language and cultural activities according to interests.				5		5	10
7	Identify similarities and differences in pronunciation, punctuation, and sentence structure between Thai and foreign languages; compare festivals, celebrations, and traditions of native speakers and Thai culture.		5				5	10

No.	Learning outcomes	Unit scores						Total
		1	2	3	4	5	6	
8	Research and collect vocabulary related to other learning areas from learning resources, present through speaking or writing, and use foreign languages to search and collect information.					4	5	9
9	Use foreign languages to communicate by listening, speaking, reading, and writing in classroom and school situations.				5			5
Total scores		15	15	10	15	10	15	80

Table analysis of Relationship Between Learning Outcomes and Learning Units (Final)

Code : E 16203

English for communication

Grade 6

Learning outcomes	Unit scores						Total
	Assessment 1			Assessment 2			
	1	2	3	4	5	6	
Outcome 1	1		1				2
Outcome 2		1					1
Outcome 3	1		1	1			3
Outcome 4	1		1		1		3
Outcome 5		1			1		2
Outcome 6				1		1	2
Outcome 7		2				1	3
Outcome 8					1	2	3
Outcome 9				1			1
Total scores	3	4	3	3	3	4	20
	10			10			

Unit Design Framework

Grade 4

Unit 1 Family

Code: E 14203

English for communication

Time: 5 hours

Outcomes

Outcome 4: Speak/write to interact using simple commands, requests, and permissions; express needs, ask for help, and provide information about self, friends, and family.

Outcome 5: Speak/write to express simple feelings and opinions about familiar topics and activities.

Learning content

- Dialogues used for greetings, farewells, thanking, apologizing, polite interruptions, sentences, expressions, and responses.
- Vocabulary, expressions, and sentences used to ask for and provide information about oneself, familiar things, friends, and family.
- Sentences and short texts used to give information about oneself, people, animals, and familiar topics.
- Sentences used to express opinions about various familiar topics.

Key learning content

- Dialogues used for greetings, farewells, thanking, apologizing, polite interruptions, sentences, expressions, and responses.
- Vocabulary related to family.
- Expressions, sentences, and short texts used to ask for and provide information about oneself and family.
- Words and sentences used to express feelings.

Learnings' key competencies

Communication Capacity

Desired characteristics

Self-discipline

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Dialogues for greetings, farewells, thanking, apologizing, polite interruptions, sentences, and expressions of response 2. Reading/Writing vocabulary about family 3. Speaking/Writing expressions, sentences, and short texts used to ask for and provide information about oneself and family 4. Speaking/Writing words and sentences used to express feelings	<p><u>Issues</u></p> <ul style="list-style-type: none"> - Speaking - Reading - Writing - Practice - Role-play <p><u>Assessment criteria</u></p> <ul style="list-style-type: none"> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement 	<ul style="list-style-type: none"> - Students practice dialogues for greetings, farewells, thanking, apologizing, polite interruptions, sentences, and expressions of response - Students practice reading/writing vocabulary related to family - Students practice speaking/writing expressions, sentences, and short texts to ask for and provide information about themselves and family - Students practice speaking/writing words and sentences to express feelings

Assessment Components

1. Knowledge: Speaking, reading, and writing
2. Skills: Speaking skills, reading skills, and writing skills
3. Attributes: Etiquette in speaking, reading, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Dialogues for greetings, farewells, thanking, apologizing, polite interruptions, sentences, and expressions of response	Dialogues for greetings, farewells, thanking, apologizing, polite interruptions, sentences, and expressions of response achieve 80% or above	Dialogues for greetings, farewells, thanking, apologizing, polite interruptions, sentences, and expressions of response achieve 70–79%	Dialogues for greetings, farewells, thanking, apologizing, polite interruptions, sentences, and expressions of response achieve 60–69%	Dialogues for greetings, farewells, thanking, apologizing, polite interruptions, sentences, and expressions of response achieve less than 60%
2. Reading/Writing Vocabulary about Family	Reads/writes vocabulary about family at 80% or above	Reads/writes vocabulary about family at 70–79%	Reads/writes vocabulary about family at 60–69%	Reads/writes vocabulary about family at less than 60%
3. Speaking/Writing expressions, sentences, and short texts used to ask for and provide information about oneself and family	Speaks/writes expressions, sentences, and short texts to ask for and provide information about oneself and family at 80% or above	Speaks/writes expressions, sentences, and short texts to ask for and provide information about oneself and family at 70–79%	Speaks/writes expressions, sentences, and short texts to ask for and provide information about oneself and family at 60–69%	Speaks/writes expressions, sentences, and short texts to ask for and provide information about oneself and family at less than 60%

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need Improvement (1)
4. Speaking/Writing words and sentences used to express feelings	Speaks/writes words and sentences to express feelings at 80% or above	Speaks/writes words and sentences to express feelings at 70–79%	Speaks/writes words and sentences to express feelings at 60–69%	Speaks/writes words and sentences to express feelings at less than 60%

Quality Decision Criteria

Score range	Quality level
13 – 16	Excellent
9 – 12	Good
5 – 8	Fair
1 – 4	Needs Improvement

Unit 2 Look and feeling

Code: E 14203

English for communication

Time: 5 hours

Outcome

Outcome 3: Identify/select pictures or symbols that match texts, and speak/draw to show relationships of familiar things.

Outcome 4: Speak/write to interact using simple commands, requests, and permissions; express needs, ask for help, and provide information about self, friends, and family.

Learning content

- Word groups, simple sentences, symbols, signs, and meanings related to oneself, family, school, environment, food, drinks, leisure and recreation, health and welfare, commerce, and weather — forming an accumulated vocabulary set of approximately 550–700 words (including both concrete and abstract vocabulary).
- Instructions, requests, and permissions used in the classroom.
- Vocabulary, expressions, and sentences used to ask for and provide information about oneself, familiar things, friends, and family.
- Vocabulary, expressions, and sentences used to express needs and ask for help in various situations.

Key learning content

- Vocabulary related to feelings and personal characteristics.
- Instructions, requests, and permissions used in the classroom.
- Expressions and sentences used to ask for and provide information about familiar things and friends.
- Sentences used to express needs and ask for help in various situations.

Learnings' key competencies

Thinking Capacity

Desired characteristics

Honesty and integrity

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Read/Write vocabulary related to feelings and personal characteristics. 2. Converse using instructions, requests, and permissions commonly used in the classroom. 3. Speak/Write expressions and sentences used to ask for and provide information about familiar things and friends. 4. Speak/Write sentences used to express needs and ask for help in various situations.	<p>Issues</p> <ul style="list-style-type: none"> - Speaking - Reading - Writing - Practice - Role-play <p>Assessment criteria</p> <ul style="list-style-type: none"> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement 	<ul style="list-style-type: none"> - Students practice reading/writing vocabulary related to feelings and personal characteristics. - Students practice conversing using instructions, requests, and permissions commonly used in the classroom. - Students practice speaking/writing expressions and sentences used to ask for and provide information about familiar things and friends. - Students practice speaking/writing sentences used to express needs and ask for help in various situations.

Assessment Components

1. Knowledge: Speaking, reading, and writing
2. Skills: Speaking skills, reading skills, and writing skills
3. Attributes: Etiquette in speaking, reading, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Reading/Writing vocabulary related to feelings and personal	Reads/writes vocabulary related to feelings and	Reads/writes vocabulary related to feelings and	Reads/writes vocabulary related to feelings and	Reads/writes vocabulary related to feelings and

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
characteristics	personal characteristics at 80% or above	personal characteristics at 70–79%	personal characteristics at 60–69%	personal characteristics at less than 60%
2. Conversing using instructions, requests, and permissions in the classroom	Converses using instructions, requests, and permissions in the classroom at 80% or above	Converses using instructions, requests, and permissions in the classroom at 70–79%	Converses using instructions, requests, and permissions in the classroom at 60–69%	Converses using instructions, requests, and permissions in the classroom at less than 60%
3. Speaking/Writing expressions and sentences used to ask for and provide information about familiar things and friends	Speaks/writes expressions and sentences to ask for and provide information about familiar things and friends at 80% or above	Speaks/writes expressions and sentences to ask for and provide information about familiar things and friends at 70–79%	Speaks/writes expressions and sentences to ask for and provide information about familiar things and friends at 60–69%	Speaks/writes expressions and sentences to ask for and provide information about familiar things and friends at less than 60%
4. Speaking/Writing sentences used to express needs and ask for help in various situations	Speaks/writes sentences to express needs and ask for help in various situations at 80% or above	Speaks/writes sentences to express needs and ask for help in various situations at 70–79%	Speaks/writes sentences to express needs and ask for help in various situations at 60–69%	Speaks/writes sentences to express needs and ask for help in various situations at less than 60%

Quality Decision Criteria

Score range	Quality level
13 – 16	Excellent
9 – 12	Good
5 – 8	Fair
1 – 4	Needs Improvement

Unit 3 Jobs

Code: E 14203

English for communication

Time: 5 hours

Outcomes

Outcome 1: Follow simple instructions and answer questions from listening/reading sentences, dialogues, and stories.

Outcome 2: Read aloud, spell words, phrases, sentences, short texts, and rhythmic chants correctly.

Learning content

- Instructions and requests used in the classroom, as well as guidelines for playing games, drawing, or preparing food and drinks.
- Words, word groups, sentences, short texts, rhythmic speech, and spelling practice.
- Principles of pronunciation, such as pronouncing initial and final consonants, stressing syllables and word groups (strong–weak), and using intonation (high–low pitch) in sentences.

Key learning content

- Guidelines for playing games, drawing, or preparing food and drinks.
- Vocabulary related to occupations.
- Pronunciation of initial and final consonants in words.
- Stress patterns in words and word groups (strong–weak).
- Intonation (high–low pitch) in sentences.
- Answering questions related to occupations.

Learnings' key competencies

Capacity for Applying Life Skills

Desired characteristics

Dedication and commitment to work

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Speak/Write guidelines for playing games, drawing, or preparing food and drinks. 2. Read/Write vocabulary related to occupations. 3. Read aloud initial and final consonants in words. 4. Read aloud with stress patterns (strong–weak) in words and word groups. 5. Read aloud with intonation (high–low pitch) in sentences. 6. Speak/Write answers	<p><u>Issues</u></p> <ul style="list-style-type: none"> - Speaking - Reading - Writing - Practical performance - Answering questions <p><u>Assessment criteria</u></p> <ul style="list-style-type: none"> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement 	<ul style="list-style-type: none"> - Students practice speaking/ writing guidelines for playing games, drawing, or preparing food and drinks. - Students practice reading/ writing vocabulary related to occupations. - Students practice reading aloud initial and final consonants in words. - Students practice reading aloud with stress patterns (strong–weak) in words and word groups. - Students practice reading aloud with intonation (high–low pitch) in sentences. - Students practice speaking/ writing answers to questions related to occupations.

Assessment Components

1. Knowledge: Listening, speaking, reading, writing, and answering questions
2. Skills: Listening skills, speaking skills, reading skills, and writing skills
3. Attributes: Etiquette in listening, speaking, reading, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Speaking/Writing guidelines for playing games, drawing, or preparing food and drinks	Speaks/writes guidelines for playing games, drawing, or preparing food and drinks at 80% or above	Speaks/writes guidelines for playing games, drawing, or preparing food and drinks at 70–79%	Speaks/writes guidelines for playing games, drawing, or preparing food and drinks at 60–69%	Speaks/writes guidelines for playing games, drawing, or preparing food and drinks at less than 60%
2. Reading/Writing vocabulary related to occupations	Reads/writes vocabulary related to occupations at 80% or above	Reads/writes vocabulary related to occupations at 70–79%	Reads/writes vocabulary related to occupations at 60–69%	Reads/writes vocabulary related to occupations at less than 60%
3. Reading aloud initial and final consonants in words	Reads aloud initial and final consonants in words at 80% or above	Reads aloud initial and final consonants in words at 70–79%	Reads aloud initial and final consonants in words at 60–69%	Reads aloud initial and final consonants in words at less than 60%
4. Reading aloud with stress patterns in words and word groups	Reads aloud with stress patterns in words and word groups at 80% or above	Reads aloud with stress patterns in words and word groups at 70–79%	Reads aloud with stress patterns in words and word groups at 60–69%	Reads aloud with stress patterns in words and word groups at less than 60%
5. Reading aloud with intonation (high–low pitch) in sentences	Reads aloud with intonation (high–low pitch) in sentences at 80% or above	Reads aloud with intonation (high–low pitch) in sentences at 70–79%	Reads aloud with intonation (high–low pitch) in sentences at 60–69%	Reads aloud with intonation (high–low pitch) in sentences at less than 60%

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
6. Speaking/Writing answers to questions related to occupations	Speaks/writes answers to questions related to occupations at 80% or above	Speaks/writes answers to questions related to occupations at 70–79%	Speaks/writes answers to questions related to occupations at 60–69%	Speaks/writes answers to questions related to occupations at less than 60%

Quality Decision Criteria

Score range	Quality level
19 – 24	Excellent
13 – 18	Good
7 – 12	Fair
1 – 6	Needs Improvement

Unit 4 Sports

Code: E 14203

English for communication

Time: 5 hours

Outcomes

Outcome 1: Follow simple instructions and answer questions from listening/reading sentences, dialogues, and stories.

Outcome 2: Read aloud, spell words, phrases, sentences, short texts, and rhythmic chants correctly.

Learning content

- Sentences, dialogues, and illustrated stories, including questions about the main idea of the text.
- Use of dictionaries.

Key learning content

- Yes/No Questions
- Wh-Questions
- Or-Questions
- Use of dictionaries

Learnings' key competencies

Communication Capacity

Desired characteristic

Public-mindedness

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Speak/Write sentences in the form of Yes/No Questions.	<p>Issues</p> <ul style="list-style-type: none"> - Speaking - Writing - Practical performance 	- Students practice speaking/writing sentences in the form of Yes/No Questions.

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
2. Speak/Write sentences in the form of Wh-Questions. 3. Speak/Write sentences in the form of Or-Questions. 4. Use dictionaries.	- Answering questions <u>Assessment criteria</u> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement	- Students practice speaking/writing sentences in the form of Wh-Questions. - Students practice speaking/writing sentences in the form of Or-Questions. - Students practice using dictionaries.

Assessment Components

1. Knowledge: Speaking, writing, and answering questions
2. Skills: Listening skills, speaking skills, and writing skills
3. Attributes: Etiquette in listening, speaking, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Speaking/Writing sentences in the form of Yes/No Questions	Speaks/writes Yes/No Questions at 80% or above	Speaks/writes Yes/No Questions at 70–79%	Speaks/writes Yes/No Questions at 60–69%	Speaks/writes Yes/No Questions at less than 60%
2. Speaking/Writing sentences in the form of Wh-Questions	Speaks/writes Wh-Questions at 80% or above	Speaks/writes Wh-Questions at 70–79%	Speaks/writes Wh-Questions at 60–69%	Speaks/writes Wh-Questions at less than 60%
3. Speaking/Writing sentences in the form of Or-Questions	Speaks/writes Or-Questions at 80% or above	Speaks/writes Or-Questions at 70–79%	Speaks/writes Or-Questions at 60–69%	Speaks/writes Or-Questions at less than 60%
4. Using dictionaries	Uses dictionaries at 80% or above	Uses dictionaries at 70–79%	Uses dictionaries at 60–69%	Uses dictionaries at less than 60%

Quality Decision Criteria

Score range	Quality level
13 – 16	Excellent
9 – 12	Good
5 – 8	Fair
1 – 4	Needs Improvement

Unit 5 Broadcasts

Code: E 14203

English for communication

Time: 5 hours

Outcomes

Outcome 7: Distinguish differences in sounds between Thai and foreign languages; compare festivals/celebrations of native speakers and Thai culture.

Outcome 8: Research and collect vocabulary related to other learning areas; use foreign languages to search for information.

Learning content

- Differences in sounds of letters, words, word groups, and sentences between foreign languages and Thai.
- Similarities/differences between festivals and celebrations in the culture of native speakers and Thai culture.
- Researching, collecting, and presenting vocabulary related to other learning areas.
- Using foreign languages to search for and collect vocabulary related to familiar topics from various learning resources.

Key learning content

- Pronunciation of letters, words, word groups, and sentences in foreign languages.
- Festivals and celebrations in the culture of native speakers.
- Vocabulary related to television programs (Broadcast).
- Answering questions about television programs (Broadcast).
- Using foreign languages to search for and collect vocabulary related to familiar topics from various learning resources.

Learnings' key competencies

Problem-Solving Capacity

Desired characteristics

Applying principles of Sufficiency Economy Philosophy in one's way of life

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
<p>1. Read aloud letters, words, word groups, and sentences in foreign languages.</p> <p>2. Participate in festivals and celebrations according to the culture of native speakers.</p> <p>3. Read/Write vocabulary related to television programs (Broadcast).</p> <p>4. Answer questions about television programs (Broadcast).</p> <p>5. Use foreign languages to search for and collect vocabulary related to familiar topics from various learning resources.</p>	<p><u>Issues</u></p> <ul style="list-style-type: none"> - Speaking - Reading - Writing - Practical performance - Answering questions <p><u>Assessment criteria</u></p> <p>4 = Excellent</p> <p>3 = Good</p> <p>2 = Fair</p> <p>1 = Needs Improvement</p>	<ul style="list-style-type: none"> - Students practice reading aloud letters, words, word groups, and sentences in foreign languages. - Students participate in festivals and celebrations according to the culture of native speakers. - Students practice reading/writing vocabulary related to television programs (Broadcast). - Students practice answering questions about television programs (Broadcast). - Students practice using foreign languages to search for and collect vocabulary related to familiar topics from various learning resources.

Assessment Components

1. Knowledge: Speaking, reading, writing, and answering questions
2. Skills: Listening skills, reading skills, speaking skills, and writing skills
3. Attributes: Etiquette in listening, speaking, reading, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Reading aloud letters, words, word groups, and sentences in foreign languages	Reads aloud letters, words, word groups, and sentences in foreign languages at 80% or above	Reads aloud letters, words, word groups, and sentences in foreign languages at 70–79%	Reads aloud letters, words, word groups, and sentences in foreign languages at 60–69%	Reads aloud letters, words, word groups, and sentences in foreign languages at less than 60%
2. Participation in festivals and celebrations according to the culture of native speakers	Participates in festivals and celebrations according to native speakers' culture at 80% or above	Participates in festivals and celebrations according to native speakers' culture at 70–79%	Participates in festivals and celebrations according to native speakers' culture at 60–69%	Participates in festivals and celebrations according to native speakers' culture at less than 60%
3. Reading/Writing vocabulary related to television programs (Broadcast)	Reads/writes vocabulary related to television programs (Broadcast) at 80% or above	Reads/writes vocabulary related to television programs (Broadcast) at 70–79%	Reads/writes vocabulary related to television programs (Broadcast) at 60–69%	Reads/writes vocabulary related to television programs (Broadcast) at less than 60%
4. Answering questions about television programs (Broadcast)	Answers questions about television programs (Broadcast) at 80% or above	Answers questions about television programs (Broadcast) at 70–79%	Answers questions about television programs (Broadcast) at 60–69%	Answers questions about television programs (Broadcast) at less than 60%

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
5. Using foreign languages to search for and collect vocabulary related to familiar topics from various learning resources	Uses foreign languages to search for and collect vocabulary related to familiar topics from various learning resources at 80% or above	Uses foreign languages to search for and collect vocabulary related to familiar topics from various learning resources at 70–79%	Uses foreign languages to search for and collect vocabulary related to familiar topics from various learning resources at 60–69%	Uses foreign languages to search for and collect vocabulary related to familiar topics from various learning resources at less than 60%

Quality Decision Criteria

Score range	Quality level
16 – 20	Excellent
11 – 15	Good
6 – 10	Fair
1 – 5	Needs Improvement

Unit 6 Commerce

Code: E 14203

English for communication

Time: 5 hours

Outcomes

Outcome 6: Act politely with gestures according to social and cultural etiquette; answer questions about festivals, important days, celebrations, and participate in age-appropriate language and cultural activities.

Outcome 9: Listen, speak, and read in classroom and school situations; participate in age-appropriate language and cultural activities.

Learning content

- Vocabulary and information about festivals, important days, celebrations, and the daily life of native speakers.
- Language and cultural activities.

Key learning content

- Vocabulary related to festivals, important days, celebrations, and the daily life of native speakers.
- Information about festivals, important days, celebrations, and the daily life of native speakers.
- Language and cultural activities.

Learnings' key competencies

Capacity for Technological Application

Desired characteristics

Cherishing Thai nationalism

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Read/Write vocabulary related to festivals, important days, celebrations, and the daily life of native speakers.	<u>Issues</u> - Reading - Writing - Practical performance	- Students practice reading/writing vocabulary related to festivals, important days, celebrations, and the daily life of native speakers.
2. Read/Write information about festivals, important days, celebrations, and the daily life of native speakers.	<u>Assessment criteria</u> 4 = Excellent 3 = Good 2 = Fair	- Students practice reading/writing information about festivals, important days, celebrations, and the daily life of native speakers.
3. Participate in language and cultural activities.	1 = Needs Improvement	- Students participate in language and cultural activities.

Assessment Components

1. Knowledge: Reading and writing
2. Skills: Listening skills, reading skills, and writing skills
3. Attributes: Etiquette in listening, reading, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Reading/Writing vocabulary related to festivals, important days, celebrations, and the daily life of native speakers	Reads/writes vocabulary related to festivals, important days, celebrations, and the daily life of native	Reads/writes vocabulary related to festivals, important days, celebrations, and the daily life of native speakers at	Reads/writes vocabulary related to festivals, important days, celebrations, and the daily life of native speakers at	Reads/writes vocabulary related to festivals, important days, celebrations, and the daily life of native

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
	speakers at 80% or above	70–79%	60–69%	speakers at less than 60%
2. Reading/Writing information about festivals, important days, celebrations, and the daily life of native speakers	Reads/writes information about festivals, important days, celebrations, and the daily life of native speakers at 80% or above	Reads/writes information about festivals, important days, celebrations, and the daily life of native speakers at 70–79%	Reads/writes information about festivals, important days, celebrations, and the daily life of native speakers at 60–69%	Reads/writes information about festivals, important days, celebrations, and the daily life of native speakers at less than 60%
3. Participation in language and cultural activities	Participates in language and cultural activities at 80% or above	Participates in language and cultural activities at 70–79%	Participates in language and cultural activities at 60–69%	Participates in language and cultural activities at less than 60%

Quality Decision Criteria

Score range	Quality level
10 – 12	Excellent
7 – 9	Good
4 – 6	Fair
1 – 3	Needs Improvement

Unit 7 Farm to city

Code: E 14203

English for communication

Time: 5 hours

Outcomes

Outcome 3: Identify/ select pictures or symbols that match texts, and speak/ draw to show relationships of familiar things.

Outcomes 6: Act politely with gestures according to social and cultural etiquette; answer questions about festivals, important days, celebrations, and participate in age-appropriate language and cultural activities.

Learning content

- Words and word groups with related meanings about familiar things.
- Social etiquette and culture of native speakers.

Key learning content

- Vocabulary related to places and familiar things.
- Social etiquette and culture of native speakers.

Learnings' key competencies

Thinking Capacity

Desired characteristics

Love of nation, religion and the monarchy

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Read/Write vocabulary related to places and familiar things. 2. Apply social etiquette and culture of native speakers.	<p>Issues</p> <ul style="list-style-type: none"> - Reading - Writing - Practical performance - Role-play performance <p>Assessment criteria</p> <ul style="list-style-type: none"> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement 	<ul style="list-style-type: none"> - Students practice reading/writing vocabulary related to places and familiar things. - Students practice using social etiquette and culture of native speakers.

Assessment Components

1. Knowledge: Speaking, reading, writing, and role-play performance
2. Skills: Listening skills, speaking skills, reading skills, and writing skills
3. Attributes: Etiquette in listening, speaking, reading, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Reading/Writing vocabulary related to places and familiar things	Reads/writes vocabulary related to places and familiar things at 80% or above	Reads/writes vocabulary related to places and familiar things at 70–79%	Reads/writes vocabulary related to places and familiar things at 60–69%	Reads/writes vocabulary related to places and familiar things at less than 60%
2. Applying social etiquette and culture of native speakers	Applies social etiquette and culture of native speakers at 80% or above	Applies social etiquette and culture of native speakers at 70–79%	Applies social etiquette and culture of native speakers at 60–69%	Applies social etiquette and culture of native speakers at less than 60%

Quality Decision Criteria

Score range	Quality level
7 – 8	Excellent
5 – 6	Good
3 – 4	Fair
1 – 2	Needs Improvement

Unit 8 Weather

Code: E 14203

English for communication

Time: 5 hours

Outcomes

Outcome 5: Speak/write to express simple feelings and opinions about familiar topics and activities.

Outcome 9: Listen, speak, and read in classroom and school situations; participate in age-appropriate language and cultural activities.

Learning content

- Sentences used to express opinions about familiar topics.
- Use of language in listening, speaking, and reading in classroom situations.

Key learning content

- Sentences used to express opinions about familiar topics.
- Language for listening, speaking, and reading in classroom situations.

Learnings' key competencies

Communication Capacity

Desired characteristics

Avidity for learning

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Speak/Write sentences used to express opinions about familiar topics. 2. Use language in listening, speaking, and reading in classroom situations.	<u>Issues</u> - Speaking - Writing - Role-play performance <u>Assessment criteria</u> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement	- Students practice speaking/writing sentences used to express opinions about familiar topics. - Students practice using language in listening, speaking, and reading in classroom situations.

Assessment Components

1. Knowledge: Speaking, writing, and answering questions
2. Skills: Listening skills, speaking skills, and writing skills
3. Attributes: Etiquette in listening, speaking, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Speaking/Writing sentences used to express opinions about familiar topics	Speaks/writes sentences expressing opinions about familiar topics at 80% or above	Speaks/writes sentences expressing opinions about familiar topics at 70–79%	Speaks/writes sentences expressing opinions about familiar topics at 60–69%	Speaks/writes sentences expressing opinions about familiar topics at less than 60%
2. Using language in listening, speaking, and reading in classroom situations	Uses language in listening, speaking, and reading in classroom	Uses language in listening, speaking, and reading in	Uses language in listening, speaking, and reading in	Uses language in listening, speaking, and reading in classroom

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
	situations at 80% or above	classroom situations at 70–79%	classroom situations at 60–69%	situations at less than 60%

Quality Decision Criteria

Score range	Quality level
7 – 8	Excellent
5 – 6	Good
3 – 4	Fair
1 – 2	Needs Improvement

Unit Design Framework

Grade 5

Unit 1 English for social and culture

Code: E 15203

English for communication

Time: 7 hours

Outcomes

Outcome 1: Follow simple instructions, requests, and advice from listening or reading, state the main idea, and answer questions from dialogues, stories, or short tales.

Outcome 4: Speak or write to interact using simple commands, requests, permissions, and advice; express needs, ask for help, respond or refuse, and provide information about self, friends, family, and familiar topics.

Outcome 6: Use polite words, tone, and gestures according to social and cultural etiquette; answer questions about festivals, important days, celebrations, and participate in language and cultural activities according to interests.

Learning content

- Classroom instructions and requests, gestures, and guidelines for playing games, drawing, or preparing food and drinks.
- Dialogues for greetings, farewells, thanking, apologizing, complimenting, polite interruptions, and sentences/messages used to introduce oneself, friends, and familiar people, including expressions of response.
- Instructions, requests, permissions, and guidelines with 1–2 steps.
- Vocabulary, expressions, and sentences used to express needs, ask for help, respond, refuse, and provide help.
- Use of words, tone of voice, and gestures according to the social etiquette of native speakers.

Key learning content

- Instructions, requests, permissions, and guidelines with 1–2 steps.
- Dialogues for conversation, self-introduction, and responses.
- Sentences used to express needs, ask for help, respond, refuse, and provide help.
- Use of words, tone of voice, and gestures according to the social etiquette of native speakers.

Learnings' key competencies

Communication Capacity

Desired characteristics

- Self-discipline
- Avidity for learning

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
<p>1. Use and carry out instructions, requests, permissions, and guidelines with 1–2 steps.</p> <p>2. Speak dialogues used in conversation, self-introduction, and responses.</p> <p>3. Speak/Write sentences used to express needs, ask for help, respond, refuse, and provide help.</p> <p>4. Engage in conversation using words, tone of voice, and gestures according to the social etiquette of native speakers.</p>	<p><u>Issues</u></p> <ul style="list-style-type: none"> - Speaking - Writing - Practical performance - Role-play performance <p><u>Assessment criteria</u></p> <p>4 = Excellent</p> <p>3 = Good</p> <p>2 = Fair</p> <p>1 = Needs Improvement</p>	<ul style="list-style-type: none"> - Students practice using and carrying out instructions, requests, permissions, and guidelines with 1–2 steps. - Students practice speaking dialogues used in conversation, self-introduction, and responses. - Students practice speaking/writing sentences used to express needs, ask for help, respond, refuse, and provide help. - Students practice engaging in conversation using words, tone of voice, and gestures according to the social etiquette of native speakers.

Assessment Components

1. Knowledge: Speaking, writing, and answering questions
2. Skills: Listening skills, speaking skills, and writing skills
3. Attributes: Etiquette in listening, speaking, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Using and carrying out instructions, requests, permissions, and guidelines with 1–2 steps	Uses and carries out instructions, requests, permissions, and guidelines with 1–2 steps at 80% or above	Uses and carries out instructions, requests, permissions, and guidelines with 1–2 steps at 70–79%	Uses and carries out instructions, requests, permissions, and guidelines with 1–2 steps at 60–69%	Uses and carries out instructions, requests, permissions, and guidelines with 1–2 steps at less than 60%
2. Speaking dialogues used in conversation, self-introduction, and responses	Speaks dialogues for conversation, self-introduction, and responses at 80% or above	Speaks dialogues for conversation, self-introduction, and responses at 70–79%	Speaks dialogues for conversation, self-introduction, and responses at 60–69%	Speaks dialogues for conversation, self-introduction, and responses at less than 60%
3. Speaking/Writing sentences used to express needs, ask for help, respond, refuse, and provide help	Speaks/writes sentences to express needs, ask for help, respond, refuse, and provide help at 80% or above	Speaks/writes sentences to express needs, ask for help, respond, refuse, and provide help at 70–79%	Speaks/writes sentences to express needs, ask for help, respond, refuse, and provide help at 60–69%	Speaks/writes sentences to express needs, ask for help, respond, refuse, and provide help at less than 60%
4. Engaging in conversation using words, tone of voice, and gestures according to the social etiquette of	Engages in conversation using words, tone of voice, and gestures according to	Engages in conversation using words, tone of voice, and gestures according to	Engages in conversation using words, tone of voice, and gestures according to	Engages in conversation using words, tone of voice, and gestures according to

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
native speakers	native speaker etiquette at 80% or above	native speaker etiquette at 70–79%	native speaker etiquette at 60–69%	native speaker etiquette at less than 60%

Quality Decision Criteria

Score range	Quality level
7 – 16	Excellent
9 – 12	Good
5 – 8	Fair
1 – 4	Needs Improvement

Unit 2 Myself

Code: E 15203

English for communication

Time: 7 hours

Outcomes

Outcome 4: Speak or write to interact using simple commands, requests, permissions, and advice; express needs, ask for help, respond or refuse, and provide information about self, friends, family, and familiar topics.

Outcome 5: Speak or write to express feelings, opinions, and short reasons about familiar topics and activities.

Outcome 6: Use polite words, tone, and gestures according to social and cultural etiquette; answer questions about festivals, important days, celebrations, and participate in language and cultural activities according to interests.

Learning content

- Vocabulary, expressions, and sentences used to ask for and provide information about oneself, friends, family, and familiar topics.
- Words and sentences used to express feelings and give reasons.
- Sentences used to express opinions about activities or familiar topics.
- Use of words, tone of voice, and gestures according to the social etiquette of native speakers.

Key learning content

- Vocabulary, expressions, and sentences used to ask for and provide information about oneself.
- Words and sentences used to express feelings and give reasons.
- Sentences used to express opinions about activities or familiar topics.
- Use of words, tone of voice, and gestures according to the social etiquette of native speakers.

Learnings' key competencies

Thinking Capacity

Desired characteristics

Love of nation, religion and the monarchy

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
<p>1. Speak/Write vocabulary, expressions, and sentences used to ask for and provide information about oneself.</p> <p>2. Speak/Write words and sentences used to express feelings and give reasons.</p> <p>3. Speak sentences used to express opinions about activities or familiar topics.</p> <p>4. Engage in conversation using words, tone of voice, and gestures according to the social etiquette of native speakers.</p>	<p><u>Issues</u></p> <ul style="list-style-type: none"> - Speaking - Writing - Practical performance - Role-play performance <p><u>Assessment criteria</u></p> <p>4 = Excellent</p> <p>3 = Good</p> <p>2 = Fair</p> <p>1 = Needs Improvement</p>	<ul style="list-style-type: none"> - Students practice speaking/writing vocabulary, expressions, and sentences used to ask for and provide information about themselves. - Students practice speaking/writing words and sentences used to express feelings and give reasons. - Students practice speaking sentences used to express opinions about activities or familiar topics. - Students practice engaging in conversation using words, tone of voice, and gestures according to the social etiquette of native speakers.

Assessment Components

1. Knowledge: Speaking, writing, and answering questions
2. Skills: Listening skills, speaking skills, and writing skills
3. Attributes: Etiquette in listening, speaking, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Speaking/Writing vocabulary, expressions, and sentences used to ask for and provide information about oneself	Speaks/writes vocabulary, expressions, and sentences to ask for and provide information about oneself at 80% or above	Speaks/writes vocabulary, expressions, and sentences to ask for and provide information about oneself at 70–79%	Speaks/writes vocabulary, expressions, and sentences to ask for and provide information about oneself at 60–69%	Speaks/writes vocabulary, expressions, and sentences to ask for and provide information about oneself at less than 60%
2. Speaking/Writing words and sentences used to express feelings and give reasons	Speaks/writes words and sentences to express feelings and give reasons at 80% or above	Speaks/writes words and sentences to express feelings and give reasons at 70–79%	Speaks/writes words and sentences to express feelings and give reasons at 60–69%	Speaks/writes words and sentences to express feelings and give reasons at less than 60%
3. Speaking sentences used to express opinions about activities or familiar topics	Speaks sentences to express opinions about activities or familiar topics at 80% or above	Speaks sentences to express opinions about activities or familiar topics at 70–79%	Speaks sentences to express opinions about activities or familiar topics at 60–69%	Speaks sentences to express opinions about activities or familiar topics at less than 60%
4. Engaging in conversation using words, tone of voice, and gestures	Engages in conversation using words, tone of voice,	Engages in conversation using words, tone of voice,	Engages in conversation using words, tone of voice,	Engages in conversation using words, tone of voice,

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
according to the social etiquette of native speakers	and gestures according to native speaker etiquette at 80% or above	and gestures according to native speaker etiquette at 70–79%	and gestures according to native speaker etiquette at 60–69%	and gestures according to native speaker etiquette at less than 60%

Quality Decision Criteria

Score range	Quality level
7 – 16	Excellent
9 – 12	Good
5 – 8	Fair
1 – 4	Needs Improvement

Unit 3 My family

Code: E 15203

English for communication

Time: 6 hours

Outcomes

Outcome 1: Follow simple instructions, requests, and advice from listening or reading, state the main idea, and answer questions from dialogues, stories, or short tales.

Outcome 2: Read aloud sentences, short texts, and short poems correctly according to reading principles.

Outcome 3: Identify or draw pictures, symbols, signs, diagrams, or charts that match the meaning of sentences and texts from listening or reading.

Learning content

- Sentences, dialogues, short stories, or tales, and questions about the main idea of the text.
- Sentences, short texts, and poems.
- Principles of pronunciation.
- Word groups, compound sentences, texts, symbols, signs, and meanings related to oneself, family, school, environment, food, drinks, leisure and recreation, health and welfare, buying and selling, and weather — forming an accumulated vocabulary bank of approximately 750–950 words (including both concrete and abstract vocabulary).

Key learning content

- Sentences, dialogues, short stories, or tales, and questions about the main idea of the text.
- Reading sentences and short texts.
- Pronouncing initial and final consonants.
- Stress patterns in words and word groups.
- Intonation (high–low pitch) in sentences.
- Vocabulary related to oneself, family, school, food, drinks, leisure, and recreation.

Learnings' key competencies

Capacity for Applying Life Skills

Desired characteristics

Applying principles of Sufficiency Economy Philosophy in one's way of life

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Write sentences, dialogues, short stories, or tales and answer questions about the main idea of the text. 2. Read sentences and short texts. 3. Read aloud initial consonants and final consonants. 4. Read aloud with stress patterns in words and word groups. 5. Read aloud with intonation (high–low pitch) in sentences. 6. Read/Write vocabulary related to oneself, family, school, food, drinks, leisure, and recreation.	<p>Issues</p> <ul style="list-style-type: none"> - Reading - Writing - Practical performance <p>Assessment criteria</p> <p>4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement</p>	<ul style="list-style-type: none"> - Students practice writing sentences, dialogues, short stories, or tales and answering questions about the main idea of the text. - Students practice reading sentences and short texts. - Students practice reading aloud initial consonants and final consonants. - Students practice reading aloud with stress patterns in words and word groups. - Students practice reading aloud with intonation (high–low pitch) in sentences. - Students practice reading/writing vocabulary related to oneself, family, school, food, drinks, leisure, and recreation.

Assessment Components

1. Knowledge: Reading, writing, and answering questions
2. Skills: Reading skills and writing skills
3. Attributes: Etiquette in reading and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Writing sentences, dialogues, short stories, or tales and answering questions about the main idea of the text	Writes sentences, dialogues, short stories, or tales and answers questions about the main idea at 80% or above	Writes sentences, dialogues, short stories, or tales and answers questions about the main idea at 70–79%	Writes sentences, dialogues, short stories, or tales and answers questions about the main idea at 60–69%	Writes sentences, dialogues, short stories, or tales and answers questions about the main idea at less than 60%
2. Reading sentences and short texts	Reads sentences and short texts at 80% or above	Reads sentences and short texts at 70–79%	Reads sentences and short texts at 60–69%	Reads sentences and short texts at less than 60%
3. Reading aloud initial and final consonants	Reads aloud initial and final consonants at 80% or above	Reads aloud initial and final consonants at 70–79%	Reads aloud initial and final consonants at 60–69%	Reads aloud initial and final consonants at less than 60%
4. Reading aloud with stress patterns in words and word groups	Reads aloud with stress patterns in words and word groups at 80% or above	Reads aloud with stress patterns in words and word groups at 70–79%	Reads aloud with stress patterns in words and word groups at 60–69%	Reads aloud with stress patterns in words and word groups at less than 60%
5. Reading aloud with intonation (high–low pitch) in sentences	Reads aloud with intonation (high–low pitch) in sentences at 80% or above	Reads aloud with intonation (high–low pitch) in sentences at 70–79%	Reads aloud with intonation (high–low pitch) in sentences at 60–69%	Reads aloud with intonation (high–low pitch) in sentences at less than 60%

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
6. Reading/Writing vocabulary related to oneself, family, school, food, drinks, leisure, and recreation	Reads/writes vocabulary related to oneself, family, school, food, drinks, leisure, and recreation at 80% or above	Reads/writes vocabulary related to oneself, family, school, food, drinks, leisure, and recreation at 70–79%	Reads/writes vocabulary related to oneself, family, school, food, drinks, leisure, and recreation at 60–69%	Reads/writes vocabulary related to oneself, family, school, food, drinks, leisure, and recreation at less than 60%

Quality Decision Criteria

Score range	Quality level
19 – 24	Excellent
13 – 18	Good
7 – 12	Fair
1 – 6	Needs Improvement

Unit 4 Health

Code: E 15203

English for communication

Time: 7 hours

Outcomes

Outcome 1: Follow simple instructions, requests, and advice from listening or reading, state the main idea, and answer questions from dialogues, stories, or short tales.

Outcome 5: Speak or write to express feelings, opinions, and short reasons about familiar topics and activities.

Outcome 9: Listen, speak, read, and write in classroom and school situations.

Learning content

- Sentences, dialogues, short stories, or tales, and questions about the main idea of the text.
- Sentences and short texts used to provide information about people, animals, places, and various activities.
- Punctuation marks.
- Use of language in listening, speaking, and reading/writing in classroom situations.

Key learning content

- Sentences, dialogues, short stories, or tales, and questions about the main idea of the text.
- Sentences and short texts used to provide information about people, animals, places, and various activities.
- Punctuation marks.
- Use of language in listening, speaking, and reading/writing in classroom situations.

Learnings' key competencies

Problem-Solving Capacity

Desired characteristics

Public-mindedness

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Write/Read sentences, dialogues, short stories, or tales and answer questions about the main idea of the text. 2. Write/Read sentences and short texts used to provide information about people, animals, places, and various activities. 3. Use punctuation marks. 4. Use language in listening, speaking, and reading/writing in classroom situations.	<u>Issues</u> - Listening - Viewing - Reading - Writing - Practical performance - Role-play performance <u>Assessment criteria</u> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement	- Students practice writing/reading sentences, dialogues, short stories, or tales and answering questions about the main idea of the text. - Students practice writing/reading sentences and short texts used to provide information about people, animals, places, and various activities. - Students practice using punctuation marks. - Students practice using language in listening, speaking, and reading/writing in classroom situations.

Assessment Components

1. Knowledge: Listening, viewing, reading, speaking, writing, and answering questions
2. Skills: Listening skills, viewing skills, speaking skills, and writing skills
3. Attributes: Etiquette in listening, viewing, speaking, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Writing/Reading sentences, dialogues, short stories, or tales and answering	Writes/reads sentences, dialogues, short stories, or tales and answers	Writes/reads sentences, dialogues, short stories, or tales and answers	Writes/reads sentences, dialogues, short stories, or tales and answers	Writes/reads sentences, dialogues, short stories, or tales and answers

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
questions about the main idea of the text	questions about the main idea at 80% or above	questions about the main idea at 70–79%	questions about the main idea at 60–69%	questions about the main idea at less than 60%
2. Writing/Reading sentences and short texts used to provide information about people, animals, places, and activities	Writes/reads sentences and short texts to provide information at 80% or above	Writes/reads sentences and short texts to provide information at 70–79%	Writes/reads sentences and short texts to provide information at 60–69%	Writes/reads sentences and short texts to provide information at less than 60%
3. Using punctuation marks	Uses punctuation marks correctly at 80% or above	Uses punctuation marks correctly at 70–79%	Uses punctuation marks correctly at 60–69%	Uses punctuation marks correctly at less than 60%
4. Using language in listening, speaking, and reading/writing in classroom situations	Uses language in listening, speaking, and reading/writing in classroom situations at 80% or above	Uses language in listening, speaking, and reading/writing in classroom situations at 70–79%	Uses language in listening, speaking, and reading/writing in classroom situations at 60–69%	Uses language in listening, speaking, and reading/writing in classroom situations at less than 60%

Quality Decision Criteria

Score range	Quality level
13 – 16	Excellent
9 – 12	Good
5 – 8	Fair
1 – 4	Needs Improvement

Unit 5 Environment

Code: E 15203

English for communication

Time: 6 hours

Outcomes

Outcome 2: Read aloud sentences, short texts, and short poems correctly according to reading principles.

Outcome 3: Identify or draw pictures, symbols, signs, diagrams, or charts that match the meaning of sentences and texts from listening or reading.

Outcome 8: Research and collect vocabulary related to other learning areas, present through speaking or writing, and use foreign languages to search and collect information.

Learning content

- Sentences, short texts, and poems.
- Use of dictionaries.
- Word groups, compound sentences, texts, symbols, signs, and meanings related to oneself, family, school, environment, food, drinks, leisure and recreation, health and welfare, commerce, and weather — forming an accumulated vocabulary bank of approximately 750–950 words (including both concrete and abstract vocabulary).
- Researching, collecting, and presenting vocabulary related to other subject areas.

Key learning content

- Reading sentences, short texts, and poems.
- Use of dictionaries.
- Vocabulary related to environment, health and welfare, commerce, and weather.
- Researching, collecting, and presenting vocabulary related to other subject areas.

Learnings' key competencies

Thinking Capacity

Desired characteristics

Cherishing Thai nationalism

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Read sentences, short texts, and poems. 2. Use dictionaries. 3. Read/Write vocabulary related to environment, health and welfare, commerce, and weather. 4. Research, collect, and present vocabulary related to other subject areas.	<p>Issues</p> <ul style="list-style-type: none"> - Reading - Writing - Practical performance <p>Assessment criteria</p> <ul style="list-style-type: none"> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement 	<ul style="list-style-type: none"> - Students practice reading sentences, short texts, and poems. - Students practice using dictionaries. - Students practice reading/writing vocabulary related to environment, health and welfare, commerce, and weather. - Students practice researching, collecting, and presenting vocabulary related to other subject areas.

Assessment Components

1. Knowledge: Reading, speaking, and writing
2. Skills: Reading skills, speaking skills, and writing skills
3. Attributes: Etiquette in reading, speaking, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Reading sentences, short texts, and poems	Reads sentences, short texts, and poems at 80% or above	Reads sentences, short texts, and poems at 70–79%	Reads sentences, short texts, and poems at 60–69%	Reads sentences, short texts, and poems at less than 60%

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
2. Using dictionaries	Uses dictionaries correctly at 80% or above	Uses dictionaries correctly at 70–79%	Uses dictionaries correctly at 60–69%	Uses dictionaries correctly at less than 60%
3. Reading/Writing vocabulary related to environment, health and welfare, commerce, and weather	Reads/writes vocabulary related to environment, health and welfare, commerce, and weather at 80% or above	Reads/writes vocabulary related to environment, health and welfare, commerce, and weather at 70–79%	Reads/writes vocabulary related to environment, health and welfare, commerce, and weather at 60–69%	Reads/writes vocabulary related to environment, health and welfare, commerce, and weather at less than 60%
4. Researching, collecting, and presenting vocabulary related to other subject areas	Researches, collects, and presents vocabulary related to other subject areas at 80% or above	Researches, collects, and presents vocabulary related to other subject areas at 70–79%	Researches, collects, and presents vocabulary related to other subject areas at 60–69%	Researches, collects, and presents vocabulary related to other subject areas at less than 60%

Quality Decision Criteria

Score range	Quality level
13 – 16	Excellent
9 – 12	Good
5 – 8	Fair
1 – 4	Needs Improvement

Unit 6 Communities

Code: E 15203

English for communication

Time: 7 hours

Outcomes

Outcome 6: Use polite words, tone, and gestures according to social and cultural etiquette; answer questions about festivals, important days, celebrations, and participate in language and cultural activities according to interests.

Outcome 7: Identify similarities and differences in pronunciation, punctuation, and sentence structure between Thai and foreign languages; compare festivals and celebrations of native speakers and Thai culture.

Outcome 8: Research and collect vocabulary related to other learning areas, present through speaking or writing, and use foreign languages to search and collect information.

Learning content

- Language and cultural activities such as playing games, singing songs, storytelling, role-play, Thanksgiving Day, Christmas, New Year's Day, and Valentine's Day.
- Similarities and differences in pronunciation of different types of sentences between native speakers and Thai speakers.
- Use of punctuation marks and word order according to sentence structures in foreign languages and Thai.
- Similarities and differences between festivals and celebrations of native speakers and Thai culture.
- Use of foreign languages for searching and collecting vocabulary related to familiar topics from various learning resources.

Key learning content

- Language and cultural activities of native speakers.
- Pronunciation of different types of sentences.
- Sentence structures of foreign languages.
- Festivals and celebrations of native speakers.
- Use of foreign languages for searching and collecting vocabulary related to familiar topics from various learning resources.

Learnings' key competencies

Capacity for Technological Application

Desired characteristics

- Honesty and integrity
- Dedication and commitment to work

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Participate in language and cultural activities of native speakers. 2. Read aloud different types of sentences. 3. Write sentence structures of foreign languages. 4. Join activities and speak/write about festivals and celebrations of native speakers. 5. Use foreign languages for searching and collecting vocabulary related to familiar topics from various learning resources.	<p><u>Issues</u></p> <ul style="list-style-type: none"> - Speaking - Reading - Writing - Practical performance <p><u>Assessment criteria</u></p> <ul style="list-style-type: none"> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement 	<ul style="list-style-type: none"> - Students participate in language and cultural activities of native speakers. - Students practice reading aloud different types of sentences. - Students practice writing sentence structures of foreign languages. - Students join activities and speak/write about festivals and celebrations of native speakers. - Students practice using foreign languages to search and collect vocabulary related to familiar topics from various learning resources.

Assessment Components

1. Knowledge: Reading, speaking, and writing
2. Skills: Reading skills, speaking skills, and writing skills
3. Attributes: Etiquette in reading, speaking, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Participating in language and cultural activities of native speakers	Participates in language and cultural activities of native speakers at 80% or above	Participates in language and cultural activities of native speakers at 70–79%	Participates in language and cultural activities of native speakers at 60–69%	Participates in language and cultural activities of native speakers at less than 60%
2. Reading aloud different types of sentences	Reads aloud different types of sentences at 80% or above	Reads aloud different types of sentences at 70–79%	Reads aloud different types of sentences at 60–69%	Reads aloud different types of sentences at less than 60%
3. Writing sentence structures of foreign languages	Writes sentence structures of foreign languages at 80% or above	Writes sentence structures of foreign languages at 70–79%	Writes sentence structures of foreign languages at 60–69%	Writes sentence structures of foreign languages at less than 60%
4. Joining activities and speaking/ writing about festivals and celebrations of native speakers	Joins activities and speaks/ writes about festivals and celebrations of native speakers at 80% or above	Joins activities and speaks/ writes about festivals and celebrations of native speakers at 70–79%	Joins activities and speaks/ writes about festivals and celebrations of native speakers at 60–69%	Joins activities and speaks/ writes about festivals and celebrations of native speakers at less than 60%
5. Using foreign languages to search and collect vocabulary related to familiar topics	Uses foreign languages to search and collect vocabulary	Uses foreign languages to search and collect vocabulary	Uses foreign languages to search and collect vocabulary	Uses foreign languages to search and collect vocabulary

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
from various learning resources	related to familiar topics from various learning resources at 80% or above	related to familiar topics from various learning resources at 70–79%	related to familiar topics from various learning resources at 60–69%	related to familiar topics from various learning resources at less than 60%

Quality Decision Criteria

Score range	Quality level
16 – 20	Excellent
11 – 15	Good
6 – 10	Fair
1 – 5	Needs Improvement

Unit Design Framework

Grade 6

Unit 1 Social Cultural Function

Code: E 16203

English for communication

Time: 7 hours

Outcomes

Outcome 1: Follow simple instructions, requests, and advice from listening or reading; state the main idea and answer questions from dialogues, stories, and simple narratives.

Outcome 3: Select or identify sentences, texts, pictures, symbols, signs, and create pictures, diagrams, charts, and tables to present information from listening or reading.

Outcome 4: Speak or write to interact using commands, requests, permissions, and advice; express needs, ask for help, respond or refuse, and provide information about self, friends, family, and immediate environment.

Learning content

- Commands, requests, gestures, and instructions for playing games, drawing, cooking and preparing drinks, and crafting.
- Words, word groups, and sentences with meanings related to pictures, diagrams, charts, and tables.
- Dialogues used for greetings, farewells, thanking, apologizing, complimenting, polite interruptions, sentences/texts for introducing oneself, friends, and familiar people, and expressions of response.
- Commands, requests, permissions, and instructions with 2–3 steps.

Key learning content

- Commands, requests, gestures, and instructions for playing games, drawing, cooking and preparing drinks, and crafting.
- Words and word groups with meanings related to pictures, diagrams, charts, and tables.
- Dialogues used for greetings, farewells, thanking, apologizing, complimenting, and polite interruptions.
- Commands, requests, permissions, and instructions with 2–3 steps.

Learnings' key competencies

Capacity for Applying Life Skills

Desired characteristics

- Love of nation, religion and the monarchy
- Self-discipline

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
<p>1. Speak commands, requests, gestures, and instructions for playing games, drawing, cooking and preparing drinks, and crafting.</p> <p>2. Read/Write words and word groups with meanings related to pictures, diagrams, charts, and tables.</p> <p>3. Engage in dialogues used for greetings, farewells, thanking, apologizing, complimenting, and polite interruptions.</p> <p>4. Speak/Write commands, requests, permissions, and instructions with 2–3 steps.</p>	<p>Issues</p> <ul style="list-style-type: none"> - Speaking - Reading - Writing - Practical performance - Role-play performance <p>Assessment criteria</p> <p>4 = Excellent</p> <p>3 = Good</p> <p>2 = Fair</p> <p>1 = Needs Improvement</p>	<ul style="list-style-type: none"> - Students practice speaking commands, requests, gestures, and instructions for playing games, drawing, cooking and preparing drinks, and crafting. - Students practice reading/writing words and word groups with meanings related to pictures, diagrams, charts, and tables. - Students practice dialogues used for greetings, farewells, thanking, apologizing, complimenting, and polite interruptions. - Students practice speaking/writing commands, requests, permissions, and instructions with 2–3 steps.

Assessment Components

1. Knowledge: Speaking, reading, writing, and role-play performance
2. Skills: Listening skills, speaking skills, reading skills, and writing skills
3. Attributes: Etiquette in listening, speaking, reading, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Speaking commands, requests, gestures, and instructions in games, drawing, cooking and preparing drinks, and crafting	Speaks commands, requests, gestures, and instructions in games, drawing, cooking and preparing drinks, and crafting at 80% or above	Speaks commands, requests, gestures, and instructions in games, drawing, cooking and preparing drinks, and crafting at 70–79%	Speaks commands, requests, gestures, and instructions in games, drawing, cooking and preparing drinks, and crafting at 60–69%	Speaks commands, requests, gestures, and instructions in games, drawing, cooking and preparing drinks, and crafting at less than 60%
2. Reading/Writing words and word groups related to pictures, diagrams, charts, and tables	Reads/writes words and word groups related to pictures, diagrams, charts, and tables at 80% or above	Reads/writes words and word groups related to pictures, diagrams, charts, and tables at 70–79%	Reads/writes words and word groups related to pictures, diagrams, charts, and tables at 60–69%	Reads/writes words and word groups related to pictures, diagrams, charts, and tables at less than 60%
3. Dialogues used for greetings, farewells, thanking, apologizing, complimenting, and polite interruptions	Engages in dialogues for greetings, farewells, thanking, apologizing, complimenting, and polite interruptions at 80% or above	Engages in dialogues for greetings, farewells, thanking, apologizing, complimenting, and polite interruptions at 70–79%	Engages in dialogues for greetings, farewells, thanking, apologizing, complimenting, and polite interruptions at 60–69%	Engages in dialogues for greetings, farewells, thanking, apologizing, complimenting, and polite interruptions at less than 60%

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
4. Speaking/Writing commands, requests, permissions, and instructions with 2-3 steps	Speaks/writes commands, requests, permissions, and instructions with 2-3 steps at 80% or above	Speaks/writes commands, requests, permissions, and instructions with 2-3 steps at 70-79%	Speaks/writes commands, requests, permissions, and instructions with 2-3 steps at 60-69%	Speaks/writes commands, requests, permissions, and instructions with 2-3 steps at less than 60%

Quality Decision Criteria

Score range	Quality level
13 – 16	Excellent
9 – 12	Good
5 – 8	Fair
1 – 4	Needs Improvement

Unit 2 Important Person

Code: E 16203

English for communication

Time: 7 hours

Outcomes

Outcome 2: Read aloud short texts, stories, and short poems correctly according to reading principles.

Outcome 4: Speak or write to interact using commands, requests, permissions, and advice; express needs, ask for help, respond or refuse, and provide information about self, friends, family, and immediate environment.

Outcome 7: Identify similarities and differences in pronunciation, punctuation, and sentence structure between Thai and foreign languages; compare festivals, celebrations, and traditions of native speakers and Thai culture.

Learning content

- Texts, stories, and poems
- Use of dictionaries
- Principles of reading aloud
- Dialogues used for greetings, farewells, thanking, apologizing, complimenting, polite interruptions, sentences/texts for introducing oneself, friends, and familiar people, and expressions of response
- Punctuation marks
- Similarities and differences in pronunciation of different types of sentences between native speakers and Thai speakers
- Use of punctuation marks and word order according to sentence structures in foreign languages and Thai

Key learning content

- Reading texts, stories, and poems
- Use of dictionaries
- Principles of reading aloud according to language rules
- Texts for introducing oneself, friends, and familiar people, and expressions of response
- Punctuation marks
- Sentence structures of foreign languages

Learnings' key competencies

Communication Capacity

Desired characteristics

Dedication and commitment to work

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Read texts, stories, and poems 2. Use dictionaries 3. Read aloud according to language rules 4. Speak/Write texts used for introducing oneself, friends, and familiar people, and expressions of response 5. Use punctuation marks 6. Write sentence structures of foreign languages	<p><u>Issues</u></p> <ul style="list-style-type: none"> - Speaking - Reading - Writing - Practical performance - Role-play performance <p><u>Assessment criteria</u></p> <ul style="list-style-type: none"> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement 	<ul style="list-style-type: none"> - Students practice reading texts, stories, and poems. - Students practice using dictionaries. - Students practice reading aloud according to language rules. - Students practice speaking/writing texts used for introducing oneself, friends, and familiar people, and expressions of response. - Students practice using punctuation marks. - Students practice writing sentence structures of foreign languages.

Assessment Components

1. Knowledge: Speaking, reading, writing, and role-play performance
2. Skills: Listening skills, speaking skills, reading skills, and writing skills
3. Attributes: Etiquette in listening, speaking, reading, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Reading texts, stories, and poems	Reads texts, stories, and poems at 80% or above	Reads texts, stories, and poems at 70–79%	Reads texts, stories, and poems at 60–69%	Reads texts, stories, and poems at less than 60%
2. Using dictionaries	Uses dictionaries at 80% or above	Uses dictionaries at 70–79%	Uses dictionaries at 60–69%	Uses dictionaries at less than 60%
3. Reading aloud according to language rules	Reads aloud according to language rules at 80% or above	Reads aloud according to language rules at 70–79%	Reads aloud according to language rules at 60–69%	Reads aloud according to language rules at less than 60%
4. Speaking/Writing texts for introducing oneself, friends, and familiar people, and expressions of response	Speaks/writes texts for introducing oneself, friends, and familiar people, and expressions of response at 80% or above	Speaks/writes texts for introducing oneself, friends, and familiar people, and expressions of response at 70–79%	Speaks/writes texts for introducing oneself, friends, and familiar people, and expressions of response at 60–69%	Speaks/writes texts for introducing oneself, friends, and familiar people, and expressions of response at less than 60%
5. Using punctuation marks	Uses punctuation marks at 80% or above	Uses punctuation marks at 70–79%	Uses punctuation marks at 60–69%	Uses punctuation marks at less than 60%

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
6. Writing sentence structures of foreign languages	Writes sentence structures of foreign languages at 80% or above	Writes sentence structures of foreign languages at 70–79%	Writes sentence structures of foreign languages at 60–69%	Writes sentence structures of foreign languages at less than 60%

Quality Decision Criteria

Score range	Quality level
19 – 24	Excellent
13 – 18	Good
7 – 12	Fair
1 – 6	Needs Improvement

Unit 3 Transportations

Code: E 16203

English for communication

Time: 6 hours

Outcomes

Outcome 1: Follow simple instructions, requests, and advice from listening or reading; state the main idea and answer questions from dialogues, stories, and simple narratives.

Outcome 3: Select or identify sentences, texts, pictures, symbols, signs, and create pictures, diagrams, charts, and tables to present information from listening or reading.

Outcome 5: Speak or write to express feelings, opinions, and short reasons about familiar topics and activities.

Learning content

- Sentences, dialogues, stories, or narratives, and questions about the main ideas of the texts.
- Sentences or texts, symbols, signs, and meanings related to oneself, family, school, environment, food, drinks, leisure and recreation, health and welfare, buying and selling, and weather — forming an accumulated vocabulary of approximately 1,050–1,200 words (including both concrete and abstract vocabulary).
- Vocabulary, expressions, and sentences used to express needs, ask for help, respond to help, and refuse help.

Key learning content

- Answering questions about the main ideas of sentences, dialogues, stories, or narratives.
- Sentences or texts, symbols, signs, and meanings related to environment, leisure and recreation, health and welfare, buying and selling, and weather.
- Vocabulary, expressions, and sentences used to express needs, ask for help, respond to help, and refuse help.

Learnings' key competencies

Thinking Capacity

Desired characteristics

Honesty and integrity

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
<p>1. Answer questions about the main ideas of sentences, dialogues, stories, or narratives.</p> <p>2. Read/Write sentences or texts, symbols, signs, and meanings related to environment, leisure and recreation, health and welfare, buying and selling, and weather.</p> <p>3. Speak/Write vocabulary, expressions, and sentences used to express needs, ask for help, respond to help, and refuse help.</p>	<p>Issues</p> <ul style="list-style-type: none"> - Speaking - Reading - Writing - Answering questions <p>Assessment criteria</p> <p>4 = Excellent</p> <p>3 = Good</p> <p>2 = Fair</p> <p>1 = Needs Improvement</p>	<ul style="list-style-type: none"> - Students practice answering questions about the main ideas of sentences, dialogues, stories, or narratives. - Students practice reading/writing sentences or texts, symbols, signs, and meanings related to environment, leisure and recreation, health and welfare, buying and selling, and weather. - Students practice speaking/writing vocabulary, expressions, and sentences used to express needs, ask for help, respond to help, and refuse help.

Assessment Components

1. Knowledge: Speaking, reading, writing, and answering questions
2. Skills: Listening skills, speaking skills, reading skills, and writing skills
3. Attributes: Etiquette in listening, speaking, reading, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Answering questions about the main ideas of sentences,	Answers questions about the main ideas of sentences,	Answers questions about the main ideas of sentences,	Answers questions about the main ideas of sentences,	Answers questions about the main ideas of sentences,

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
dialogues, stories, or narratives	dialogues, stories, or narratives at 80% or above	dialogues, stories, or narratives at 70–79%	dialogues, stories, or narratives at 60–69%	dialogues, stories, or narratives at less than 60%
2. Reading/Writing sentences or texts, symbols, signs, and meanings related to environment, leisure and recreation, health and welfare, buying and selling, and weather	Reads/writes sentences or texts, symbols, signs, and meanings related to environment, leisure and recreation, health and welfare, buying and selling, and weather at 80% or above	Reads/writes sentences or texts, symbols, signs, and meanings related to environment, leisure and recreation, health and welfare, buying and selling, and weather at 70–79%	Reads/writes sentences or texts, symbols, signs, and meanings related to environment, leisure and recreation, health and welfare, buying and selling, and weather at 60–69%	Reads/writes sentences or texts, symbols, signs, and meanings related to environment, leisure and recreation, health and welfare, buying and selling, and weather at less than 60%
3. Speaking/Writing vocabulary, expressions, and sentences used to express needs, ask for help, respond to help, and refuse help	Speaks/writes vocabulary, expressions, and sentences used to express needs, ask for help, respond to help, and refuse help at 80% or above	Speaks/writes vocabulary, expressions, and sentences used to express needs, ask for help, respond to help, and refuse help at 70–79%	Speaks/writes vocabulary, expressions, and sentences used to express needs, ask for help, respond to help, and refuse help at 60–69%	Speaks/writes vocabulary, expressions, and sentences used to express needs, ask for help, respond to help, and refuse help at less than 60%

Quality Decision Criteria

Score range	Quality level
10 – 12	Excellent
7 – 9	Good
4 – 6	Fair
1 – 3	Needs Improvement

Unit 4 Occupations

Code: E 16203

English for communication

Time: 7 hours

Outcomes

Outcome 4: Speak or write to interact using commands, requests, permissions, and advice; express needs, ask for help, respond or refuse, and provide information about self, friends, family, and immediate environment.

Outcome 6: Use polite words, tone, and gestures according to social and cultural etiquette; provide information about festivals, important days, celebrations, and daily life of native speakers, and participate in language and cultural activities according to interests.

Outcome 9: Use foreign languages to communicate by listening, speaking, reading, and writing in classroom and school situations.

Learning content

- Vocabulary, expressions, and sentences used to ask for and provide information about oneself, friends, family, and familiar topics.
- Use of words, tone of voice, and gestures according to social etiquette and the cultural norms of native speakers.
- Use of language for communication in various situations occurring in the classroom and school.

Key learning content

- Vocabulary, expressions, and sentences used to ask for and provide information about occupations.
- Use of words, tone of voice, and gestures according to social etiquette and the cultural norms of native speakers.
- Use of language for communication in various situations occurring in the classroom and school.

Learnings' key competencies

Communication Capacity

Desired characteristics

Applying principles of Sufficiency Economy Philosophy in one's way of life

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
<p>1. Read/Write vocabulary, expressions, and sentences used to ask for and provide information about occupations.</p> <p>2. Use words, tone of voice, and gestures according to social etiquette and the cultural norms of native speakers.</p> <p>3. Use language for communication in various situations occurring in the classroom and school.</p>	<p><u>Issues</u></p> <ul style="list-style-type: none"> - Reading - Writing - Practical performance <p><u>Assessment criteria</u></p> <ul style="list-style-type: none"> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement 	<ul style="list-style-type: none"> - Students practice reading/writing vocabulary, expressions, and sentences used to ask for and provide information about occupations. - Students practice using words, tone of voice, and gestures according to social etiquette and the cultural norms of native speakers. - Students practice using language for communication in various situations occurring in the classroom and school.

Assessment Components

1. Knowledge: Reading, writing, and answering questions
2. Skills: Reading skills and writing skills
3. Attributes: Etiquette in reading and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Reading/Writing vocabulary, expressions, and sentences used to ask for and provide information about occupations	Reads/writes vocabulary, expressions, and sentences used to ask for and provide information about occupations at 80% or above	Reads/writes vocabulary, expressions, and sentences used to ask for and provide information about occupations at 70–79%	Reads/writes vocabulary, expressions, and sentences used to ask for and provide information about occupations at 60–69%	Reads/writes vocabulary, expressions, and sentences used to ask for and provide information about occupations at less than 60%
2. Using words, tone of voice, and gestures according to social etiquette and the cultural norms of native speakers	Uses words, tone of voice, and gestures according to social etiquette and cultural norms of native speakers at 80% or above	Uses words, tone of voice, and gestures according to social etiquette and cultural norms of native speakers at 70–79%	Uses words, tone of voice, and gestures according to social etiquette and cultural norms of native speakers at 60–69%	Uses words, tone of voice, and gestures according to social etiquette and cultural norms of native speakers at less than 60%
3. Using language for communication in various situations occurring in the classroom and school	Uses language for communication in various classroom and school situations at 80% or above	Uses language for communication in various classroom and school situations at 70–79%	Uses language for communication in various classroom and school situations at 60–69%	Uses language for communication in various classroom and school situations at less than 60%

Quality Decision Criteria

Score range	Quality level
10 – 12	Excellent
7 – 9	Good
4 – 6	Fair
1 – 3	Needs Improvement

Unit 5 Food and Drinks

Code: E 16203

English for communication

Time: 6 hours

Outcomes

Outcome 3: Select or identify sentences, texts, pictures, symbols, signs, and create pictures, diagrams, charts, and tables to present information from listening or reading.

Outcome 5: Speak or write to express feelings, opinions, and short reasons about familiar topics and activities.

Outcome 8: Research and collect vocabulary related to other learning areas from learning resources, present through speaking or writing, and use foreign languages to search and collect information.

Learning content

- Words, word groups, and sentences with meanings related to pictures, diagrams, charts, and tables.
- Words and sentences used to express feelings and provide supporting reasons.
- Researching, collecting, and presenting vocabulary related to other learning areas.

Key learning content

- Words, word groups, and sentences related to food.
- Words and sentences used to express feelings and provide supporting reasons.
- Researching, collecting, and presenting vocabulary related to other learning areas.

Learnings' key competencies

Capacity for Technological Application

Desired characteristics

Avidity for learning

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
1. Read/Write words, word groups, and sentences related to food. 2. Speak/Write words and sentences used to express feelings and provide supporting reasons. 3. Research, collect, and present vocabulary related to other learning areas.	<p>Issues</p> <ul style="list-style-type: none"> - Speaking - Reading - Writing - Practical performance <p>Assessment criteria</p> <ul style="list-style-type: none"> 4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement 	<ul style="list-style-type: none"> - Students practice reading/writing words, word groups, and sentences related to food. - Students practice speaking/writing words and sentences used to express feelings and provide supporting reasons. - Students practice researching, collecting, and presenting vocabulary related to other learning areas.

Assessment Components

1. Knowledge: Speaking, reading, and practical performance
2. Skills: Speaking skills, reading skills, and writing skills
3. Attributes: Etiquette in speaking, reading, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Reading/Writing words, word groups, and sentences related to food	Reads/writes words, word groups, and sentences related to food at 80% or above	Reads/writes words, word groups, and sentences related to food at 70–79%	Reads/writes words, word groups, and sentences related to food at 60–69%	Reads/writes words, word groups, and sentences related to food at less than 60%
2. Speaking/Writing words and	Speaks/writes words and	Speaks/writes words and	Speaks/writes words and	Speaks/writes words and

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
sentences used to express feelings and provide supporting reasons	sentences used to express feelings and provide supporting reasons at 80% or above	sentences used to express feelings and provide supporting reasons at 70–79%	sentences used to express feelings and provide supporting reasons at 60–69%	sentences used to express feelings and provide supporting reasons at less than 60%
3. Researching, collecting, and presenting vocabulary related to other learning areas	Researches, collects, and presents vocabulary related to other learning areas at 80% or above	Researches, collects, and presents vocabulary related to other learning areas at 70–79%	Researches, collects, and presents vocabulary related to other learning areas at 60–69%	Researches, collects, and presents vocabulary related to other learning areas at less than 60%

Quality Decision Criteria

Score range	Quality level
10 – 12	Excellent
7 – 9	Good
4 – 6	Fair
1 – 3	Needs Improvement

Unit 6 Communities

Code: E 16203

English for communication

Time: 7 hours

Outcomes

Outcome 6: Use polite words, tone, and gestures according to social and cultural etiquette; provide information about festivals, important days, celebrations, and daily life of native speakers, and participate in language and cultural activities according to interests.

Outcome 7: Identify similarities and differences in pronunciation, punctuation, and sentence structure between Thai and foreign languages; compare festivals, celebrations, and traditions of native speakers and Thai culture.

Outcome 8: Research and collect vocabulary related to other learning areas from learning resources, present through speaking or writing, and use foreign languages to search and collect information.

Learning content

- Information and significance of festivals, important days, celebrations, and the daily life of native speakers.
- Language and cultural activities.
- Comparison of similarities and differences between festivals, celebrations, and traditions of native speakers and those of Thai culture.
- Use of foreign language in researching and collecting vocabulary related to familiar topics from various learning resources.

Key learning content

- Information and significance of festivals, important days, celebrations, and the daily life of native speakers.
- Language and cultural activities.
- Comparison of similarities and differences between festivals, celebrations, and traditions of native speakers and those of Thai culture.
- Festivals and celebrations of native speakers.

- Use of foreign language in researching and collecting vocabulary related to familiar topics from various learning resources.

Learnings' key competencies

Capacity for Applying Life Skills

Desired characteristics

- Cherishing Thai nationalism
- Public-mindedness

Assignments and Tasks

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
<p>1. Speak/Write information and significance of festivals, important days, celebrations, and the daily life of native speakers.</p> <p>2. Participate in language and cultural activities.</p> <p>3. Speak/Write comparisons of similarities and differences between festivals, celebrations, and traditions of native speakers and those of Thai culture.</p> <p>4. Participate in festivals and celebrations of native speakers.</p> <p>5. Use foreign language in researching and collecting vocabulary related to familiar topics from various learning resources.</p>	<p><u>Issues</u></p> <ul style="list-style-type: none"> - Speaking - Reading - Writing - Practical performance <p><u>Assessment criteria</u></p> <p>4 = Excellent 3 = Good 2 = Fair 1 = Needs Improvement</p>	<ul style="list-style-type: none"> - Students practice speaking/writing information and significance of festivals, important days, celebrations, and the daily life of native speakers. - Students participate in language and cultural activities. - Students practice speaking/writing comparisons of similarities and differences between festivals, celebrations, and traditions of native speakers and those of Thai culture. - Students participate in festivals and celebrations of native speakers. - Students practice using foreign language in researching and collecting

Assignments and Tasks	Assessment Issues/Criteria	Learning Activities
		vocabulary related to familiar topics from various learning resources.

Assessment Components

1. Knowledge: Speaking, reading, and writing
2. Skills: Listening skills, speaking skills, reading skills, and writing skills
3. Attributes: Etiquette in listening, speaking, reading, and writing

Assessment Criteria

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
1. Speaking/Writing information and significance of festivals, important days, celebrations, and the daily life of native speakers	Speaks/writes information and significance of festivals, important days, celebrations, and daily life of native speakers at 80% or above	Speaks/writes information and significance of festivals, important days, celebrations, and daily life of native speakers at 70–79%	Speaks/writes information and significance of festivals, important days, celebrations, and daily life of native speakers at 60–69%	Speaks/writes information and significance of festivals, important days, celebrations, and daily life of native speakers at less than 60%
2. Participation in language and cultural activities	Participates in language and cultural activities at 80% or above	Participates in language and cultural activities at 70–79%	Participates in language and cultural activities at 60–69%	Participates in language and cultural activities at less than 60%
3. Speaking/Writing comparisons of similarities and differences between festivals,	Speaks/writes comparisons of similarities and differences between	Speaks/writes comparisons of similarities and differences between	Speaks/writes comparisons of similarities and differences between	Speaks/writes comparisons of similarities and differences between

Assessment Issues	Quality Level			
	Excellent (4)	Good (3)	Fair (2)	Need improvement (1)
celebrations, and traditions of native speakers and those of Thai culture	festivals, celebrations, and traditions of native speakers and Thai culture at 80% or above	festivals, celebrations, and traditions of native speakers and Thai culture at 70–79%	festivals, celebrations, and traditions of native speakers and Thai culture at 60–69%	festivals, celebrations, and traditions of native speakers and Thai culture at less than 60%
4. Participation in festivals and celebrations of native speakers	Participates in festivals and celebrations of native speakers at 80% or above	Participates in festivals and celebrations of native speakers at 70–79%	Participates in festivals and celebrations of native speakers at 60–69%	Participates in festivals and celebrations of native speakers at less than 60%
5. Using foreign language in researching and collecting vocabulary related to familiar topics from various learning resources	Uses foreign language in researching and collecting vocabulary related to familiar topics from various learning resources at 80% or above	Uses foreign language in researching and collecting vocabulary related to familiar topics from various learning resources at 70–79%	Uses foreign language in researching and collecting vocabulary related to familiar topics from various learning resources at 60–69%	Uses foreign language in researching and collecting vocabulary related to familiar topics from various learning resources at less than 60%

Quality Decision Criteria

Score range	Quality level
16 – 20	Excellent
11 – 15	Good
6 – 10	Fair
1 – 5	Needs Improvement

Measurement and evaluation
of learning outcomes

Measurement and evaluation of learning outcomes

Ban San Kamphaeng School has established criteria for assessing and evaluating learning outcomes in the additional subject English for Communication. The evaluation covers knowledge, skills, processes, and attributes according to curriculum standards. The purposes of assessment and evaluation are:

- To develop learners
- To determine learning achievement

1. Forms of Assessment

1.1 Pre - assessment

- Assessing learners' readiness and background knowledge
- Assessing prior knowledge of the subject before learning

1.2 Formative assessment (during learning)

- Personal communication assessment
- Performance - based assessment
- Authentic assessment

1.3 Summative assessment (after learning)

- Post - learning assessment
- End - of - year assessment
- Learning outcomes are evaluated with a score ratio of 80:20 (formative: summative).

2. Methods of Assessment

In measuring and evaluating to obtain information that emphasizes the true abilities and attributes of learners, various methods and tools must be used, such as:

2.1 Testing: an evaluation to check knowledge, thinking, and progress in the learning content. There are many types of measurement tools, such as multiple choice, written answers, descriptive answers, short fill-in-the-blank, true/false, matching, etc.

2.2 Observation: an evaluation of behavior, emotions, learners' interactions, relationships during group work, cooperation in work, planning, perseverance, problem-solving methods, fluency in work, use of various tools and equipment during teaching and learning, and activities. Observation can be done by the teacher at all times, either formally (with specified time and persons to observe) or informally. Observation involves analyzing the components of what is observed, setting criteria and indicators as guidelines, and then preparing checklists and rating scales.

2.3 Interview: a conversation or questioning to find information that may not be clearly visible in learners' practices in project work, group work, or daily routines. Informants may be the learners themselves, peers, or parents. Interviews may be formal, with specified date, time, and topic, or informal, as general conversations. This helps create good relationships and obtain clear information consistent with reality. Teachers prepare questions in advance to ensure focused discussion.

2.4 Performance assessment: an evaluation of actions and work performance to assess the creation of products or tasks to completion, demonstrations, and expression of skills and abilities shown in learners' work. Performance assessment must be supported with tools such as scoring rubrics, rating scales, and checklists.

2.5 Scoring rubric: an analysis of components and issues to be evaluated, describing the quality of work or actions in levels of quality, quantity, or ability. This serves as a guideline for evaluation and provides important information for teachers, parents, or other stakeholders to know what learners have learned, how much they can do, and the quality of their work or tasks. Evaluators may give overall scores or separate scores by components.

2.6 Portfolio assessment: an evaluation of learners' ability to produce work, integrate knowledge, experience, effort, feelings, and opinions through collection of works, selection of works, reflection on works, and evaluation of works. Portfolio assessment evaluates management, creativity, and evidence of knowledge and ability shown in works, reflecting achievement and learners' potential in the learning content.

3. Assessment of Tasks/Assignments

- Observation forms
- Interview forms
- Activity sheets
- Exercises/tests

4. Assessment Tools

- Observation records
- Interview records
- Activity records
- Exercise/test records

5. Assessors

- Teachers
- Learners
- Peers
- Parents

6. Criteria for Evaluation of Learning Area

The criteria for evaluation in the Foreign Language Learning Area (English) must include scores from knowledge, skills/processes, and attributes combined. The learning achievement levels are divided as follows:

Level 4	means	score	80 – 100
Level 3.5	means	score	75 – 79
Level 3	means	score	70 – 74
Level 2.5	means	score	65 – 69
Level 2	means	score	60 – 64
Level 1.5	means	score	55 – 59
Level 1	means	score	50 – 54
Level 0	means	score	0 – 49

7. Criteria for Evaluation – Additional Subject English for communication

7.1 Learners must have class attendance of not less than 80% of total learning time.

7.2 Learners must achieve at least 50% of learning outcomes, with passing learning outcomes requiring 65% of total evaluation results.

7.3 Learners must achieve at least Level 1 in Thai language subject evaluation.

7.4 Learners must achieve a passing level in English reading, thinking, analysis, and writing.

7.5 Learners must achieve a passing level in desirable attributes in English subject learning.

Glossary

Glossary

Context Clue

Guessing the meaning of vocabulary or text whose meaning is unknown without using a dictionary. It is the process of inferring meaning by relying on hints from surrounding words or text to help understand or interpret the vocabulary or text that is not understood.

Data Transfer

Transforming information that the sender wants to communicate into a form that the receiver can understand in the desired format. For example, transferring information in words, sentences, or text into information in graphs, symbols, pictures, diagrams, charts, tables, etc., or transferring information in graphs, symbols, pictures, diagrams, charts, tables, etc., into information in words, sentences, or text.

Communication Skills

Listening, speaking, reading, and writing skills, which are tools for receiving and sending messages in that language effectively, fluently, correctly, and clearly.

Nursery Rhyme

A verse for children that contains rhyming words and pleasant sounds to make it easy to remember.

Skit

A short written work or play expressed through gestures and speech, creating enjoyment. It may be based on stories from fairy tales, novels, human life, animals, objects, or excerpts from written works.

Body Language

Communication through gestures instead of words or gestures accompanying speech to make meaning clearer. Gestures may include facial expressions, eye contact, head movements, hand movements, raising hands, nodding, raising eyebrows, etc.

Native Speaker Culture

The way of life of people in the society that uses the language, including eating habits, clothing, work, leisure, emotional expression, communication, values, thoughts, beliefs, attitudes, customs, traditions, festivals, celebrations, and etiquette.

Non-text Information

Things used to communicate instead of words, phrases, sentences, and text, such as graphs, symbols, pictures, objects, diagrams, charts, tables, etc.

Organizing Team

Advisory Committee

- | | |
|----------------------------|---|
| 1. Mr. Samart Intamool | Director of Ban San Kamphaeng School |
| 2. Miss Chatchanok Wongyai | Deputy Director of Ban San Kamphaeng School |
| 3. Mr. Phuwakorn Wiriya | Deputy Director of Ban San Kamphaeng School |
| 4. Mr. Tossaporn. Saithong | Deputy Director of Ban San Kamphaeng School |

Working Committee

- | | |
|------------------------------------|---|
| 1. Mrs. Ornchapa Thamrongkulrawee | Head of Foreign Language Learning Area |
| 2. Miss Daraporn Kattiya | Deputy Head of Foreign Language Learning Area |
| 3. Mrs. Angkanaruk Chanthong | Committee Member |
| 4. Mrs. Souwakon Sanvilai | Committee Member |
| 5. Miss Jittiporn Suwannachart | Committee Member |
| 6. Miss Phitchaphak Saisaninyod | Committee Member |
| 7. Miss Yaowapa Jailuang | Committee Member |
| 8. Miss Kanok-on Keereebenchakul | Committee Member |
| 9. Miss Sujittar Thianthongmongkol | Committee Member |
| 10. Miss Nitchakan Pokrai | Committee Member |
| 11. Mrs. Songkran Kamkaew | Committee Member |
| 12. Miss Nutthanicha Thurakit | Committee Member |
| 13. Miss Kantika Pachsee | Committee Member |
| 14. Miss. Melanie S.Valdez | Committee Member |
| 15. Miss. Mary Cris A. Bagas | Committee Member |
| 16. Miss. Khin Myint Myat Maw | Committee Member |
| 17. Mr. Saad Shah | Committee Member |
| 18. Mr. Lee Isaiah Rayn Berry | Committee Member |
| 19. Miss Krittaporn. Khiawham | Committee Member and Secretary |