



# school curriculum

Ban Sankamphaeng School

S.Y. 2024

Subject English for Communication

Additional courses

According to the basic education core curriculum

S.Y. 2008

Chiang Mai Primary Educational Service Area Office,

Region 1

Office of the Basic Education Commission

Ministry of Education

## introduction

Baan SankamphaengSchool is a model school for using the Basic Education Core Curriculum 2008 (revised edition 2017). The Baan SankamphaengSchool curriculum has been created. Foreign language learning group (English), primary level, B.E. 2024, by applying vision, principles, goals, competencies, desirable characteristics Learning standards, indicators, and guidelines for measurement and evaluation of the Basic Education Core Curriculum, B.E. 2008 (revised edition B.E. 2017) to serve as a framework and direction for preparing the curriculum and organizing teaching and learning. To develop learners at Baan SankamphaengSchool to have quality knowledge, skills/processes, and desirable characteristics necessary for living in a society that is changing. and seek knowledge for continuous self-development throughout life. In the year 2024, the school has taken steps to improve the curriculum according to the structure of the curriculum to be appropriate. consistent with the focus Ministry of Education Policy and the context, vision, and international standard school teaching of current educational institutions.

Thank you to the educational committee of Baan SankamphaengSchool. student parents and all those involved who kindly provided advice and consultation In preparing the curriculum of Baan SankamphaengSchool Foreign language learning group (English), primary level, B.E. 2024, this time to develop students to have quality according to the spirit of the Basic Education Core Curriculum, B.E. 2008 (revised edition B.E. 2017).

Organizing team

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### **Vision**

Baan SankamphaengSchool emphasizes learning management for creativity with wisdom. (Constructionism) Develop students towards academic excellence. Create innovations to become a citizen of the world By managing with a quality system

### **Principle**

Covers all target groups The learning results and experiences can be transferred to the curriculum of the Baan SankamphaengSchool, B.E. 2024, according to the Basic Education Core Curriculum B.E. 2008 (revised edition 2017), with important principles as follows:

1. It is an educational curriculum for national unity. There are goals and standards for learning. It is a goal for developing children and youth to have knowledge, skills, attitudes, and morals based on Thainess along with internationalism.
2. It is an educational curriculum for all people. that all citizens have the opportunity to receive education equally and quality
3. It is an educational curriculum that responds to decentralization so that society can participate in organizing education in accordance with the conditions. and local needs
4. It is an educational curriculum with a flexible structure in terms of learning content, time, and learning management.
5. It is an educational curriculum that focuses on students.
6. It is an educational curriculum for formal, non-formal and informal education.

### **Object**

The educational curriculum of Baan SankamphaengSchool, B.E. 2024, according to the Basic Education Core Curriculum B.E. 2008 (revised edition 2017), aims to develop students to be good, intelligent, happy people with the potential to continue their education. and make a living Therefore, it is set as a goal to create for the students. Upon completion of basic education as follows:

1. Have morals, ethics, and desired values. See your own worth, have discipline, and behave according to the principles of Buddhism. or the religion that they believe in Adhering to the philosophy of Sufficiency Economy.
2. Have knowledge, ability to communicate, think, solve problems, use technology and have life skills.
3. Have good physical and mental health, have good habits, and love exercising.
4. Have patriotism Have a sense of being a Thai citizen and a citizen of the world Adhere to the way of life and governance according to the democratic system with the King as Head of State.

5. Be conscious of preserving Thai culture and wisdom. Environmental conservation and development have a public mind that aims to be useful and create good things in society and live happily together in society.

### **Important competencies of students and desirable characteristics**

In developing learners according to the curriculum of the Baan SankamphaengSchool, B.E. 2024, according to the Basic Education Core Curriculum, B.E. 2008 (revised edition 2017), the focus is on developing quality learners according to the specified standards. This will help students develop important competencies. and desirable characteristics as follows: Key competencies of learners Baan SankamphaengSchool Educational Institution Curriculum, 2021 B.E. according to the Education Core Curriculum. Basic, B.E. 2551 (Revised B.E. 2560) aims to enable learners to achieve 5 important competencies as follows.

### **Important competencies of students**

The educational institution curriculum of Baan SankamphaengSchool, B.E. 2024, according to the Basic Education Core Curriculum, B.E. 2008 (revised edition 2017), aims to equip learners with 5 important competencies as follows.

#### **1. Ability to communicate**

It is the ability to receive and send messages. There is a culture of using language to convey ideas. knowledge, understanding, feelings, and their own views in order to exchange information and experience that will be beneficial to self-development and society, including negotiations to eliminate And reduce various conflicts, choose to receive or not receive news information for a reason. and accuracy as well as.

Choosing effective communication methods with regard to the impact on oneself and society.

**2. Thinking ability** It is the ability to think analytically. synthesis thinking creatively critical thinking and systematic thinking To lead to the creation of knowledge or information for making decisions about oneself. and society appropriately.

**3. Ability to solve problems** It is the ability to solve problems and obstacles faced properly on the basis of reasoning. Integrity and Information understand relationships and changes in various events in society; seek knowledge Apply knowledge to prevent and solve problems. and make effective decisions based on their impact on oneself society and environment.

**4. The ability to use life skills** It is the ability to apply different processes to everyday life. self learning Continuous learning, working and coexisting in society by fostering good relationships between people. appropriate management of various problems and conflicts; adapting to changes in society and environment; and knowing how to avoid unwanted behaviors that affect oneself and others.

**5. The ability to use technology** is the ability to choose and use different technologies and have technological process skills for self and social development In terms of learning, communication, work, problem solving creatively Right, appropriate and moral.

### **desirable characteristics**

Baan SankamphaengSchool curriculum, B.E. 2024, according to the Basic Education Core Curriculum, B.E. 2008 (revised edition 2017), aims to develop students to have desirable characteristics. To be able to live happily with others in society. As a Thai citizen and citizen of the world as follows:

1. Love the nation, religion, and king.
2. Honest
3. Have discipline
4. Be eager to learn.
5. Live in sufficiency
6. Committed to work
7. Love Thainess
8. Have a public mind

### **Additional subjects Subject English**

#### **Why learn English**

in today's world society course learning English is important and indispensable in everyday life as it is an important tool for communication, education, and seeking knowledge. Occupation Building an understanding of the culture and vision of the global community and aware of cultural diversity and global perspectives It brings goodwill and cooperation with other countries, helping to develop learners to understand themselves and others better. Learn and understand the differences in languages and cultures. Traditions, thinking, society, economy, politics, government have a good attitude towards using foreign languages. and can use foreign languages for communication Including access to various knowledge more easily and broadly and has a vision of living in a foreign language

that is the basic subject of learning Which is required to study throughout the basic education curriculum, which is English. Other foreign languages.

such as French, German, Chinese, Japanese, Arabic, Pali and the languages of neighboring countries. or other languages in The discretion of the educational institution to prepare courses and manage learning as appropriate.

### What did you learn in the English language course?

course learning English aims to give learners a positive attitude towards foreign languages. Can use foreign languages Communicate in various situations, seek knowledge, pursue a career, and continue studying at a higher level. as well as having knowledge and understanding of stories and diverse cultures of the world community and able to creatively convey Thai ideas and culture to the global society It consists of the following important points:

1. **Language for Communication** the use of foreign languages in listening-speaking-reading-writing exchange information News Express feelings and opinions, interpret, present information, concepts and opinions. in various matters and to build appropriate interpersonal relationships.

2. **Language and culture** the use of foreign languages according to the culture of native speakers; Similarities and differences between language and culture of native speakers Language and culture of native speakers and Thai culture and used appropriately.

3. **Language and relationship with other learning subjects** Use foreign languages to connect knowledge with other learning subjects. as a basis for development seek knowledge and open up their worldviews.

4. **Language and relations with the community and the world** Using foreign languages in different situations Both in the classroom and outside the classroom, the community and the world society are basic tools for further career education. and exchange knowledge with the world community.

### upcoming learning outcomes

Grade	learning outcomes	learning content
p. 1	1. Follow simple commands that are heard.	• Commands used in the classroom such as Stand up./ Sit down./ Listen./Repeat./ Quiet!/ Stop! etc.
	2. Identify letters and sounds, read them out. sound and spell simple words correctly according to reading principles	• letters (letter names), letter sounds and vowels (letter sounds) and spelling • Principles of reading aloud, such as - Pronunciation of initial and final consonants - stressed-light pronunciation (stress) in words and phrases

Grade	learning outcomes	learning content
P.1		- Pronunciation according to high-low pitch (intonation) in sentences
	3. Choose the right image of words and phrases heard	<ul style="list-style-type: none"> <li>• words, phrases and meanings about self, family School, surroundings, food, beverages and recreation within the vocabulary of about 150-200 words (noun)</li> </ul>
	4. answering questions from listening to the story closely	<ul style="list-style-type: none"> <li>• Read about the subject or stories with illustrations</li> <li>Question and answer sentences</li> <li>- Yes/ No Question Such as Is it a/ an..? Yes, it is./ No, it is not. etc.</li> <li>- Wh-Question Such as What is it? It is a/an... etc.</li> </ul>
	5. Speak in response with short, simple words. in interpersonal communication based the way it sounds	<ul style="list-style-type: none"> <li>• Conversation used in greetings, goodbyes, and thanks. Apologize and phrases/messages used to introduce yourself, such as Hi /Hello/ Good morning/ Good afternoon/ Good evening/ I am.../ Goodbye./ Bye./ Thank you./ I am sorry. etc.</li> </ul>
	6. Use simple commands as they sound.	<ul style="list-style-type: none"> <li>• commands used in the classroom</li> </ul>
	7. State your simple needs as heard	<ul style="list-style-type: none"> <li>• Vocabulary, expressions, and sentences used to express needs, such as I want.../Please,... etc.</li> </ul>
	8. Ask for and give simple information. about yourself according to the way you listen	<ul style="list-style-type: none"> <li>• Vocabulary, expressions and sentences used to request and give information about himself, for example What's your name?/ My name is.../ I am.../ How are you?/ I am fine. etc.</li> </ul>
	9. Speak to give information about yourself and close story	<ul style="list-style-type: none"> <li>• Words and phrases used in speech give information about yourself. People close to you and things close to you, such as name, age shape, height, name things of 1-20 colors size, location of the item</li> </ul>



Grade	learning outcomes	learning content
	10. Speak and act according to the culture of native speakers.	<ul style="list-style-type: none"> <li>• culture of native speakers, such as facial expressions</li> </ul> Speech while introducing yourself, touching hands Hand waving, showing acceptance or refusal
	11. Tell the name and vocabulary about Festival of native speakers	<ul style="list-style-type: none"> <li>• Vocabulary about important festivals of native speakers such as Christmas Day New Year's Day Valentine's Day</li> </ul>
	12. Participate in language activities and age-appropriate culture	<ul style="list-style-type: none"> <li>• language and cultural activities such as playing games singing, storytelling, gestures Christmas Day New Year's Day Valentine's Day</li> </ul>
	13. Identify letters and letter sounds. of foreign languages and Thai language	<ul style="list-style-type: none"> <li>• Letters and Alphabet Sounds of Foreign Languages and Thai language</li> </ul>
	14. Tell the words related to the group. Other learning content	<ul style="list-style-type: none"> <li>• Vocabulary related to other learning subjects</li> </ul>
	15. Listen/ speak in simple situations that happened in the classroom	<ul style="list-style-type: none"> <li>• Use of listening/speaking language in simple situations that happened in the classroom</li> </ul>
	16. Use foreign languages to collect Related words close to you	<ul style="list-style-type: none"> <li>• The use of foreign languages in the collection of vocabulary closely related from various media</li> </ul>
<b>P.2</b>	1 . Comply with orders and requests easy to listen	<ul style="list-style-type: none"> <li>• Orders and requests used in the classroom</li> </ul> - Commands such as Show me a/ an.../ Open your book. Don't talk in class. etc. - requests such as Please come here./ Come here, please Don't make a loud noise, please./ Please don't make a loud noise. etc.
	2. Identify letters and sounds, read them out. Word sounds, spelling and reading sentences Simple, correct, according to the principle of reading.	<ul style="list-style-type: none"> <li>• letters, letter sounds and vowels, spelling and Sentences, principles of reading aloud, for example:</li> </ul> - Pronunciation of initial and final consonants - stressed-light pronunciation in words and phrases

Grade	learning outcomes	learning content
P.2		- Pronunciation according to high-low pitch in sentences
	3. Choose an image that matches the meaning. of words, groups of words, and sentences heard	<ul style="list-style-type: none"> <li>• a word, a group of words, a simple sentence and meanings about self, family, school Surrounding environment, food, beverages and recreation</li> <li>It is a vocabulary group of about 50-300 words. (noun)</li> </ul>
	4. Answer questions from listening to sentences. Conversations or simple stories with illustrations	<ul style="list-style-type: none"> <li>• Sentences, dialogues, or stories with illustrations</li> <li>• Sentences, questions and answers.- Yes/ No</li> </ul> Question Such as Is this/ that a/ an..? Yes, it is./ No, it isn't. etc. - Wh- Question Such as What is this/ that/it? This/ that/ It is a/ an... How many...? There is/ are... Where is the...? It is in/on/ under... etc.
	5. Speak in response with short, simple words. in interpersonal communication based the way it sounds	<ul style="list-style-type: none"> <li>• Conversation used in greetings, goodbyes, and thanks. Apologize and phrases/phrases used to introduce yourself such as <b>Hi/ Hello/ Good morning / Good afternoon/ Good evening/ How are you?/ I'm fine./ I am.../ Goodbye./ Bye./ Thank you./ I am sorry. etc.</b></li> </ul>
	6. Use simple commands and requests accordingly. the way it sounds	<ul style="list-style-type: none"> <li>• Orders and requests used in the classroom</li> </ul>
	7. State simple needs of yourself according to the way you listen	<ul style="list-style-type: none"> <li>• Vocabulary, expressions and sentences used to express needs such as I want.../ Please,...etc.</li> </ul>

Grade	learning outcomes	learning content
P.3	8. Ask and give simple information about yourself according to the way you listen	<ul style="list-style-type: none"> <li>Vocabulary, expressions and sentences used to request and give information about himself, for example What's your name?/ My name is.../ I am.../ How are you?/ I am fine. etc.</li> </ul>
	9. Speak to give information about yourself and close story	<ul style="list-style-type: none"> <li>Words and phrases used in speech give information about yourself. People close to you and things close to you, such as name, age shape, height, name things of 1-30 colors size, location of the item</li> </ul>
	10. Speak and act according to native speaker culture	<ul style="list-style-type: none"> <li>culture of native speakers, such as facial expressions Speech while introducing yourself, touching hands Hand waving, showing acceptance or refusal</li> </ul>
	11. Tell the name and vocabulary about Festival of native speakers	<ul style="list-style-type: none"> <li>Vocabulary about important festivals of native speakers such as Christmas Day New Year's Day Valentine's Day</li> </ul>
	12. Participate in language activities and age-appropriate culture	<ul style="list-style-type: none"> <li>language and cultural activities such as playing games singing, storytelling, gestures Christmas Day New Year's Day Valentine's Day</li> </ul>
	13. Identify letters and letter sounds. of foreign languages and Thai language	<ul style="list-style-type: none"> <li>Letters and Alphabet Sounds of Foreign Languages and Thai language</li> </ul>
	14. Tell the words related to the group. Other learning content	<ul style="list-style-type: none"> <li>Vocabulary related to other learning subjects</li> </ul>
	15. Listen/ speak in simple situations that happened in the classroom	<ul style="list-style-type: none"> <li>Use of listening/speaking language in simple situations that happened in the classroom</li> </ul>
	16. Use foreign languages to collect Related words close to you	<ul style="list-style-type: none"> <li>the use of foreign languages in the collection of vocabulary closely related from various media</li> </ul>
	1. Follow orders and request listen or read	<ul style="list-style-type: none"> <li>Orders and requests used in the classroom</li> </ul>

Grade	learning outcomes	learning content
		<p>- command like Give me a/ an.../ Draw and color the picture./ Put a/ an...in/ on/under a/ an.../ Don't eat in class. etc.</p> <p>- requests such as Please take a queue./ Take a queue, please./ Don't make a loud noise, please./ Please don't make a loud noise./ Can you help me, please? etc.</p>
	2. Read aloud, spell, read groups of words, sentences, and dialogue Simple, correct chant according to reading principles	<ul style="list-style-type: none"> <li>• Words, groups of words, single sentences and rhythmic lines. and spelling, using a dictionary</li> <li>• Principles of reading aloud, such as <ul style="list-style-type: none"> <li>- Pronunciation of initial and final consonants</li> <li>- stressed-light pronunciation in words and phrases</li> <li>- Pronunciation according to high-low pitch in sentences</li> </ul> </li> </ul>
	3. Select/specify images or symbols according to the meaning of the word group and sentences heard	<ul style="list-style-type: none"> <li>• Groups of words, single sentences, symbols and meanings. about yourself, your family, your school, your surroundings Food, drink and recreation is a collection of vocabulary words.</li> </ul> <p>Approximately 350-450 words (concrete vocabulary)</p>
	4. Answer questions from listening or reading. Sentences, conversations, or stories simple	<ul style="list-style-type: none"> <li>• Sentences, dialogues or stories with illustrations.</li> <li>• Sentences, questions and answers.- Yes/ No</li> </ul> <p>Question Such as</p> <p>Is/ Are/ Can...?            Yes,...is/ are/ can.</p> <p>   No,...isn't/ aren't/can't...-</p> <p>Wh- Question Such as</p> <p>What is this/ that/ it? This/that/ It is a/ an...</p> <p>How many...?                There is/ are...</p> <p>Where is/are...?            It is   in/ on/ under...</p> <p>They are                                 </p>
	5. Speak in response with short, simple words in	<ul style="list-style-type: none"> <li>• Conversation used in greetings, goodbyes, and thanks. Apologize and phrases/messages used to introduce yourself, such as</li> </ul>

Grade	learning outcomes	learning content
P.3	interpersonal communication based the way it sounds	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./ Nice to see you too./ Goodbye./ Bye./ See you soon/ later./ Thanks./ Thank you./ Thank you very much./ You're welcome. etc.
	6. Use simple commands and requests. as heard	• Orders and requests used in the classroom
	7. State simple needs of yourself according to the way you listen	• Vocabulary, expressions and sentences used to express needs. such as Please,.../ May I go out?/ May I come in? etc.
	8. Ask and give simple information about yourself and your friends according to what you hear	• Vocabulary, expressions and sentences used to ask for and give information about yourself and your friends, for example What's your name My name is... How are you? I am fine. What time is it? It is one o'clock. What is this? It is a/ an... How many...are there? There is a/an.../ There are...
	9. Tell your feelings about Things near you or activities as heard	• Words and sentences used to express feelings such as happy, sad like dislike like Yeah!/ Great!/ Cool!/ I'm happy./ I like cats./ I don't like snakes. etc.
	10. Speak to give information about yourself and close story	• Words and phrases used in speech give information about yourself. People close to you and things close to you, such as name, age shape, height, name things from 1-50 colors size, location of the item
	11. Categorize words by type. of people, animals and things	• Words are groups of words that have meanings about people, animals. and objects such as identifying/associating relationships of images with words or groups of words using pictures, charts schematic diagram

Grade	learning outcomes	learning content
P.3	according to listening or reading	
	12. Speak and act according to Social/cultural etiquette of native speaker	<ul style="list-style-type: none"> <li>• Social etiquette/culture of native speakers such as Thanking, apologizing, facial expressions Speaking while introducing yourself, touching hands, waving hands Expression of acceptance or rejection</li> </ul>
	13. Tell names and simple words. about festivals/ important days/ celebration and life belonging to a native speaker	<ul style="list-style-type: none"> <li>• Vocabulary about festivals / important days / celebrations and Life of a native speaker such as Christmas New Year's Day Valentine's Day Costumes Food drink</li> </ul>
	14. Participate in language activities and age-appropriate culture	<ul style="list-style-type: none"> <li>• language and cultural activities such as playing games singing, storytelling, gestures Christmas Day New Year's Day Valentine's Day</li> </ul>
	15. Tell the difference in sound. letters, words, groups of words, and simple sentences of Thai language and foreign language	<ul style="list-style-type: none"> <li>• Differences in the sounds of letters, words, phrases and Sentences of foreign languages and Thai language</li> </ul>
	16. Tell the words related to Other learning subjects	<ul style="list-style-type: none"> <li>• Vocabulary related to other learning subjects.</li> </ul>
	17. Listen/speak in simple situations happening in the classroom	<ul style="list-style-type: none"> <li>• Use of listening/speaking language in simple situations that happened in the classroom</li> </ul>
	18. Use foreign languages to Gather relevant vocabulary close to you.	<ul style="list-style-type: none"> <li>• The use of foreign languages in the collection of vocabulary. closely related from various media</li> </ul>
P. 4	1. to obey orders and requests and instructions (instructions) Easy to listen or read	<ul style="list-style-type: none"> <li>• Commands and requests used in the classroom and instructions in playing games, drawing or cooking and drink</li> </ul>

Grade	learning outcomes	learning content			
P. 4		<p>- command like 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. etc.</p> <p>- requests such as Please take a queue./ Take a queue, please./ Can you help me, please? etc.</p> <p>- advice such as You should read every day./ Think before you speak./ terms used in gaming Start./ My turn./ Your turn./ Roll the dice./ Count the number./ Finish./ sequence of steps First,... Second,... Then,... Finally,...etc.</p>			
	2. Read aloud, spell, read group of words, sentences, simple text and the dialogue is in the right rhythm according to reading principles	<ul style="list-style-type: none"> <li>• Words, groups of words, sentences, texts, rhythmic dialogues and spelling</li> <li>• Using a dictionary.</li> <li>• Principles of reading aloud, such as               <ul style="list-style-type: none"> <li>- Pronunciation of initial and final consonants</li> <li>- stressed-light pronunciation in words and phrases</li> <li>- Pronunciation according to high-low pitch in sentences</li> </ul> </li> </ul>			
	3. Select/specify the image. or symbol or the corresponding mark the meaning of the sentence and a short message that is listened to or read	<ul style="list-style-type: none"> <li>• Groups of words, single sentences, symbols, signs and Meaning about self, family, school Environment, food, beverages, leisure and recreation health and welfare, buying-selling and weather and a vocabulary group of about 550-700 words (concrete and abstract terms)</li> </ul>			
	4. Answer questions from listening and reading. Sentences, conversations and stories simple	<ul style="list-style-type: none"> <li>• sentences, dialogues, tales with illustrations</li> <li>• Questions about the theme of the subject, such as who? what to do where</li> <li>- Yes/ No Question Such as               <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">Is/ Are/ Can...?</td> <td>Yes,...is/ are/ can./</td> </tr> <tr> <td></td> <td>No,...isn't/ aren't/ can't.</td> </tr> </table> </li> <li>Do/ Does/ Can/ Is/ Are...? Yes/ No... etc.</li> </ul>	Is/ Are/ Can...?	Yes,...is/ are/ can./	
Is/ Are/ Can...?	Yes,...is/ are/ can./				
	No,...isn't/ aren't/ can't.				

Grade	learning outcomes	learning content
P. 4		<p>- Wh- Question Such as  Who is/ are...?            He/ She is.../They are...  What...?/ Where...?    It is .../ They are...  What...doing?            ...is/ am/ are... etc.</p> <p>- Or-Question Such as  Is this/ it a/ an...or a/ an...?    It is a/ an... etc.</p>
	5. Speak/write correspondence in communication n between peop000le	<p>•Conversations used in greetings, goodbyes, and thanks.  Sorry for the polite interruption. sentence/text  Used to introduce yourself, friends and people close to you.  and expressions of response, such as Hi/ Hello/  Good morning/ Good afternoon/ Good evening.  How are you?/I'm fine. Thank you. And you? /  Hello. I am...  Hello,...I am... This is my sister. Her name is...  Hello,.../ Nice to see you. Nice to see you too./  Goodbye./ Bye./ See you soon/ later./  Thanks./ Thank you./ Thank you very much./  You're welcome./ It's O.K. etc.</p>
	6. Use orders, requests, and requests easy permission	<p>• Orders, requests, and requests for permission used in the classroom.</p>
	7. Speak/write expressing needs themselves and ask for help. in a simple situation	<p>• Vocabulary, expressions and sentences used to express needs.  and ask for help in situations such as I want .../  Please.../ May...?/ I need your help./  Please help me./ Help me! etc.</p>
	8. Speak/write to request and give information. about yourself, your friends, and family	<p>• Vocabulary, expressions and sentences used to ask for and give information.  about yourself, things close to you, friends and family, such as  What's your name?            My name is...  What time is it?                It is one o'clock.</p>



Grade	learning outcomes	learning content
		<p>What is this? It is a/an...</p> <p>How many...are there? There is a/an... There are...</p> <p>Where is the...? It is in/on/under... etc.</p>
	9. Speak/write to give information about Myself and the things around me	<ul style="list-style-type: none"> <li>• Sentences and statements used in speech provide information about self, person, animal, and things close to them such as name, age shape, color, size, shape, things, number 1-100 day, month, year, season, location of things punctuation</li> </ul>
	10. Speak/ draw a picture to show the relationship of things near you as you hear or read	<ul style="list-style-type: none"> <li>• A word is a group of words that relate to things close to them. e.g. identifying/associating images with words or groups of words using images, charts, diagrams, diagrams</li> </ul>
	11. Expressing simple opinions about various matters near	<ul style="list-style-type: none"> <li>• Sentences used to express opinions about matters. Various near</li> </ul>
	12. Speak and act like Be polite according to social etiquette and native speaker culture	<ul style="list-style-type: none"> <li>• Social etiquette and culture of native speakers such as Thanking, apologizing, facial expressions Speaking while introducing yourself, touching hands, waving hands Expressing likes/dislikes accept or reject</li> </ul>
	13. Answer questions about the festival/ Important Days/ Celebrations and Life the simplicity of the owner language	<ul style="list-style-type: none"> <li>• Vocabulary and information about festivals/important days/events Chalong and the lives of native speakers such as Christmas Day New Year's Day Valentine's Day Clothing, seasons, food, drinks</li> </ul>
	14. Participate in language activities and age-appropriate culture	<ul style="list-style-type: none"> <li>• language and cultural activities such as playing games Singing, storytelling, role-playing For example, Christmas, New Year's Day, Valentine's Day.</li> </ul>

Grade	learning outcomes	learning content
P.4	15. Tell the difference in sound. letters, words, groups of words, sentences and text of Thai language and foreign language	<ul style="list-style-type: none"> <li>Differences in the sounds of letters, words, phrases and Sentences of foreign languages and Thai language</li> </ul>
	16. Tell the similarities/ resemblances The difference between festival and cultural feast of native speaker with Thai	<ul style="list-style-type: none"> <li>Similarities/differences between festivals and cultural celebrations of native speakers with of Thailand</li> </ul>
	17. Research, collect words that related to subject matter Learn more and present too. speaking/ writing	<ul style="list-style-type: none"> <li>Researching, collecting and presenting vocabulary. related to other learning subjects</li> </ul>
	8. Listen and speak/read in The situation that occurred in classrooms and educational institution	<ul style="list-style-type: none"> <li>The use of language in listening an speaking/reading in situations that happened in the classroom</li> </ul>
	19. Use a foreign language in Search and gather information	<ul style="list-style-type: none"> <li>The use of foreign languages in search and Gather relevant vocabulary close to you. from media and sources various learning</li> </ul>
P.5	1. Comply with orders, requests and Easy instructions to listen and read.	<ul style="list-style-type: none"> <li>Commands and requests used in the classroom, body language and instructions for playing the game drawing or Cooking and Drink</li> <li>- command like 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. etc.</li> <li>- requests such as Please take a queue./ Take queue, please./ Can/ Could you help me, please? etc.</li> </ul>



Grade	learning outcomes	learning content
P.5		<p>- Or- Question Such as Is this/it a/an...or a/an...? It is a/an...etc.</p>
	5. Speak/write correspondence in communication interpersonal	<p>• Conversation used in greetings, goodbyes, and thanks. Excuse me, compliment, polite interjection, sentences/ Messages used to introduce yourself, your friends, and those close to you. and response expressions such as Hi/ Hello/ I am sorry./ Good morning/ Good afternoon/ Good evening/ How are you?/ I'm fine. Thank you. And you?/ Hello. I am.../ Hello,...I am... This is my sister. Her name is... /Hello,.../ Nice to see you. Nice to see you too./ Goodbye./ Bye./ See you soon/later./ Good/Very good./ Thanks./ Thank you./ Thank you very much./ You're welcome./ It's O.K. etc.</p>
	6. to use an order, a request, a request allow and give easy instructions	<p>• Orders, requests, instructions with 1-2 steps</p>
	7. Speak/write expressing needs ask for help, answer and refusal to assist in simple situation	<p>• Vocabulary, expressions and sentences used to express needs. ask for help accepting and refusing help like Please.../ May...?/ I need.../ Help me!/ Can/ Could...?/ Yes,.../No,... etc.</p>
	8. Speak/write to request and give information. about yourself, friends, family and close-up	<p>• Vocabulary, expressions and sentences used to ask for and give information. About yourself, your friends, your family, and things around you. such as What do you do? I'm a/ an... What is she/ he? She/He is a/ an ... How old/tall...? I am... Is/ Are/Can...or...? ...is/are/can... Is/ Are...going to...or...? ...is/ are going to... etc.</p>

Grade	learning outcomes	learning content
	9 . Speak/write to express one's feelings themselves about various matters close to them and various activities, as well as giving a short reason	<ul style="list-style-type: none"> <li>Words and sentences used to express feelings such as like. dislike happy sad sad happy sad hungry taste such as 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.</li> </ul>
	10. Speak/write to give information about Themselves and matters close to them	<ul style="list-style-type: none"> <li>Sentences and statements used to provide information about People, animals, places and activities such as personal information about things close to you Number 1-500 No. Day Month Year Season Time Weathering, emotions, feelings, colors, sizes shape, location of things punctuation</li> </ul>
P.5	11. Draw pictures, diagrams and charts. show various information as heard or read	<ul style="list-style-type: none"> <li>Words, groups of words, sentences that show information and meaning. of various subjects, pictures, diagrams, charts, tables</li> </ul>
	12. to express opinions about Things close to you	<ul style="list-style-type: none"> <li>Sentences used to express opinions about Activities or matters near you</li> </ul>
	13. Use words, tone of voice, and manners. polite behavior Society and culture of the owners language	<ul style="list-style-type: none"> <li>The use of words, tone of voice and mannerisms. Society and culture of native speakers such as Thanks, sorry, facial expressions Speech while introducing yourself, touching hands Hand waving, expressing likes/dislikes Blessing Expression of acceptance or rejection</li> </ul>
	14. Answer questions/tell the importance of festivals/ important days/ Feast and life easy for native speakers	<ul style="list-style-type: none"> <li>Information and importance of festivals / important days / Celebration and life of a native speaker such as Christmas, New Year's Day, Valentine's Day. Clothing, seasons, food, drinks</li> </ul>

Grade	learning outcomes	learning content
	15. Participate in language activities and interest-based culture	<ul style="list-style-type: none"> <li>language and cultural activities such as playing games Singing, storytelling, role-playing</li> <li>Thanksgiving Day Christmas Day New Year's Day Valentine's Day</li> </ul>
	16. Tell similarities/likenesses difference between pronunciation different types of sentences, usage Punctuation and word order (order) according to the structure sentences of foreign languages and Thai language	<ul style="list-style-type: none"> <li>similarities/differences between pronunciation Sentences of different types of native speakers and those of Thai. Use of punctuation and word order sentence structure of foreign languages and Thai language</li> </ul>
	17. Tell the similarities/resemblances The difference between festival and A feast of native speakers with of Thailand	<ul style="list-style-type: none"> <li>Similarities/differences between festivals and A feast of native speakers and Thai things.</li> </ul>
	18. Research, collect words that related to subject matter Learn more and present too. speaking/ writing	<ul style="list-style-type: none"> <li>Researching, collecting and presenting vocabulary related to other learning subjects</li> </ul>
	19. Listening, speaking and reading/writing in various situations occurred in classrooms and educational institutions	<ul style="list-style-type: none"> <li>The use of language in listening, speaking and reading/writing in various situations happening in the classroom</li> </ul>
	20. Use foreign languages in browsing and collecting information various	<ul style="list-style-type: none"> <li>The use of foreign languages in search and Gather relevant vocabulary close to you. from media and sources various learning</li> </ul>

Grade	learning outcomes	learning content
P.6	1. Comply with orders, requests and Advice to listen and read	<ul style="list-style-type: none"> <li>• Commands, requests, body language, and instructions in Gaming, drawing, cooking and drinking and invention</li> <li>- Commands such as 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. etc.</li> <li>- request e.g. Please look up the meaning in a dictionary./ Look up the meaning in a dictionary, please./ Can/ Could you help me, please? etc.</li> <li>- advice such as You should read every day./ Think before you speak./ terms used in gaming Start./ My turn./ Your turn./ Roll the dice./ Count the number./ Finish.</li> <li>- Sequence of steps First,...Second,... Next,... Then,... Finally,... etc.</li> </ul>
P.6	2. Read aloud the text of the story. and short poems are correct principles of reading	<ul style="list-style-type: none"> <li>• Messages, tales and poems</li> <li>• Using a dictionary.</li> <li>• Principles of reading aloud, such as</li> <li>- Pronunciation of initial and final consonants</li> <li>- stressed-light pronunciation in words and phrases</li> <li>- Pronunciation according to high-low pitch in sentences</li> <li>- Linking sound in text</li> <li>- Pronouncing the poem according to the rhythm</li> </ul>
	3. Select/specify a sentence or message. Short, exactly as pictured, symbol or read marks	<ul style="list-style-type: none"> <li>• sentences or texts, symbols, marks and meaning about self, family, school Environment, food, beverages, leisure and recreation health and welfare, buying-selling and weather and is a vocabulary group of about 1,050-1,200 words (concrete and abstract terms)</li> </ul>
	4. Tell the main idea and answer. Listening and reading	<ul style="list-style-type: none"> <li>• sentences, dialogues, tales or stories</li> </ul>

Grade	learning outcomes	learning content
P.6	<p>questions Conversation, simple tales and stories</p>	<ul style="list-style-type: none"> <li>• Questions about the gist of the story, such as who did what? where, when, how, why</li> <li>- Yes/ No Question Such as Is/ Are/ Can...?      Yes,...is/ are/ can. No,...isn't/ aren't/ can't. Do/ Does/ Can/ Is/ Are...?    Yes/ No... etc.</li> <li>- Wh- Question Such as Who is/ are...?      He/ She is.../ They are.. What...?/ Where...?    It is .../ They are... What...doing?      ...is/ am/ are... etc.</li> <li>- Or- Question Such as Is this/ it a/ an...or a/ an...?    It is a/ an... Is/ Are/ Was/ Were/ Did...or...? etc.</li> </ul>
	<p>5. Speak/write correspondence in communication between people</p>	<ul style="list-style-type: none"> <li>• Conversation used in greetings, goodbyes, and thanks. Excuse me, compliment, polite interjection, sentences/ Messages used to introduce yourself, your friends, and those close to you. and response expressions such as Hi/ Hello/ Good morning/ Good afternoon/ Good evening/ I am sorry. /How are you?/ I'm fine./ Very well/ Thank you. And you?/ Hello. I am... Hello,...I am... This is my sister. Her name is... Hello,.../ Nice to see you. Nice to see you, too./ Goodbye./ Bye./ See you soon/later./ Great!/ Good./ Very good. Thank you./ Thank you very much./ You're welcome It's O.K./ That's O.K./ That's all right./ Not at all./ Don't worry./ Never mind./ Excuse me./ Excuse me, Sir./ Miss./ Madam. etc.</li> </ul>
	<p>6. Using commands, requests, and giving advice</p>	<ul style="list-style-type: none"> <li>• Orders, requests, and instructions with 2-3 steps.</li> </ul>



Grade	learning outcomes	learning content
P.6	7. Speak/write expressing needs ask for help, answer and refuse to help in a simple situation	<ul style="list-style-type: none"> <li>Vocabulary, expressions and sentences used to express needs. ask for help accepting and refusing help like Please.../ May...?/ I need.../ Help me!/ Can/Could...?/ Yes,.../No,... etc.</li> </ul>
	8. Speak and write to ask for and give. Information about yourself, friends family and close affairs	<ul style="list-style-type: none"> <li>Vocabulary, expressions and sentences used to ask for and give information. About yourself, your friends, your family, and things around you. such as What do you do? I'm a/ an... What is she/ he? ...is a/ an (อาชีพ) How old/ tall...? I am... Is/ Are/ Can...or...? ...is/ are/ can... Is/ Are...going to...or...? ...is/ are going to... etc.</li> </ul>
	9. Speak/write to express one's feelings themselves about various matters close to them various activities, along with providing Short reasons include	<ul style="list-style-type: none"> <li>Words and sentences used to express feelings and give. Reasons such as like/dislike, happy, sad, sad Happy Hungry Taste Beautiful Ugly Loud Good Bad such as 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.</li> </ul>
	10. Speak/write to give information about Self, friends and environment close to	<ul style="list-style-type: none"> <li>Sentences and statements used to provide information about Self, daily routine, friends, surrounding environment such as personal information Calling things from 1 to 1,000 No. Day Month Year Season Time Activity Color, size, shape, location of things, simple directions. weather conditions, emotions, feelings punctuation</li> </ul>

Grade	learning outcomes	learning content
P.6	11. Draw pictures, diagrams, charts The table shows various information that listen or read	<ul style="list-style-type: none"> <li>Words, phrases, and sentences that have meanings related to Pictures, Diagrams, Charts, and Tables</li> </ul>
	12. Speak/write an opinion about various matters close to	<ul style="list-style-type: none"> <li>Sentences used in expressing opinions.</li> </ul>
	13. Use words, tone of voice, and manners. Appropriate polite behavior according to social etiquette and native speaker culture	<ul style="list-style-type: none"> <li>The use of words, tone of voice and mannerisms. Society and culture of native speakers, such as apologies Thank you. Use facial expressions to speak. While introducing yourself, touching hands, waving hands Expressing likes/dislikes, greetings Expression of acceptance or rejection</li> </ul>
	14. Provide information about festivals / important days/ celebrations/ life belonging to a native speaker	<ul style="list-style-type: none"> <li>Information and importance of festivals / important days / Celebration and life of a native speaker such as Christmas, New Year's Day, Valentine's Day. Seasonal clothing, food, drink</li> </ul>
	15. Participate in language activities and interest-based culture	<ul style="list-style-type: none"> <li>language and cultural activities such as playing games Singing, storytelling, role-playing Thanksgiving Day Christmas Day New Year's Day Valentine's Day</li> </ul>
	16. Tell the similarities/ resemblances difference between pronunciation different types of sentences, usage punctuation marks and word order structure sentences of foreign languages and Thai language	<ul style="list-style-type: none"> <li>similarities/differences between pronunciation different kinds of sentences of native speakers and of Thai Use of punctuation and word order sentence structure of foreign languages and Thai language</li> </ul>
	17. Compare similarities/ difference between festivals Feasts and traditions of native speaker with Thai	<ul style="list-style-type: none"> <li>Comparison of similarities/differences between Festivals, celebrations and traditions of native speakers with Thai</li> </ul>

Grade	learning outcomes	learning content
	18. Research, collect words that related to subject matter learn from other learning sources and Presenting by speaking/writing	• Researching, collecting and presenting vocabulary related to other learning subjects
	19. Use language to communicate in situations things that happen in the classroom and educational institutions	• The use of language to communicate in various situations that arise. in classrooms and educational institutions
	20. Use a foreign language in Search and gather information	• The use of foreign languages in search and Gather relevant vocabulary close to you. from media and sources various learning

### learner quality

#### Completion of grade 1

- Follow orders. petition heard Read aloud letters, words, groups of words, simple sentences
  - Respond with short, simple words.
  - Speak to give information about yourself and matters close to you.
- Talk and act Name and simple words
- tell the difference between letter sounds, words, groups of words and simple sentences.
  - Listen/ speak in simple situations. happening in the classroom
  - Use a foreign language. to collect related vocabulary close to
  - Have foreign language skills. (Emphasis on listening-speaking) Communicating on topics about self, family, school, surrounding environment, food, beverages, and free time and recreation. Within the vocabulary of about 150-250 words (concrete vocabulary)
  - Use one word sentences (One Word Sentence) in conversation and respond to everyday situations.

**learner quality****Grade 2**

- Follow orders. petition heard Read aloud letters, words, groups of words, simple sentences and dialogues.

Simple rhythm, correct according to reading principles.

- Speak in response with short and simple words in interpersonal communication based on what you listen to. Use simple commands and requests

- Speak to give information about yourself and matters close to you. Categorize words according to the type of people, animals and things as they are heard or read.

- Talk and act. According to social etiquette / culture of native speakers Name and simple words About festivals/ important days/ celebrations

- tell the difference between letter sounds, words, groups of words and simple sentences. of foreign languages

and Thai language

- Tell words related to other learning subjects.

- Listen/ speak in simple situations that occur in the classroom.

- Use a foreign language. to collect related vocabulary close to

- Have foreign language skills. (Emphasis on listening-speaking) Communicating on topics about self, family, school, surrounding environment, food, beverages, and free time and recreation. Within the vocabulary of about 250-300 words

(concrete term)

- Use one word sentences (One Word Sentence) and simple sentences (Simple Sentence) in conversations and responses according to everyday situations.

**learner quality****Completion of Grade 3**

- Comply with orders, requests and instructions heard and read. Read aloud sentences, texts, stories

and short poems are correct according to reading principles and answering questions from listening and reading simple story dialogue

- Speak in response with short, simple words in interpersonal communication as you hear; use commands and simple requests. State your own simple needs. Make requests and give information about yourself and your friends. Tell your own feelings about matters close to you or various activities according to the way you listen.

- Speak/write to give information about yourself, friends and surrounding environment.

- Speak and act according to the social/cultural etiquette of native speakers. say simple words about festivals/ important days/ celebrations and the lives of native speakers Participate in language and cultural activities according to your interests.

- Tell the similarities/differences of letter sounds, words, groups of words and simple sentences. of English and Thai subjects

- Tell words related to other learning subjects.

- Listen/ speak in simple situations. happening in the classroom

- Have foreign language skills. (Emphasis on listening-speaking) Communicating on topics about self, family, school, surrounding environment, food, beverages, and free time and recreation.

Within the vocabulary of about 350-450 words

(concrete term)

- Use one word sentences (One Word Sentence) and simple sentences (Simple Sentence) in conversations and responses according to everyday situations.

school curriculum  
structure

## Structure and Time Rate of Learning Management (Regular Classroom, Academic Year 2024)

## Baan SankamphaengSchool Educational Institution Curriculum, 2024

According to the Basic Education Core Curriculum, B.E. 2551 (revised version B.E. 2560)

Learning subjects/activities	class time					
	elementary school					
	P.1	P.2	P.3	P.4	P.5	P.6
<b>Learning subject group</b>						
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	80	80	80
Knowledge Inquiry (KI) (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for Communication	80	80	80	-	-	-
<b>Student development activities</b>	120	120	120	120	120	120
1. Guidance activities	40	40	40	40	40	40
2. Student activities Boy Scouts – Girl Scouts	30	30	30	30	30	30
3. Assembly activities	40	40	40	40	40	40
4. Social activities and public interest	10	10	10	10	10	10
<b>Extra-curricular activities</b>	120	120	120	160	160	160
Learning activities to create with wisdom	40	40	40	80	80	80
Aesthetic promotion activities	40	40	40	40	40	40
Activities to promote skills in the use of technology media	40	40	40	40	40	40
<b>total study time</b>	<b>1,200 hours/year</b>					

## school curriculum structure (regular classroom, academic year 2024)

## Grade 1

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
จ 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	<b>120</b>
ฉ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year



## school curriculum structure (regular classroom, academic year 2024)

## Grade 2

course/activity	Study time (hours/year)
basic course	840
ท 12101 Thai language	200
ค 12101 Mathematics	200
จ 12101 Science and Technology	80
ส 12101 Social Studies, Religion and Culture	40
ส 12102 History	40
พ 12101 Health and Physical Education	80
ศ 12101 art	40
ง 12101 Occupation	40
อ 12101 English	120
additional courses	120
ฉ 12201 Chinese	40
อ 12202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1,200 hours/year

## school curriculum structure (regular classroom, academic year 2024)

## Grade 3

course/activity	Study time (hours/year)
basic course	840
ท 13101 Thai language	200
ค 13101 Mathematics	200
จ 13101 Science and Technology	80
ส 13101 Social Studies, Religion and Culture	40
ส 13102 History	40
พ 13101 Health and Physical Education	80
ศ 13101 art	40
ง 13101 Occupation	40
อ 13101 English	120
additional courses	120
EG 13201 Chinese	40
EG 13202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1,200 hours/year

## school curriculum structure (regular classroom, academic year 2024)

## Grade 4

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	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 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

## school curriculum structure (regular classroom, academic year 2024)

## Grade 5

Course / Activity	Study time ( hrs./ year )
<b>Basic course</b>	<b>840</b>
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 Occupations and Technology	40
FO 15101 English	120
<b>Additional courses</b>	<b>80</b>
I 15201 Knowledge Inquiry	40
CH 15202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>total class time</b>	<b>1, 200 hours/year</b>

## school curriculum structure (regular classroom, academic year 2024)

## Grade 6

Course / Activity	Study time ( hrs./ year )
<b>basic course</b>	<b>840</b>
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
AR16101 Art	40
OT 16101 Occupations and Technology	40
FO 16101 English	120
<b>additional courses</b>	<b>80</b>
I 16201 Knowledge Inquiry	40
CH 16202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefits(To Be Edit)	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	80
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
<b>total class time</b>	<b>1,200 hours/year</b>

## Structure and Time Rate of Learning Management (MEP classroom, Academic Year 2024)

## Baan SankamphaengSchool Educational Institution Curriculum, 2024

According to the Basic Education Core Curriculum, B.E. 2551 (revised version B.E. 2560)

Learning subjects/activities	class time					
	elementary school					
	P.1	P.2	P.3	P.4	P.5	P.6
<b>Learning subject group</b>						
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	80	80	80
Knowledge Inquiry (KI) (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for Communication	80	80	80	-	-	-
<b>Student development activities</b>	120	120	120	120	120	120
1. Guidance activities	40	40	40	40	40	40
2. Student activities Boy Scouts – Girl Scouts	30	30	30	30	30	30
3. Assembly activities	40	40	40	40	40	40
4. Social activities and public interest	10	10	10	10	10	10
<b>Extra-curricular activities</b>	120	120	120	160	160	160
Learning activities to create with wisdom	40	40	40	40	40	40
Aesthetic promotion activities	40	40	40	40	40	40
Activities to promote skills in the use of technology media	40	40	40	40	40	40
Activities to promote English communication skills	-	-	-	40	40	40
<b>total study time</b>	<b>1,200 hours/year</b>					

## school curriculum structure (MEP classroom, academic year 2024)

## Grade 1

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
จ 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	120
จ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year

## school curriculum structure (MEP classroom, academic year 2024)

## Grade 2

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
จ 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	<b>120</b>
จ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year



## school curriculum structure (MEP classroom, academic year 2024)

## Grade 3

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
จ 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	120
จ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year

## school curriculum structure (MEP classroom, academic year 2024)

## Grade 4

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	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 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote English communication skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

## school curriculum structure (MEP classroom, academic year 2024)

## Grade 5

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	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 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote English communication skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

## school curriculum structure (MEP classroom, academic year 2024)

## Grade 6

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	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 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote English communication skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

## Structure and Time Rate of Learning Management (SME classroom, Academic Year 2024)

## Baan SankamphaengSchool Educational Institution Curriculum, 2024

According to the Basic Education Core Curriculum, B.E. 2551 (revised version B.E. 2560)

Learning subjects/activities	class time					
	elementary school					
	P.1	P.2	P.3	P.4	P.5	P.6
<b>Learning subject group</b>						
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	80	80	80
Knowledge Inquiry (KI) (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for Communication	80	80	80	-	-	-
<b>Student development activities</b>	120	120	120	120	120	120
1. Guidance activities	40	40	40	40	40	40
2. Student activities Boy Scouts – Girl Scouts	30	30	30	30	30	30
3. Assembly activities	40	40	40	40	40	40
4. Social activities and public interest	10	10	10	10	10	10
<b>Extra-curricular activities</b>	120	120	120	160	160	160
Learning activities to create with wisdom	40	40	40	40	40	40
Aesthetic promotion activities	40	40	40	40	40	40
Activities to promote skills in the use of technology media	40	40	40	40	40	40
Activities to promote STEM skills	-	-	-	40	40	40
<b>total study time</b>	<b>1,200 hours/year</b>					

## school curriculum structure (SME classroom, academic year 2024)

## Grade 1

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
จ 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	120
จ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year

## school curriculum structure (SME classroom, academic year 2024)

## Grade 2

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
จ 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	<b>120</b>
จ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year

## school curriculum structure (SME classroom, academic year 2024)

## Grade 3

course/activity	Study time (hours/year)
basic course	840
ท 11101 Thai language	200
ค 11101 Mathematics	200
จ 11101 Science and Technology	80
ส 11101 Social Studies, Religion and Culture	40
ส 11102 History	40
พ 11101 Health and Physical Education	80
ศ 11101 art	40
ง 11101 Occupation	40
อ 11101 English	120
<b>additional courses</b>	<b>120</b>
จ 11201 Chinese	40
อ 11202 English for Communication	80
Student development activities	120
1. Guidance	40
2. Scouts/ Scouts	30
3. Assembly activities	40
4. Social activities and public interest	10
total class time	1200 hours/year



## school curriculum structure (MEP classroom, academic year 2024)

## Grade 4

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	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 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote STEM skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

## school curriculum structure (MEP classroom, academic year 2024)

## Grade 5

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	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 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote STEM skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

## school curriculum structure (MEP classroom, academic year 2024)

## Grade 6

Course/Activity	Learning time (hours/year)
<b>Basic course</b>	<b>850</b>
TH 14101 Thai languages	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 Occupations and Technology	40
FO 14101 English	120
<b>Additional courses</b>	<b>80</b>
I 14201 Knowledge Inquiry	40
CH 14202 Chinese	40
<b>Student development activities</b>	<b>120</b>
1 . Guidelines	40
2 . Scout	30
3 . Assembly activities	40
4 . Social and public benefit	10
<b>Extra-curricular activities</b>	<b>160</b>
Learning activities to create with wisdom	40
Aesthetic promotion activities	40
Activities to promote skills in the use of technology media	40
Activities to promote STEM skills	40
<b>Total class time</b>	<b>1, 200 hours /year</b>

# Course description

### Course Description

Code E: 11202

Additional subjects: English for communication

Grade 1

Time: 80 hours

Understand commands in the classroom. Identify English letter names, letter sounds, spelling correct words, stress, and intonation according to reading principles. Choose pictures, words, and phrases; reading easy illustrations matches the meaning of the listener. Interactive communication with simple language Instructions used in the classroom and your needs; ask for information about yourself near you. Speak according to the culture of native speakers. Ask for the names of the festivals of native speakers and ASEAN countries. Listen and speak in a simple situation. Use a foreign language to compile relevant vocabulary Practice speaking, listening, reading, and writing through role-playing. Learn from the real experience. Interested in participating in cultural and language activities in the ASEAN community with the international community? Suitable for all ages, it helps people communicate and live happily with others in society. Have a good attitude towards learning English.

#### Learning Outcomes:

Item 1 Act in compliance with simple orders heard.

Item 2 Specify the alphabet and the sounds; accurately pronounce and spell simple words by observing the principles of reading.

Item 3 Choose the pictures corresponding to the meanings of words and groups of words heard.

Item 4 Answer the questions by listening to the topic.

Item 5 Use sentence patterns to answer questions based on the topic to build a good communication skill.

Item 6 Following the instructions while listening.

Item 7 Express themselves through listening instructions.

Item 8 Ask and give simple information about themselves by following the examples given.

Item 9 Giving information through speaking about themselves and the things around them.

**Total of items: 9**

## Course Description

Code E: 12202

Additional subjects: English for communication

Grade 2

Time: 80 hours

Compliance with orders, simple requests, listening requests Character identification English letter sounds Reading simple spellings Selecting a picture that matches the meaning of words and sentences. Asking for and providing simple information about yourself and doing the gestures of a native speaker. Asking for names and compiling vocabulary related to local issues. ASEAN countries to international, other Topics and the major festivals of native speakers followed, and they spoke a simple plethora of letters, sounds, and the English alphabet. Read aloud, spell, simple sentences, and correct reading Ask for or give your information; name it; and collect simple vocabulary about yourself, your family, school, and the local area. ASEAN countries to international Answer questions by listening to sentences, conversations, or simple storybooks with illustrations. Speak in simple situations in the classroom. Join the fun, cultural activities, and festivals of local people and native speakers. Have a passion for learning, discipline, and a good attitude to learn in English. Confident and courageous with age. Stay with other people in society happily.

### Learning Outcomes:

Item 1: Act in compliance with orders and simple requests heard

Item 2: identify the alphabet and the sounds, pronounce and spell the given words, accurately read simple sentences by observing the principles of reading.

Item 3 Match the pictures with the meanings of the words, groups of words, and sentences heard.

Item 4: Answer the questions posed by listening to sentences, dialogues, or simple tales with illustrations.

Item 5: Speak in an exchange with short and simple words in interpersonal communication by following the examples.

Item 6: Use orders and simple requests by following the examples given.

Item 7: Express their own simple needs by following the examples given

Item 8: Ask for and give simple information about themselves by following the examples given

Item 9: Giving information through speaking about themselves and the things around them.

**Total of items: 9**

### Course Description

Code E: 13202

Additional subjects: English for communication

Grade 3

Time: 80 hours

Study orders and simple requests are used in the classroom. Read aloud, selecting or identifying words, phrases, single sentences, images, symbols, and scripts. Spelling and using a dictionary to find meaning about yourself, family, school, environment, food, beverage, recreation, ASEAN member countries, and the ASEAN flag Use of language to listen and speak in a simple situation Happened in the classroom, learn the dialogue used to say Hello, thank you, sorry, sentences, messages, self-talk, vocabulary, idioms, and sentences that describe needs Used to request and provide information about yourself, close friends, and close ones Used to express feelings about people, animals, and things. Identifying associations between image relationships with words or phrases using diagrams, etiquette, social etiquette Culture of native speakers. Using gestures Expressions of affirmation or denial of words about festivals, important holidays, celebrations, and the lives of native speakers Activities: language and culture The difference in voice, letters, words, groups of words, sentences of foreign languages and Thai, and vocabulary related to other subjects The use of foreign languages to compile relevant terms close to oneself, ASEAN member countries, and the ASEAN flag from various media practice listening, speaking, reading, and writing vocabulary, sentences, and word groups, using the thought process in pursuit of knowledge. Find English dictionaries and learning resources, participate in festivals, important dates, and celebrations to gain knowledge and understanding of English communication, and be practical in everyday life. Appreciate the value of bringing knowledge and Language skills that are used in daily life and can be used to communicate with the 10 ASEAN member countries. Comment Reasonable, ethical, moral, and desirable values. Can communicate and live happily with others in society. As a Thai citizen and a citizen of the world. To provide students with standard knowledge.

#### Learning Outcomes:

Item 1: Act in compliance with orders and requests heard or read.

Item. 2: Pronounce and spell the given words; accurately read aloud groups of words, sentences, and simple chants by observing the principles of reading.

Item 3: Match the picture or the symbols with the meanings of the groups of words and sentences heard.

Item 4: Answer questions from listening to or reading sentences, conversations, or simple tales.

Item 5: Speak in an exchange with short and simple words in interpersonal communication by following the models heard.

Item 6: Use orders and simple requests by following the examples.

Item 7: Express their own simple needs by following the examples.

Item 8: Ask for and give simple information about themselves and their friends by following the examples.

Item 9: Tell their feelings about various objects around them or various activities by following the examples.

Item 10: Giving information through speaking about themselves and the things around them.

Item 11: Categorize words into groups according to the types of people, animals, and objects based on what they have heard or read.

**Total of items: 11**



# Course Structure

## Course Structure

Code E: 11202

Additional subjects: English for communication

Grade 1

Time: 80 hours

Unit No	Learning unit name	learning outcomes	time (hour) 40	weight points (100)	
				during the year 80	end of the year 20
1	Fun phonics	Item 1, Item 2	20	20	5
2	About me	Item 6, Item 8	20	20	5
<b>Total assessment score No. 1</b>				<b>40</b>	<b>10</b>
3	Family	Item 3, Item 4, Item 5	20	40	5
4	I like...	Item 7, Item 9	20	20	5
<b>Total assessment score No. 2</b>				<b>40</b>	<b>10</b>
<b>Total Assessment Scores Throughout the Academic Year</b>				<b>80</b>	<b>20</b>

## Course Structure

Code E: 12202

Additional subjects: English for communication

Grade 2

Time: 80 hours

Unit No	Learning unit name	learning outcomes	time (hour) 40	weight points (100)	
				during the year 80	end of the year 20
1	English grammar	Item 1, Item 5, Item 7	20	20	5
2	Nature story	Item 2, Item 4	20	20	5
<b>Total assessment score No. 1</b>				<b>40</b>	<b>10</b>
3	Singing is fun	Item 3 Item 9	20	20	5
4	Sickness	Item 7 Item 8	20	20	5
<b>Total assessment score No. 2</b>				<b>40</b>	<b>10</b>
<b>Total Assessment Scores Throughout the Academic Year</b>				<b>80</b>	<b>20</b>

## Course Structure

Code E: 13202

Additional subjects: English for communication

Grade 3

Time: 80 hours

Unit No	Learning unit name	learning outcomes	time (hour) 40	weight points (100)	
				during the year 80	end of the year 20
1	Hello friends!	Item 1 Item 8 Item 10	20	20	5
2	My school	Item 2 Item 3 Item 6	20	20	5
<b>Total assessment score No. 1</b>				<b>40</b>	<b>10</b>
3	Yummy Food	Item 4 Item 7 Item 9	20	20	5
4	Around town	Item 5 Item 11	20	20	5
<b>Total assessment score No. 2</b>				<b>40</b>	<b>10</b>
<b>Total Assessment Scores Throughout the Academic Year</b>				<b>80</b>	<b>20</b>

Weigh points according to  
learning outcomes.

Table analyzing the relationship between learning outcomes and learning units  
(During the school year)

Code E: 11202

Additional subjects: English for communication Grade 1

Item	learning outcomes	unit score				total
		1	2	3	4	
1	Act in compliance with simple orders heard.	5				5
2	Specify the alphabet and the sounds; accurately pronounce and spell simple words by observing the principles of reading.	15				15
3	Choose the pictures corresponding to the meanings of words and groups of words heard.			10		10
4	Answer the questions by listening and comprehending the formation around them.		5			5
5	Speak in an exchange with short and simple words in interpersonal communication by following the models heard.			10		10
6	Use simple orders by following the models heard.		5			5
7	Express their own simple needs by following the models heard.				10	10
8	Ask for and give simple information about themselves by following the models heard.		10			10
9	Speak to give information about themselves and matters around them.				10	10
<b>Total Score</b>		<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>80</b>

Table analyzing the relationship between learning outcomes and learning units  
(end of the academic year)

Course Code: E 11202

Additional subjects: English for Communication Grade 1

learning outcomes	unit score				total
	1st time		2nd time		
	1	2	3	4	
Item 1					-
Item 2	5				5
Item 3			2		2
Item 4					-
Item 5			3		3
Item 6					-
Item 7				2	2
Item 8		5			5
Item 9				3	3
total	5	5	5	5	20
	10		10		

Table analyzing the relationship between learning outcomes and learning units  
(during the academic year)

Course code: EG 12202

Additional subjects: English for Communication Grade 2

No.	learning outcomes	learning unit				total
		1	2	3	4	
1	Act in compliance with orders and simple requests.	7				7
2	Specify the alphabet and the sounds; pronounce and spell the given words; and accurately read simple sentences by observing the principles of reading.		10			10
3	Match the pictures with the meanings of words, groups of words, and sentences heard.			10		10
4	Answer the questions by listening to sentences, dialogues, or simple tales with illustrations.		10			10
5	Speak in an exchange with short and simple words in interpersonal communication by following the models heard.	7				7
6	Use orders and simple requests by following the models heard.	6				6
7	Express their own simple needs by following the models heard.				10	10
8	Ask for and give simple information about themselves by following the models they hear.				10	10
9	Speak to give information about themselves and matters around them.			10		10
<b>total score</b>		<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>80</b>



Table analyzing the relationship between learning outcomes and learning units  
(end of the academic year)

Course code: EG 12202

Additional subjects: English for Communication Grade 2

Learning Outcomes	Unit score				total
	1st time		2nd time		
	1	2	3	4	
Item 1	2				2
Item 2		2			2
Item 3			2		2
Item 4		3			3
Item 5	2				2
Item 6	1				1
Item 7				2	2
Item 8				3	3
Item 9			3		3
Total	5	5	5	5	20
	10		10		

Table analyzing the relationship between learning outcomes and learning units  
(during the academic year)

Course code: EG 13202

Additional subjects: English for Communication Grade 3

No.	Learning Outcomes	Learning Unit				total
		1	2	3	4	
1	Act in compliance with orders and requests heard or read.	10				10
2	Pronounce and spell the given words; read aloud accurately the group of words, sentences, and simple chants by observing the principles of reading.		10			10
3	Match the picture or the symbols with the meanings of groups of words and sentences heard.		5			5
4	Answer questions from listening to or reading sentences, conversations, or simple tales.			10		10
5	Speak in an exchange with short and simple words in interpersonal communication by following the models heard.				10	10
6	Use orders and simple requests by following the models heard.		5			5
7	Express their own simple needs by following the models heard.			5		5
8	Ask for and give simple information about themselves and their friends by following the models heard.	5				5
9	Tell their feelings about various objects around them or various activities by following the models they hear.			5		5
10	Speak to give information about themselves and matters around them.	5				5
11	Categorize words into groups according to the types of people, animals, and objects based on what they have heard or read.				10	10
<b>Total Score</b>		<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>80</b>

Table analyzing the relationship between learning outcomes and learning units  
(end of the academic year)

Course code: EG 13202

Additional subject: English for Communication Grade 3

Learning Outcomes	Unit Score				
	1st time		2nd time		total
	1	2	3	4	
Item 1	2				2
Item 2		2			2
Item 3		3			3
Item 4			3		3
Item 5				2	2
Item 6					-
Item 7			2		2
Item 8	3				3
Item 9					-
Item 10					-
Item 11				3	3
Total	5	5	5	5	20
	10		10		

# Unit Design Framework

Grade 1

## Unit 1: Fun Phonics

Course code: E 11202

Additional subjects: English for Communication

Time: 10 hours

### Learning Outcomes

1. Follow the simple commands that are heard.
2. Identify letters and sounds. Read aloud and spell simple words correctly according to reading principles.

### Learning Content

1. Learn to pronounce phonics, both consonants and vowels in English.
2. Pronounce and read simple words as vowels, such as “bat rat”
3. Greetings, basic goodbyes, such as 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. / Nice to see you too. / Goodbye. /Bye. / See you soon/ later. / Thanks./ Thank you./ Thank you very much./ You're welcome.
4. Follow instructions such as Give me a/an...../Draw and color the picture. / Put a/an...in/on/under a/an.../ Don't eat in class. etc.

### Essence

- Reading aloud simple words such as “bat rat cat.
- Initial greetings and goodbyes
- Follow simple instructions in the classroom.

### Competencies of Learners

- Ability to communicate

### Desirable Characteristics

- Discipline
- Commitment to work

## Workpiece and workload

Workpiece/Workload	Issues and Assessment Criteria	Learning Activities
1. Speak and write words 2 . Say hello and goodbye 3. Roleplay About greetings and farewells	<p><b>point</b></p> <ul style="list-style-type: none"> <li>- ABC Writing</li> <li>- Speaking Phonics: consonant sounds and vowels</li> <li>- Saying hello and saying goodbye</li> <li>- Roleplay</li> </ul>	<ul style="list-style-type: none"> <li>- Students practice Phonics pronunciation of various consonants and vowels according to the teacher by Using word cards, using sentence strips, practicing reading, and pronouncing simple word with the same spelling.</li> <li>- Students pair up to practice the pronunciation of different words.</li> <li>- Divide students into groups and practice saying hello and introducing themselves one by one within the group.</li> <li>- Select and pair students and let them do a role play to exchange knowledge and jointly evaluate the work.</li> </ul>

## Assessment consists of

1. Knowledge: reading aloud, answering questions, and writing
- 2 . Skills: Listening Skills, Watching Skills, Reading Skills, and Writing Skills
- 3 . Characteristics: listening, watching, reading, and writing etiquette

## Assessment Criteria

Assessment Issues	Quality level			
	Excellent ( 4 )	Good ( 3 )	Fair ( 2 )	Update ( 1 )
1. Reading aloud vocabulary English alphabet	Students read the English alphabet correctly. and all clear	Students can read the English alphabet aloud. Almost all of them are correct, with no more than 3 mistakes.	Students can read aloud English letters with no more than 10 words wrong.	The students were able to read aloud some English letters with more than 10 words wrong.
2. Spelling words simple	Students spelling words correctly in English and all clear	Students can spell almost all words correctly with no more than 3 mistakes.	Students will be able to spell words with no more than 10 mistakes.	Students can spell some simple words. and more than 10 words wrong.
3. Listening out letter sounds English	Students will be able to pronounce the English alphabet accurately and completely after listening.	Students can pronounce English letters. Right from listening and no more than 5 mistakes	Students can pronounce English letters. right from listening and no more than 10 errors	Students can pronounce English letters. right from listening, and more than 10 mistakes
4. Writing letters English	The student writes every letter of the English alphabet correctly.	Students can write almost all English letters correctly with no more than 3 mistakes.	Students can write English letters with no more than 10 mistakes.	The student tried to write some English letters with more than 10 mistakes.

**Unit 2: About me**

Course code: E 11202

Additional subjects: English for Communication

Time: 10 hours

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**Learning Outcomes**

1. Use simple commands as they heard.
2. Speak, request, and give simple information about themselves based on what they hear.

**learning content**

1. Commands such as “Introduce yourself, please.
2. Giving information about yourself such as “My name is ...., I’m .... Years old, I have .... eye”
3. Communicating personal information between individuals using simple sentences

**Essence**

- Self-introduction
- Give information about yourself using short and simple answers.
  - using simple words to share personal information between individuals

**Competencies of learners**

Ability to communicate

**Desirable Characteristics**

- Discipline
- Focus on work



## Workpiece and workload

Workpiece/Workload	Issues and Assessment Criteria	Learning Activities
1. Introduce yourself in class. 2. Follow instructions and commands. The commands must be related to the topic. 3. Telling things about themselves and the things around them. 4. Asking and answering about own information	<u>point</u> - Introduce yourself in class. - Follow orders and requests used in the classroom. - Speak to give information about yourself and your surroundings. - Asking and answering questions about one's information	- Have students introduce themselves in class. - Use simple lines to introduce themselves to the group so that their classmates will remember the details. - Randomly select pairs of students in the group to introduce friends and let friend answer the questions about the information that they heard. Answer that the details your friends have provided about you are correct

## Assessment consists of

1. Knowledge: reading aloud, answering questions, and writing
2. Skills: listening skills, watching skills, reading skills, and writing skills
3. Characteristics: listening, watching, reading, and writing etiquette

## Assessment Criteria

Assessment Issues	Quality Level			
	Excellent ( 4 )	Good ( 3 )	Fair ( 2 )	Update ( 1 )
1. Conversation Greeting/Introduction Self	Students can speak fluently with correct intonation and pronunciation. Make eye contact with the audience,	Students speak fluently with correct intonation and pronunciation, can make an eye contact with	The student speaks fluently but doesn't have a correct intonation and has a minimal pronunciation	Students speak as if memorizing. There was some eye contact with the listeners

Assessment Issues	Quality Level			
	Excellent ( 4 )	Good ( 3 )	Fair ( 2 )	Update ( 1 )
	and use appropriate facial expressions and gestures.	the listener. There are a few facial expressions and gestures.	problem but can make an eye contact with the audience.	from time to time.
2. Writing vocabulary bodily	Students can write all words correctly.	Students can write most of words correctly with no more than 3 mistakes.	Students can write vocabulary related to the topic and not more than 10 characters wrong.	Students can write somebody words. and more than 10 mistakes
3. Listening to Vocabulary sounds English about myself	Students will be able to pronounce English words about themselves correctly and completely from listening.	Students can pronounce English words. right from listening and no more than 5 mistakes	Students will be able to pronounce English words about themselves. right from listening and no more than 10 errors	Students can pronounce English words. about themselves correctly from listening and more than 10 mistakes
4. Reading aloud vocabulary English about myself	Students correctly read aloud the English words about themselves. and all clear	The students were able to pronounce almost all of the English words about themselves correctly with no	Students can read aloud English words about themselves with no more than 10 mistakes.	The students read aloud some English words about themselves, with more than 10 mistakes.

Assessment Issues	Quality Level			
	Excellent ( 4 )	Good ( 3 )	Fair ( 2 )	Update ( 1 )
		more than 3 mistakes.		

### Quality criteria

Rating Range	Quality Level
9 - 10	Excellent
8 – 7	Good
6 – 5	Fair
4 – 1	Improved

**Unit 3: Family**

Course Code E 11202

Additional subjects: English for Communication

Time: 10 hours

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**Learning Outcomes**

1. Choose the picture that matches the meaning of the word. and groups of words heard
2. Answer questions by listening to stories close to them.
3. Speak in response with short and simple words in interpersonal communication

according to the listening style.

**Learning Content**

1. Tell the words, groups of words, and sentences about family
2. The principle of using she he
3. Question and answer sentences about Family  
A: Who is she?  
B: She is my sister.
4. Occupation of family members
5. Age of family members

**Essence**

- Learning vocabulary about family information
- Using sentences to tell information about family members
- Communicate and exchange information in the family between individuals.

**Competencies of Learners**

- Have the ability to communicate
- Have the ability to think

**Desirable Characteristics**

- Focus on work
- Love being thai

## Workpiece and workload

Workpiece/Workload	Issues and Assessment Criteria	Learning Activities
<p>1. Pronounce family words. Occupation, age number, number of family members</p> <p>2. Using sentences to tell own family information</p> <p>3. Asking and answering questions about the family</p>	<p><b>point</b></p> <ul style="list-style-type: none"> <li>- Pronounce and write words</li> <li>- Give information about your family.</li> <li>- Asking and answering questions about the family,</li> </ul>	<ul style="list-style-type: none"> <li>- Students discuss family. in class</li> <li>- Play word-guessing games related to family, occupation, numbers</li> <li>- Students listen and practice pronunciation according to simple sentence to provide information about the family you want communicate</li> <li>- Students are paired with friends to chat. Q &amp; A about family their own by taking turns asking and answering to exchange information about self and others</li> </ul>

## Assessment consists of

1. Knowledge : reading aloud, answering questions and writing
2. Skills : Listening Skills, Watching Skills, Reading Skills and Writing Skills
3. Characteristics : listening, watching, reading and writing etiquette

## Assessment Criteria

Assessment Issues	Quality level			
	Excellent ( 4 )	Good ( 3 )	Fair ( 2 )	Update ( 1 )
1. Reading vocalaries aloud (family members)	Students can correctly read aloud English words related to the topic.	Students can Read aloud English words about family members. Almost all of them are correct with not more than three mistakes.	Students can Read aloud English words about family members with not more than four mistakes.	Students read aloud English vocabulary about family members with not more than five mistakes.
2. Straight image selection by definition	Students select pictures of English words related to family members that meet all of the correct meanings.	Students select pictures of English words about family members according to their meanings correctly, with not more than 3 words wrong.	Students select pictures of English words related to family members according to their meaning correctly, with not more than 5 words wrong.	Students select pictures of English words related to family members according to their meanings correctly, with more than 5 mistakes.
3. Writing vocabulary about members in family	Students write words about family members. correct every word.	Students can correctly write the words related to family members with no more than 3 mistakes.	Students correctly write vocabulary about family members. and no more than 5 errors	Students write words related to family members correctly and incorrectly more than 5 characters.

**Quality criteria**

<b>Rating Range</b>	<b>Quality Level</b>
9 - 10	Excellent
8 - 7	good
6 - 5	Fair
4 - 1	Improved

**Unit 4: I like...**

Course Code E 11202

Additional Courses English for Communication

Time: 10 hours

**Learning Outcomes**

1. State your own simple needs according to what you hear .
2. Speak to give information about yourself and matters close to you.

**Learning Content**

1. Speaking, reading aloud words related to animal category , food category, color category and subject category.
2. Words, groups of words, and sentences that have meanings about animals, food, colors, and subjects .
3. Speak in response with short and simple words in interpersonal communication such as What food do you like ?
- 4 . Using sentences I like / I don't like
5. Question and answer sentences about animals and objects
 

A: What is it?	B: It's ...
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6. The use of language in listening / speaking in simple situations that occur in everyday life .

**Essence**

- Learning food vocabulary, animals, colors, toys, fruits
  - Using sentences to say things I like and I don't like.
  - Using sentences to ask and answer about likes and dislikes.

**Competencies of Learners**

- Ability to Communicate
- Thinking Ability

**Desirable Characteristics**

- Eager to learn



- Focus on work

### Workpiece and Workload

Work piece / Workload	Issues / Assessment Criteria	Learning Activities
1. Speaking, reading aloud animal vocabulary Occupation, item, color, subject 2 .Using sentences I like.../ I don't like... correctly 3 . Question and answer sentences about likes and do not like	<u>point</u> - pronounce and write words - Using favorite narrative sentences. - Speaking Q & A about likes and don't like	- Students speak aloud and write vocabulary about animals stuff, color and occupation - Practice saying what you like or don't like. using a variety of vocabulary - Pair conversations about the use of sentences. I like.../ I don't like... - random students go up and speak in front of the room about what information students receive from interlocutor

### Assessment Consists of

1. Knowledge : reading aloud, answering questions and writing
2. Skills : Listening Skills, Watching Skills, Reading Skills and Writing Skills
3. Characteristics : listening, watching, reading and writing etiquette

### Assessment Criteria

Assessment Issues	Quality level			
	Excellent ( 4 )	Good ( 3 )	Fair ( 2 )	Update ( 1 )
1 . Pronounce words related to the animal category. food	Pronounce words related to the animal category. food	Pronounce words related to the animal category. food category,	Pronounce words related to the animal category. food category,	Pronounce words related to the animal category. food

Assessment Issues	Quality level			
	Excellent ( 4 )	Good ( 3 )	Fair ( 2 )	Update ( 1 )
category, color category, subject category	category, color category The subject category is correct and clear in every word.	color category The subject category is correct, but not all words are pronounced clearly.	color category some subject categories and still not clear	category, color category The subject category was incorrect and unclear.
2. Write vocabulary about animal category, food category, color category, and subject category	can write spelling words animal category, food category, color category The subject category is correct in every word.	Write spelling words, animal category, food category, color category, subject category was mostly correct	write spelling words Animal category Food category Color category Subject category are there some mistakes	write animal spelling food category, color category, subject category and made a lot of mistakes

### Quality Criteria

Rating Range	Quality Level
9 - 10	Excellent
8 – 7	Good
6 – 5	Fair
4 – 1	Improved

## Unit 2 Nature story

Code E 12202

Additional subjects: English for Communication

Time 10 hours

**learning outcomes**

1. Identify letters and sounds. Read aloud words, spell words and read simple sentences according to reading principles.
2. Speak, request and give simple information about yourself and your friends based on what you hear. According to the model heard.
3. Use simple commands and requests as they are heard.

**Topics/Contents**

1. Reading groups of words, phrases/talking, talking about
  - climate
  - nature around
  - Body language and communication gestures of animals

**Concept**

Reading and conversation provide information about the weather, nature, and gestures to tell the feelings of animals.

**Key Competencies**

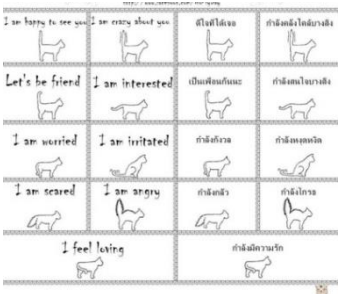
Ability to communicate

**Desire Characteristics**

- Discipline
- Eager to learn

**Workpiece and workload**

Workpiece and workload	Issues/ Assessment Criteria	learning activities
1. Weather chat including seasons in Thailand and abroad.	<u>Issues</u> <ul style="list-style-type: none"> <li>- pair work</li> <li>- conversation</li> </ul>	- Students study conversations in different situations.

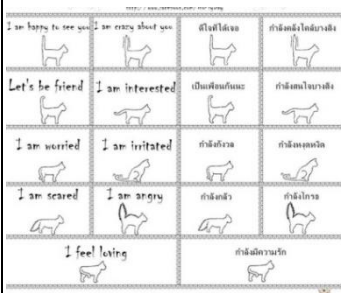
Workpiece and workload	Issues/ Assessment Criteria	learning activities
<p>2. Air dialogue such as hot, cool, cold, windy, storm, flood, hurricane, typhoon, thunder, etc.</p> <p>3. Talking about nature around us, vocabulary, and expressions related to day and night.</p> <p>4. Pronounce words about the natural environment, such as cave, sea, park beach, waterfall etc.</p> <p>5. Pronounce words related to body language, including:</p> <ul style="list-style-type: none"> <li>- stop talking</li> <li>- I'm hungry</li> <li>- OK. etc.</li> <li>- communication</li> </ul> <p>behaviors of animals such as</p> 	<ul style="list-style-type: none"> <li>- have a good attitude towards English subjects.</li> <li>- Be confident and assertive</li> </ul> <p><b><u>Assessment Criteria</u></b></p> <p>4 means Excellent</p> <p>3 means Good</p> <p>2 means Fair</p> <p>1 means Improve</p>	<ul style="list-style-type: none"> <li>- Students learn and practice saying various phrases and phrases.</li> <li>- Students practice conversations with teachers and peers.</li> </ul> <p>According to the coordination set by the teacher.</p> <ul style="list-style-type: none"> <li>- Role-play when having a conversation by suggesting to your friend what you should or shouldn't do in different situations or places, such as:</li> <li>- Take off your shoes.</li> <li>- Do not shout.</li> </ul>

Assessment consists of

1. **Knowledge:** Reading aloud
2. **Process:** Listening Skills
3. **Attitude:** Etiquette in listening, watching

## Assessment Criteria

Assessment issues	quality level			
	Excellent (4)	Good (3)	Fair (2)	Improve (1)
1. Weather chat including seasons in Thailand and abroad.	read aloud words Idioms related to day and night have been perfectly pronounced.	Read aloud words, expressions related to day and night correctly according to pronunciation principles.	Can't read aloud words and expressions related to day and night, mostly incorrectly according to the principle of pronunciation, but still not clear.	Read aloud words and expressions related to day and night correctly according to the principle of pronunciation for the most part.
2. Air dialogue such as hot, cool, cold, windy, storm, flood, hurricane, typhoon, thunder, etc.	Read aloud English words correctly according to the principles of pronunciation for the most part.	Read aloud most English words correctly according to the principle of pronunciation, but still not clear.	Can't pronounce English words correctly according to pronunciation principles.	Read and pronounce English words correctly according to the principles of pronunciation perfectly.
3. Talking about nature around us, vocabulary, and expressions related to day and night.	Speak and respond to the weather fluently, naturally, without jamming, speaking	Speak in response to some stuttering in the air, but still able to communicate.	Talking in response to the weather in words, pausing intermittently, causing incomprehensible communication.	Can speak in response to some words of the weather, making it unable to

Assessment issues	quality level			
	Excellent (4)	Good (3)	Fair (2)	Improve (1)
	clearly, enabling communication.			convey meaning.
4. Pronounce words about the natural environment, such as cave, sea, park beach, waterfall etc.	Read aloud most English words related to the natural environment with correct pronunciation.	Read aloud most of the English words about the natural environment, but still unclear.	The pronunciation of English words related to the natural environment is not correct according to the pronunciation principle.	Read and pronounce English words related to the natural environment perfectly according to the principles of pronunciation.
5. Pronounce words related to body language, including: 	Read aloud English words correctly according to the principles of pronunciation for the most part.	Read and pronounce English words correctly according to the principles of pronunciation. Most of the time, but it's still unclear.	Can't pronounce English words correctly according to principles.	Read and pronounce English words correctly according to the principles of pronunciation perfectly.

## Quality criteria

Rating Range	Quality Level
9 - 10	Excellent
8 - 7	Good
6 - 5	Fair
4 - 1	Improved

## Unit 3 Sign is fun

Code E 12202

Additional subjects: English for Communication

Time 10 hours

**learning outcomes**

1. Choose the picture according to the meaning of the words, groups of words and sentences heard.
2. Speak to provide information about yourself and matters close to you.

**Topics/Contents**

1. talking about
  - Signs / symbols at various locations
  - Various product symbols/recommendations
  - Images/Symbols from various media

**Concept**

Reading and conversing provide information about personal matters with symbols encountered in daily life.

**Key Competencies**

Ability to communicate

**Desire Characteristics**

- Discipline
- Eager to learn

**Workpiece and workload**

Workpiece and workload	Issues/ Assessment Criteria	learning activities
1. Interactive conversation about signs/symbols at various locations. 2. Discussions about symbols/recommendations of various products.	<b>Issues</b> <ul style="list-style-type: none"> <li>- pair work</li> <li>- conversation</li> <li>- have a good attitude towards English subjects.</li> <li>- Be confident and assertive</li> </ul>	<ul style="list-style-type: none"> <li>- Students study the meanings of various symbols.</li> <li>- Students learn and practice expressions about the meaning of symbols.</li> </ul>

Workpiece and workload	Issues/ Assessment Criteria	learning activities
		<ul style="list-style-type: none"> <li>- Students practice conversations with teachers and peers.</li> <li>According to the coordination set by the teacher</li> <li>- Learn to communicate with symbols found in everyday life.</li> </ul>

### Assessment consists of

1. **Knowledge:** Reading aloud, Answering questions
2. **Process:** Listening Skills, Viewing Skills, Reading Skills
3. **Attitude:** Etiquette in listening, watching, reading

### Assessment Criteria

Assessment issues	quality level			
	Excellent (4)	Good (3)	Fair (2)	Improve (1)
1. Reading aloud words	Read the words aloud correctly according to the principles of pronunciation perfectly.	Read aloud the words correctly according to the principles of pronunciation for the most part.	Read the words aloud correctly according to the principles of pronunciation. Most of the time, but it's still unclear.	Can't read the words aloud correctly according to the principle of pronunciation.
2. Discussions about various product symbols /recommendations	Speak fluently, naturally, without jamming, speaking clearly, making it possible to communicate.	Some stuttering but still able to communicate.	Intermittently speaking in words, causing incomprehensible communication.	Can say some words, can't convey the meaning.



**Quality criteria**

<b>Rating Range</b>	<b>Quality Level</b>
9 - 10	Excellent
8 - 7	Good
6 - 5	Fair
4 - 1	Improved

## Unit 4 Sickness

Code E 12202

Additional subjects: English for Communication

Time 10 hours

**learning outcomes**

1. Answer questions from listening to sentences, conversations or simple stories with illustrations.
2. Tell your own simple needs as they sound.

**Topics/Contents**

1. talking about
  - sickness
  - Story / Dialogue
  - Foods that are useful and things that are harmful to health.
  - Practices in health care

**Concept**

Reading and informative conversation about illness.

**Key Competencies**

Ability to communicate

**Desire Characteristics**

- Discipline
- Eager to learn

**Workpiece and workload**

Workpiece and workload	Issues/ Assessment Criteria	learning activities
1. Students pronounce words related to illness. 2. Students ask and answer questions about their illness.	<u>Issues</u> <ul style="list-style-type: none"> <li>- pair work</li> <li>- conversation</li> <li>- have a good attitude towards English subjects.</li> <li>- Be confident and assertive</li> </ul>	<ul style="list-style-type: none"> <li>- Students study the meaning of illness.</li> <li>- Students learn and practice speaking idioms about being sick.</li> <li>- Students practice conversations with teachers and friends</li> </ul>

Workpiece and workload	Issues/ Assessment Criteria	learning activities
3. Students discuss food that is good and bad for health. 4. Students discuss the best practices in health care.		according to the situation that the teacher determines. - Students learn to communicate about food that is good and bad for health and simple health care practices.

### Assessment consists of

1. **Knowledge:** Reading aloud, Answering questions
2. **Process:** Listening Skills, Viewing Skills, Reading Skills
3. **Attitude:** Etiquette in listening, watching, reading

### Assessment Criteria

Assessment issues	quality level			
	Excellent (4)	Good (3)	Fair (2)	Improve (1)
1. Students pronounce words about illness.	Students read aloud all the English words about themselves correctly and clearly.	The students were able to read and pronounce English words about themselves almost correctly with no more than 3 mistakes.	Students can read aloud English words about themselves, not more than 10 words wrong.	The students read aloud some English words about themselves, with more than 10 mistakes.
2. Students ask and answer questions about their illness.	The students spoke and answered about their illness accurately and fluently.	The students spoke and answered about their illness and had some stutter. They were correct and fluent.	The students spoke and answered about their illness, some stuttering and communicating unclearly.	The students spoke and answered about their illness rather slowly and could not communicate.

Assessment issues	quality level			
	Excellent (4)	Good (3)	Fair (2)	Improve (1)
3. Students discuss healthy and unhealthy foods.	Students are able to accurately discuss foods that are healthy and harmful to health.	Students can discuss what foods are good and what are bad for their health. and no more than 5 mistakes	Students can talk about food that is good and bad for health and not more than 10 characters.	Students can discuss more than 10 healthy and harmful foods and mistakes.
4. Students discuss health care practices.	Students can speak fluently. Naturally, eye contact with the listener. Appropriate facial expressions and gestures.	The student speaks fluently and naturally, eye-to-eye contact with the audience. There are a few facial expressions and gestures.	The student speaks fluently but does not naturally make eye contact with the audience.	The students spoke as though they were memorizing, with occasional eye contact with the audience.

### Quality criteria

Rating Range	Quality Level
9 - 10	Excellent
8 – 7	Good
6 – 5	Fair
4 – 1	Improved

# Unit design framework

## Grade 2

**Unit 1 Hello friends!**

Code E 12202

Additional subjects: English for Communication

Time 10 hours

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**learning outcomes**

1. to obey simple commands and requests heard or read.
2. Ask and give simple information about yourself. and friends according to the way they listen.
3. Speak to give information about yourself and matters close to you. Answer questions from listening to sentences, conversations or simple stories with illustrations.

**Topics/Contents**

1. Vocabulary, expressions, and sentences used to ask for and give information about yourself and your friends, such as What's your name?, My name is..., How are you?, I am fine.
2. Words and sentences used in speaking to give information about oneself, such as name, age, shape, height, and calling things.
3. Introduce yourself such as 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./ Nice to see you too./ Goodbye / Bye / See you soon/ later/ Thanks/ Thank you/ Thank you very much/ You're welcome.

**Concept**

- Self-introduction, such as self-introduction.
- Giving information about friends.

**Key Competencies**

Ability to communicate

**Desire Characteristics**

- Discipline
- Eager to learn

**Workpiece and workload**

Workpiece and workload	Issues/ Assessment Criteria	learning activities
1. Speak and write self-introduction 2. Give information about friends 3. Role play	<u>Issues</u> - Writing about introduce yourself - Speaking about introduce yourself - Giving information about friends - role play	<ul style="list-style-type: none"> <li>- Students practice pronunciation of words following the teacher by using word cards and using sentence strips to practice asking and answering in self-introduction conversations.</li> <li>- Students pair up to practice Q&amp;A in self-introduction conversation.</li> <li>- Divide students into groups and practice saying hello and introducing yourself one by one within the group.</li> <li>- Q&amp;A students give information about their friends.</li> <li>- Students take turns saying command sentences and follow them in pairs. Take turns saying command sentences and follow the instructions that have been trained.</li> <li>- Students are paired to choose their favorite situation. Role play in front of the class to exchange, learn and share, evaluate the work.</li> </ul>

#### Assessment consists of

1. **Knowledge:** Reading aloud, answering questions and writing
2. **Process:** Listening skills, viewing skills, reading Skills and writing skills
3. **Attitude:** Etiquette in listening, watching, reading and writing

## Assessment Criteria

Assessment issues	quality level			
	Excellent (4)	Good (3)	Fair (2)	Improve (1)
1. Writing a self-introduction	write spelling words correctly	Spell most of the words correctly.	There are some spelling mistakes in writing.	Write a lot of spelling mistakes.
2. Self-introduction	Speak introducing yourself fluently, naturally, without stuttering, speaking clearly.	Introduce yourself, there are some stuttering.	Stop introducing yourself at intervals.	Can't introduce myself.
3. Giving information about friends	Speak fluently about friends Natural, unobtrusive, speaking clearly.	Can give information about friends There are some stutters.	Intermittently give information about your friend.	Can't give information about friends.
4. Role play	Acting naturally, fluently, clearly	Acting naturally, fluently, but not clearly.	Acting naturally, some stuttering is not clear.	Can't play role-plays naturally, there are some stutters. Some pauses and it's unclear.

## Quality criteria

Rating Range	Quality Level
9 - 10	Excellent
8 - 7	Good
6 - 5	Fair
4 - 1	Improved



## Unit 2 School Again

Code E 12202

Additional subjects: English for Communication

Time 10 hours

**learning outcomes**

1. Read aloud words, spell words, read groups of words, sentences and lines in simple chant, correct according to the principles of reading.
2. Choose/specify images or symbols or marks that correspond to the meaning of sentences and short messages heard.
3. Use simple commands and requests as they sound.

**Topics/Contents****Orders and requests used in the classroom**

1. Orders such as Give me a/an.../ Draw and color the picture./ Put a/an...in/on/under a/an.../ Don't eat in class. etc.
2. Requests Words such as Please take a queue/ Take a queue, please/ Don't make a loud noise, please/ Please don't make a loud noise/ Can you help me, please? etc.
3. Providing information about the days of the month such as How many day are there in .....?, There are.....days in .....
4. Vocabularies about subjects such as math, art, English, computer, Thai, music, P.E. (Physical Education), social
5. Vocabularies about things in the classroom such as pen, pencil, chair, desk, map, book, mop, eraser, ruler, table, broom, blackboard, bag, bin, duster, window, door, notebook
6. Vocabularies about rooms in the school such as

**Concept**

- Speaking greetings in class.
- Follow orders and requests used in the classroom.
- Speaking about the classroom. Introducing various places in the school area.
- Asking and answering questions about the subjects that can be learned.

## Key Competencies

Ability to communicate

## Desire Characteristics

- Discipline
- Eager to learn

## Workpiece and workload

Workpiece and workload	Issues/ Assessment Criteria	learning activities
1. Conversation greetings in class 2. Able to follow instructions and requests used in the classroom. 3. Speak to give information about the classroom and introduce places in the school area. 4. Asking and answering about the subjects that can be learned.	- Conversation greetings in class used in the classroom. - Follow orders and requests - Speak to give information about the classroom, introduce various places in the school area. - Asking and answering questions about the subjects that can be learned.	- Students chat greetings in class. - Play word guessing games related to the classroom, subjects, objects - Match the command line, the request sentence used in the classroom with the picture, then read it according to the teacher. - Students listen and practice pronouncing simple sentences to provide information about various places in the school area, ask and answer about the subjects they are studying, take turns asking and taking turns answering.

## Assessment consists of

1. **Knowledge:** Reading aloud, answering questions and writing
2. **Process:** Listening skills, viewing skills, reading Skills and writing skills
3. **Attitude:** Etiquette in listening, watching, reading and writing

## Assessment Criteria

Assessment issues	quality level			
	Excellent (4)	Good (3)	Fair (2)	Improve (1)
1. Greeting in the classroom	Speak and greet in class fluently, naturally, without jamming, speaking clearly.	Greeting in the classroom, there are some stutters.	Intermittently pause the class greeting conversation.	Can't say greeting in the classroom by yourself.
2. Comply with instructions and requests used in the classroom.	Follow orders accurately and fluently.	Follows instructions correctly but is quite slow.	Fulfilling orders is not very accurate and quite slow.	Very few follow orders correctly.
3. Giving information about the classroom, introducing places in the school area	Speak information fluently, naturally, not stuck, speak clearly, enabling communication.	Speaks to give information with some interruption, but still able to communicate.	Speak information in words, pausing intermittently, resulting in inaccurate communication.	Speak to give some information, making it impossible to convey meaning.
4. Asking and answering questions about the subjects studied.	Asking and answering questions correctly and fluently.	Asking and answering has some stammering, correct and fluent.	Asking and answering, there were some stutters, and the communication was unclear.	Asking and answering late, unable to communicate.

## Quality criteria

Rating Range	Quality Level
9 - 10	Excellent
8 - 7	Good
6 - 5	Fair
4 - 1	Improved

## Unit 3 Yummy food

Code E 12202

Additional subjects: English for Communication

Time 10 hours

**learning outcomes**

1. Answer questions from listening to or reading sentences, conversations or simple tales.
2. Tell your own needs simply by the way you hear them.
3. Tell your own feelings about things close to you or activities according to the way you listen.

**Topics/Contents****Food and Drinks**

1. Tell the vocabularies, phrases and sentences about Food and Drinks, Fruit, Vegetables such as What's this/that? What food/drink do you like?
2. interrogative sentence (Wh-questions)
3. Sentences to ask and answer about desired food
 

A: What do you want to eat?	B: I want (ชื่ออาหาร), please.
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4. Sentences to ask and answer about desired food
 

A: Do you want (ชื่ออาหาร) ?	B: Yes, please./No, thank you.
A: What do you want to eat ?	B: I want a/an/some (ชื่ออาหาร).
5. Sentences used to express food needs such as I want \_\_\_\_, please.
6. Social etiquette, such as facial expressions and gestures of acceptance or rejection.
7. Language and cultural activities such as playing games and singing songs

**Concept**

- Learning food vocabulary.
- Using sentences to express their needs.
- Asking and answering questions about desired food is a way to learn English for communication and exchange of information about oneself and others in daily life.

**Key Competencies**

Ability to communicate

Ability to thinking

### Desire Characteristics

- Discipline
- Love being Thai
- Have public mind

### Workpiece and workload

Workpiece and workload	Issues/ Assessment Criteria	learning activities
1. Pronouncing words about Food and Drinks, Fruit, Vegetables. 2. Using sentences to express one's needs. 3. Asking and answering about desired food.	<b>Issues</b> - Pronounce and write words - Speak to provide information about their needs. - Asking and answering about the food you want to use for communicating and exchanging information about yourself. and others in daily life	- Students discuss food in class. - Play word guessing games related to food, beverages, vegetables and fruits - Students listen and practice pronouncing simple sentences. to provide information about the food they want - Students are paired with friends to chat. Ask and answer about the food you want by taking turns asking and answering to exchange information about yourself and others.

### Assessment consists of

1. **Knowledge:** Reading aloud, answering questions and writing
2. **Process:** Listening skills, viewing skills, reading Skills and writing skills
3. **Attitude:** Etiquette in listening, watching, reading and writing

## Assessment Criteria

Assessment issues	quality level			
	Excellent (4)	Good (3)	Fair (2)	Improve (1)
1. Pronouncing words about Food and Drinks, Fruit, Vegetables	Read aloud and write every word correctly and clearly.	Can read aloud and write words correctly, but not all words are clear.	Can read aloud and write some words and still not clear.	Incorrect and unclear pronunciation and writing of words.
2. talk about their needs	Speak clearly and accurately to provide information about one's own needs.	Speaks to provide information about one's own needs most accurately.	Inability to speak fluently about one's own needs.	Can't speak and give information about your own needs.
3. Ask and answer about the food you want to use to communicate and exchange information about yourself and others in daily life.	Able to speak, ask and answer questions about food that one wants, and communicate and exchange information about oneself and others in daily life fluently and naturally without interruption.	Can talk, ask and answer about food you want, and communicate and exchange information about yourself and others in everyday life without interruption naturally.	Speak, ask and answer about the food that you want to give information word by word, pausing intermittently, causing incomprehensible communication.	Talk, ask and answer about the food that you want to give some information, making it impossible to convey meaning.

**Quality criteria**

<b>Rating Range</b>	<b>Quality Level</b>
9 - 10	Excellent
8 - 7	Good
6 - 5	Fair
4 - 1	Improved

## Unit 4 Around Town

Code E 13202

Additional subjects: English for Communication

Time 10 hours

**learning outcomes**

1. Speak in response with short and simple words in interpersonal communication according to the model heard.
2. Categorize words according to the types of people, animals, and things that are heard or read.

**Topics/Contents****Food and Drinks**

1. Speaking and reading aloud words related to places and vehicles.
2. Words, phrases, and sentences that are meaningful about places and vehicles
3. Speak in response with simple short words in interpersonal communication such as Excuse me. Thank you.
4. Using the sentences (Should/Shouldn't)
5. Question and answer sentences about the location of a place.
  - A: Where's the (place)?
  - B: It's (positional preposition) (place)
6. Question and answer sentences about how to get to different places.
  - A: Does he/she go to (place) by (vehicle)?
  - B: Yes, he/she does. /No, he/she doesn't.
7. The use of listening/speaking language in simple situations that occur in the classroom.
8. The use of foreign languages in collecting relevant vocabulary from various media.

**Concept**

- Learning vocabulary about places, vehicles.
- Using sentences to tell what to do / what not to do.
- Use of prepositions to indicate location.
- Using sentences to ask and answer about the location of a place.
- Asking and answering about how to travel to different places is to learn English for communication and exchange of information in daily life.



### Key Competencies

Ability to communicate

Ability to thinking

### Desire Characteristics

- eager to learn
- Commitment to work

### Workpiece and workload

Workpiece and workload	Issues/ Assessment Criteria	learning activities
<p>1. Speaking and reading aloud words related to places and vehicles.</p> <p>2. Correct use of should/shouldn't sentences.</p> <p>3. Question and answer sentences about the location of the place.</p> <p>4. Question and answer sentences about how to travel to different places.</p>	<p><b>Issues</b></p> <ul style="list-style-type: none"> <li>- Pronounce and write words</li> <li>- The use of command. sentences to tell the dos and don'ts correctly.</li> <li>- Speaking Q&amp;A about the location of the place.</li> <li>- Q&amp;A about how to get to different places.</li> </ul>	<ul style="list-style-type: none"> <li>- Students speak aloud and write words about places and vehicles.</li> <li>- Pair up to practice asking and answering questions that begin with sentences, such as Should/Shouldn't. Ask questions about what they should or shouldn't and answer with Yes, I should. or No, I shouldn't.</li> <li>- Discuss how to use prepositions for places on the map.</li> <li>- Speaking Q&amp;A about methods travel to different places.</li> <li>- Discuss what the students see on the map.</li> </ul>

### Assessment consists of

1. **Knowledge:** Reading aloud, answering questions and writing
2. **Process:** Listening skills, viewing skills, reading Skills and writing skills
3. **Attitude:** Etiquette in listening, watching, reading and writing

### Assessment Criteria

Assessment issues	quality level			
	Excellent (4)	Good (3)	Fair (2)	Improve (1)
1. Pronounce and write words.	Read aloud and write all words correctly and clearly.	Read aloud and write words and words correctly, but not all words are clear.	Can read aloud and write words and words with some and still not clear.	Can read aloud and write words incorrectly and unclearly.
2. The use of imperative sentences to accurately tell the dos and don'ts.	Use command sentences to tell dos and don'ts accurately and fluently.	Use command sentences to tell dos and don'ts correctly but rather slowly.	Using command sentences to tell dos and don'ts is rarely correct and quite slow.	Uses very few command sentences to tell the dos and don'ts accurately.
3. Speaking Q&A about the location of the place	Speak and answer questions about the location of the place fluently and naturally without interruption.	Q&A about the location of some stuttering places.	Speaking Q&A about the location of the place word for word makes communication unclear.	Can speak Q&A about the location of the place, making it impossible to convey the meaning.
4. Speaking Q&A about how to get	Speak and answer questions about how to travel to	Q&A about how to travel to different places	Asked and answered about how to travel to	Speaking Q&A about how to travel to various

Assessment issues	quality level			
	Excellent (4)	Good (3)	Fair (2)	Improve (1)
to different places.	various places correctly and fluently.	There are some stuttering, correct, fluent.	different places, there were some stutters, and communication was unclear.	places is quite slow and unable to communicate.

### Quality criteria

Rating Range	Quality Level
9 - 10	Excellent
8 - 7	Good
6 - 5	Fair
4 - 1	Improved

Measurement and  
evaluation of learning  
outcomes

## Measurement and evaluation of learning outcomes

Baan Sankamphaeng School sets the criteria for measuring and evaluating the learning of learners of additional English subjects covering knowledge, skills, processes and characteristics according to the learning standards of the curriculum with the aim of measuring and evaluation for

- Develop learners
- To judge the academic results and set the following measurement and evaluation guidelines.

1. Forms of measurement and evaluation are as follows:

### 1.1 Assessment before class

- Assessment of readiness and baseline of learners
- Assessment of knowledge of the subject to be studied before learning

### 1.2 Assessment during class

- Assessment with personal communication
- Assessment from practice
- Assessment based on real conditions

### 1.3 Evaluation after school

- Assessment after school
- Assessment after school year end

By evaluating the learning results according to the learning outcomes, which have set the ratio The score during the course and the end of the year test is 80: 20.

## 2. Methods of measurement and evaluation

In measuring and evaluating to obtain information that emphasizes the true abilities and characteristics of learners, a variety of methods and tools must be used, for example:

**2.1 The test is an assessment** to check knowledge, ideas and progress in learning subjects.

There are many types of measurement tools such as multiple choice, written response, narration, short fill-in, true-wrong and catch. couple etc.

**2.2 Observation** is an assessment of behavior, emotion, learner interaction, relationship during group work, cooperation in work, planning, patience, problem-solving methods, work

fluency, tool use. Various during teaching and doing various activities, observations that teachers can do at any time, which may be formally observed.

By determining the time and person to observe, or informal observation, which is an observation by analyzing the elements of the observed object, setting criteria and traces that will be used as a guideline for observation and then preparing a checklist. (checklist) and estimation (rating scale)

**2.3 The interview** is a conversation, questioning, talking to find information that is not clearly visible in what students behave in project work / project work, group work, daily routine, interview informants, may as for the students themselves, their colleagues, as well as their parents, interviews may be formalized on a fixed date, time and subject. And informal interviews are not specific conversations. This will create a good relationship and get clear information consistent with the real situation. In which the teacher will ask questions in advance so that we can talk to the point.

**2.4 Practical assessment**, it is an action assessment, an action to assess the creation of work, completion, demonstration, demonstration of skills and abilities that learners show in their work. Practical assessments must be prepared with assessment tools such as scoring rubric, rating scale and checklist, etc.

**2.5 Scoring rubric** is an analysis of components and issues to be assessed. To characterize the quality of a job or action as a quality or quantity level or competency level to guide the assessment. And it is important information for teachers, parents or other interested people to know what a student learns, how much he can do and what the quality of work or workload is. The assessor may give overall scores or classify the components.

**2.6 Portfolio assessment** is an assessment of the ability to produce works integrating knowledge, experience, effort, feelings, opinions of students arising from the collection, collection of works, selection Contributions and reflections on the works including performance evaluation The portfolio assessment assesses creative management. Evidence showing knowledge and competency in the work which shows the achievement and potential of learners in that subject matter.

### 3. Measurement and Evaluation workload/piece

- observation form
- Interview form
- activity sheet
- Practice/Quiz

### 4. Measurement and evaluation tools workload/piece

- observation record form
- Interview record form
- activity record form
- Practice notes/tests

### 5. Measures and evaluations are:

- teachers
- learner
- friend
- parent

### 6. Criteria for judging the assessment results of learning subjects

judging criteria, the foreign language learning subject group (English) must have a combined assessment score on knowledge, skills/processes, and characteristics. divided into the following learning outcome levels:

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

## 7. Judging Criteria English course

7.1 Learners must have at least 80 percent of the total study time.

7.2 Learners must have a pass assessment score of 50 percent of the learning outcomes.

Passed learning results must have Assessment results 65 percent of all learning outcomes.

7.3 Learners must be judged on the Thai language subject at level 1 or higher.

7.4 Learners must have assessment results for reading, thinking, analyzing and writing English subjects passed level.

7.5 Learners must have desirable characteristics assessment results. English language course passed level.



# Glossary

## Glossary

### **Guessing the meaning from the context (Context Clue)**

Guessing the meaning of unknown words or phrases without opening a dictionary. It is guessing the meaning by guiding from the words or texts surrounding the words or texts read to help understand or interpret the meanings of words or texts that do not understand the meaning.

### **Transforming the information**

Transforming the information that the sender wants to communicate to the receiver to understand the meaning in the desired format, such as transferring information that is a word, sentence or text into information that is a graph, symbol, picture, diagram, chart, table, etc. or transferring information that it can be graphs, symbols, pictures, charts, charts, tables, etc., into words, sentences, or text.

### **Communication skills**

Listening, speaking, reading and writing skills, which are tools for receiving and delivering messages in that language in a meaningful, fluent, accurate and clearly accessible manner.

### **Nursery rhyme**

Poem for children with rhyming words and melodious to make it easy to remember

### **Short play (Skit)**

A short piece of writing or play with gestures and speech. make fun It may be a story from a story, a novel, the lives of people, animals, things, or excerpts from writings.

### **Body language**

Communication by using gestures instead of words or gestures with words to clarify the meaning. Gestures may be expressed such as facial expressions, eye contact, head movements, hands raised, nodding, raised eyebrows, etc.

### **Native speaker culture**

The way of life of people in a society that uses that language, ranging from ways of eating, dressing, working, resting, expressing emotions, communicating values, thoughts, beliefs, attitudes, customs, traditions, festivals, celebrations and manners, etc.

### **Non-text information**

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