

*Curriculum and
Assessment Guide for
Parents 2017-18*

Year 8



REGENTS INTERNATIONAL SCHOOL
PATTAYA
A NORD ANGLIA EDUCATION SCHOOL

Life After Levels

In June 2016 Regents International School decided to review and adapt our assessment policy to reflect current research related to the impact of assessment on progress.

The school decided to remove away from National Curriculum levels as we believe that they weren't transparent enough for parents and didn't allow students to understand how to improve their own learning.

Each department developed 20 'End of Year Learner Profile' statements. Subject teachers were asked to look at the IB Diploma and iGCSE courses and decide which skills needed to be developed in Key Stage 3 in order to fully prepare students for these courses. The 20 'End of Year Learner Profile' statements' form a map of how students will progress through Key Stage 3 and is focussed on allowing students to fully master all knowledge, understanding and skills in preparation for the next stage of their education.

Assessment Scale

For Key Stage 3 student data is recorded using a four-point scale

Each point on the scale can be loosely equated to Bloom's taxonomy of thinking skills (see overleaf).

1. Working below year group expectations	2. Working towards year group expectations	3. Achieving year group expectations	4. Exceeding year group expectations
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Assessment decision are based upon each department's 'End of Year Learner Profile'. The Learner Profile outlines 20 subject specific skills that all students within the year group should be able to do by the end of the academic year.

Assessment of each unit of work focuses on a small number of statements within the learner profile and most statements are assessed more than once each year so allow students to demonstrate progression.

Feedback

In lessons students are given specific feedback that relates to one of the 'End of Year Learner Profile' statements that is currently being assessed. This allows students to receive very specific and personalised feedback, which will allow them to progress at their own pace.

Teachers will not label students using the assessment scale. Instead they will be given written or verbal feedback linked only to the 20 'End of Year Learner Profile' statements.

Although this is a sizeable change in how students receive feedback we believe that it allows students to explore their own learning and understand the key topics, skills and knowledge within each subject.

Assessment Framework

4. Exceeding year group expectations

- Wider application of skill or knowledge
- Demonstrates understanding beyond current objectives
- Able to work independently and support others

3. Achieving year group expectations

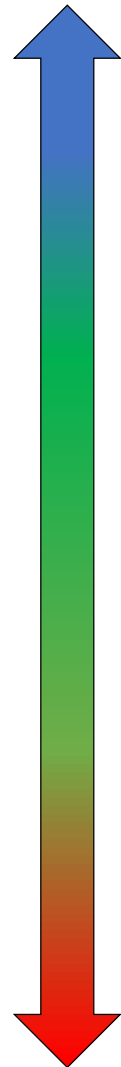
- Application of skill or knowledge
- Evidence of understanding
- Able to work independently

2. Working towards year group expectations

- Revisiting skill or knowledge
- Evidence of understanding
- Increasing independence

1. Working below year group expectations

- First contact with skill or knowledge
- Requires significant support to access



Higher order

Lower order

Bloom's Taxonomy

Analysing
Synthesising
Evaluating

Applying

Comprehending

Knowing

Art

Curriculum Outline

Please note this is subject to change, exact media and outcomes may vary due to availability of materials and as a department we feel it is important to be able to respond to topical events and global campus opportunities

Term 1.1 and 1.2

Pattern and Texture

Through a range of drawing activities and a lino cut final outcome students will:

- Develop skills in exploring pattern and texture in drawing
- Learn the process of developing a motif and a pattern design
- Explore compositional devices such as symmetry, asymmetry, rotation, repetition
- Develop an understanding of the process of reduction printing and lino cutting and skill in handling the technique
- Consider colour schemes and grounds to print on
- Make links to the work of other artists such as William Morris and Charles Rennie Mackintosh comparing styles and identifying the key features of an artist's style

Term 2.1

Cross curricular project: Plastics

Raising awareness of the global impact plastic is having on our planet through art

- Explore the aesthetic properties of unorthodox materials such as plastic waste
- Develop manipulative skills in handling a range of materials creatively and inventively
- Apply their existing understanding of material properties and characteristics
- Explore the wide ranging work being done by artists (such as Bordallo 2 and Mandy Barker) to raise awareness of the problems with waste and plastic
- Make choices about what media to work with and how to manipulate that media to communicate a message

Term 2.2

NAE Visual Art Competition

Students will produce a piece of work in response to a short story from the creative writing competition. Our focus will be on developing a composition, pattern and texture

Term 3.1 and 3.2

Ceramics

Students will produce a ceramic pot using coil technique

- Learn to handle malleable materials with control and intent
- Refine skills in hand building ceramic techniques
- Develop understanding of the techniques of surface embellishment of ceramic work
- Make links to the work of other artists and craftspeople
- Consolidate and use terminology specific to ceramics work

Art Assessment Criteria

1	Build on their understanding of how to use line, tonal shading and mark making to explore shape, form, space and surface qualities, producing more sustained and detailed drawings in a wider range of media
2	Consider composition and light when taking own photographs as research
3	Begin to focus on the key qualities / characteristics of a subject in their observational studies
4	Collect and use a range of visual source material appropriate to a theme
5	With guidance use appropriate visual elements to explore the key qualities/characteristics of a subject
6	Refine control of basic drawing tools to sketch, shade, create marks
7	Refine techniques and experience more challenging techniques (eg. lino printing) using a range of 2D and 3D media
8	Refine their understanding of the qualities of different art media and begin to make selections to demonstrate this understanding
9	Select and use materials and media confidently with basic tasks
10	Explain and justify choices you make about the imagery and / or media you work with
11	Make increasingly more well informed aesthetic choices as your understanding of the visual elements grows
12	Communicate personal ideas in visual forms showing increasing maturity in theme/ content
13	Begin to give reasons for the reasons you did or did not do something and the choices you made whilst working
14	Through guided analysis activities learn to compare and comment on ideas, methods and approaches used in specific art works
15	Expand subject specific vocabulary and begin to use when discussing art works, (often with prompts/ word banks)
16	Produce own work which shows understanding of the characteristics and techniques of other artists
17	Use self and peer assessment to improve your understanding of the success criteria and help you to realise your intentions
18	Review and modify work in progress
19	Write about how you made your work and the success stages
20	Share materials and space and follow expectations for handling art resources and equipment

Computing

Curriculum Outline

Topic 1

Digital Imaging

The students learn about resolution and how to identify the quality of images. Students learn a range of skills using Adobe Photoshop, creating and manipulating images.

Topic 2

Computer Crime and Cyber Security

Students will learn how to stay safe online and how computer crime and cyber security affects society,

Topic 3

Introduction to Python

Python is high-level programming software where the students will learn how to design algorithms and create mini programs.

Topic 4

Grand Designs

The students will plan and design a holiday home using 3D software. They will research their target audience and the purpose of their idea and evaluate the success.

Topic 5

Spreadsheet Modelling

Students will learn how to create an effective spreadsheet. They will learn how a spreadsheet is used everyday life.

Computing Assessment Criteria

1	Determine the ethical issues surrounding the application of IT and the existence of legal frameworks governing its use (DPA, CMA, Copyright, Computers at work Act etc)
2	Outline a range of ways to use technology and online services securely and safely, and identify and report inappropriate conduct.
3	Explain and justify how the use of technology impacts society
4	Show a clear sense of audience and purpose when creating IT solutions
5	Search effectively using different search engines and recognise how search engines rank results
6	Evaluate the reliability and trustworthiness of information sources, effectively citing sources.
7	Create multimedia products that involve designing, selecting, using and combining multiple applications across a range of devices.
8	Evaluate and justify the appropriateness of digital devices by designing criteria to critically evaluate the quality of solutions.
9	Gather and analyse user feedback, identifying improvements to refine the solution
10	Determine the hardware and software components that make up computer systems, and how they communicate with one another and other systems
11	Recognise data transmission between computers over networks including the internet.
12	Create webpages using key HTML tags, HEX codes and CSS, applying them appropriately.
13	Create, design, manipulate and test computer models, describing how they represent real world problems.
14	Design and use software tools to create an appropriate database, understanding the need to manipulate data to perform calculations within a database
15	Explain how instructions are stored and executed within a computer system
16	Solve Boolean logic problems and describe some of its uses in programming.
17	I can solve a computational problem
18	Use two or more programming languages to solve a variety of computational problems
19	Describe several key algorithms that reflect computational thinking, use logical reasoning to compare the utility of alternative algorithms for the same problem.
20	Evaluate a computer programme that models the behaviour of real-world problems.

Design and Technology

Curriculum Outline

Term 1.1

Material Science Intermediate (Core Unit)

In this unit, students can develop on the previous year's understanding of material science and further develop it to include product Life Cycle Analyses (LCA). Student must be able to demonstrate and apply their understanding of where materials come from, how they are processed into a usable form, assembled and then distributed around the world. Students must demonstrate an understanding of how these products are disposed of and the impact this has on the environment.

Term 1.2

Electronics and Robotics Specialist Unit (Optional Unit)

In this unit, students learn about how to assembly and programme electronic circuits to enable them to create electronic products.

Students must understand basic electrical and electronic principles of circuit design and microchip architecture. They need to know how to design and make an electrical and electronic circuits and how to programme them. They need to be able to design and make an electronic product to meet the needs of a user group.

Term 2.1

Manufacturing Intermediate Unit (Core Unit)

In this unit, students to explore the use of rapid manufacture related to modelling conceptual ideas. Student must demonstrate an understanding of the broad categories of how materials are shaped using wasting, forming, moulding and additive techniques. Students must also be able to demonstrate the understanding of **conceptual, graphical, physical and 3D modelling**, enabling them to effectively test and communicate an idea.

Term 2.2

Design & Innovation Project (Core Unit)

In this unit, students learn about the importance of design innovation and get the opportunity to apply this in the real world by designing and making prototype products for clients within the school.

Students use the design process, in a fluid and iterative manner, to solve a design problem which is related to a need within the local environment. Students are placed in groups and are given design briefs, collected from teachers, parents, managers around the school and are asked to develop marketable solutions. Ideas are developed into products and these products are then sold to clients around the school.

Term 3.1

Specialist Skills Testing (Core Unit)

Students are taught and tested on their ability to use a full range of machines and portable equipment to develop their skill base and prepare them for the real world of work. All students are given the opportunity to develop competence on tools and machinery in line with the requirements of the Design & Technology Association and are assessed to BSI Standards.

Term 3.2

Examination preparation and revision. Students spend time preparing for their End of Year examination by creating and sharing revision materials and creating micro teaching lessons.

Design and Technology Assessment Criteria

1	To be able to use the design cycle, iteratively, to produce a user centred, marketable product, sold to an end user at school.
2	To be able to build and programme an electronic circuit capable of measuring and responding to an analogue and digital input.
3	To be able to name 4 main material categories and explain how they are processed from raw materials to a final product.
4	To be able to apply Life Cycle Assessment (LCA) to a product and understand its impact on the environment.
5	To be able to describe how materials are used to support loads within a range of structures.
6	To be able to use range of workshop machines and power tools to a competent standard as described by BS 4163:2014.
7	To be able to differentiate the advantages/disadvantages, end users and application of 6 different drawing standards.
8	To be able to use 6 drawing techniques to effectively communicate an idea.
9	To be able to apply the design process (iteratively) to an open ended engineering based problem within a range of constraints using holistic education (STEAM).
10	To be able to successfully work as a team, understanding key roles, responsibilities and demonstrating effective communication.
11	Students need to demonstrate an understanding of the range of career opportunities in D&T relating to a range of fields.
12	To demonstrate skills on how to conduct primary research to find real problems with real marketable opportunities.
13	To demonstrate a range of design thinking skills which are used to stimulate creativity in support of the design process.
14	To be able to demonstrate a disassembly of an existing product, which contains at least 3 different material categories, and describe the materials and processes used to create it.
15	To be able to demonstrate knowledge of the main manufacturing categories of forming, cutting, joining and finishing, the advantages/disadvantages and application.
16	To be able to demonstrate knowledge and practice of a range of physical and computational modelling techniques used to effectively test and communicate an idea to solve a problem.
17	To be able to apply usability testing to gain feedback and improve an existing design.
18	To be able to create their own revision materials for end of topic/year exams.
19	To show evidence of reflexive practice regarding how the student has developed their own learning practice within the subject and how this has manifested itself within their own flight path.
20	To show evidence of developing others by supporting their ideas, knowledge, skills and practice or through encouragement to exceed their own flight path.

Drama

Curriculum Outline

Term 1.1

Refugees – developing devising skills and the application of drama strategies to the exploration of the plight of refugees.

Term 1.2

Masks – learning to act with Trestle masks, developing physical detail and control.

Term 2.1

Curious Incident of the Dog in the Nighttime – working with the English department (who will be studying language in the play with students) to develop understanding of using theatre to convey the world as seen by one person.

Term 2.2

Shakespeare / Physical Theatre

Term 3

Puppetry– an introduction to the skills involved in hand puppetry, muppetry and bunraku / Script writing

Drama Assessment Criteria

1	Be able to deliver lines with some expression
2	Be able to use my voice with creativity.
3	Be able to select and control appropriate vocal skills with some subtlety.
4	Be able to use my voice with clarity and control showing understanding of the link between voice and the role.
5	Show awareness of proxemics in my positioning on stage.
6	Be able to use my face and body creatively.
7	Be able to select and control appropriate physical skills with some subtlety.
8	Be able to use my physicality with subtlety showing a link between movement and role.
9	Be able to plan and structure performances that make use of a range of techniques.
10	Be able to create a piece of performance within a given dramatic form.
11	Be able to successfully communicate meaning and achieve effect through my use of the dramatic medium.
12	Be able to interpret a theme and apply a stylistic approach successfully in my work.
13	Be able to experiment with my voice and movement to create or present different characters.
14	Be able to characterise with clarity and imagination.
15	Be able to sustain a physical and vocal characterisation throughout a short performance.
16	Be able to listen and respond appropriately for my character.
17	Be able to reflect positively on my own and others' work, identifying strengths and suggesting improvements.
18	Be able to make good use of dramatic terminology.
19	Be able to make thoughtful insights when I reflect on performances.
20	Be able to show depth of thinking and understanding of the dramatic medium in my responses.

English

Curriculum Outline

Term 1.1

Speech Competition:

Students use persuasive language techniques to write a speech on a topic of their choice.

Term 1.2

Novel:

Students study a novel as a whole class, developing understanding of character, themes and techniques used by the writer through close analysis. They then apply this understanding to their own piece of writing.

Term 2.1

Drama:

Students look at key scenes from a modern play then use their knowledge of events and character to perform a scene. They also show understanding of a main character by writing from their perspective.

Term 2.2

Poetry:

Students study a range of different forms of poetry linked to World War Two and other conflicts. They analyse how poets present their ideas through a range of features and apply these to their own descriptive writing.

Term 3.1

Assessment Week Preparation:

Students look at a variety of non-fiction texts and review how to answer a range of comprehension and analysis questions. They also revise different writing forms and practise answering questions in exam conditions.

Term 3.2

Media:

As a final review of the year, script and record news podcasts about school events, such as Round Square week.

English Assessment Criteria

1	Read and understand texts, selecting material appropriate to purpose and collating from different sources
2	Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader
3	Develop and sustain interpretations of writers' ideas and perspectives, and making comparisons and cross-references as appropriate
4	Understand texts in their social, cultural and historical contexts
5	Use a range of effective and imaginatively selected, appropriate vocabulary
6	Use a range of accurately spelt, challenging words
7	Use a range of sophisticated punctuation accurately
8	Use a range of sentence structures for clarity, purpose and effect
9	Organise your sentences to form a clearly structured paragraph
10	Organise your paragraphs using structural features to support cohesion across a whole text
11	Use and adapt forms appropriate to task and purpose in ways which engage the reader
12	Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content
13	Listen to and respond to others, including in pairs and in groups, shaping meanings through suggestion, comments and questions
14	Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues

NB: Due to the nature of the English Curriculum this subject use 14 Core Statements and then break them down into subject specific categories, i.e. speaking and listening, writing, etc.

English as a Second Language

Curriculum Outline

Term 1.1

Students will learn to both speak and write to inform and explain persuasively. They are practicing on developing grammar and vocabulary. Individual speaking and listening

Term 1.2

Studying a novel. **Charlie and the Chocolate Factory**. Understanding key events, character and themes. Cont. developing grammar and vocabulary. Reading aloud, conversation and discussion.

Term 2.1

Drama. The Invisible Man playscript.

Understanding key events, character and themes. Cont. developing grammar and vocabulary. Reading aloud, conversation and discussion. Acting out sections and discussions.

Term 2.2

Drama Continuation.

Understanding key events, character and themes. Cont. developing grammar and vocabulary. Reading aloud, conversation and discussion. Acting out sections and discussions.

Term 3.1

Jurassic Park

Use film as stimulus for developing vocabulary, grammar and writing. Focus on developing listening comprehension skills. Further development on grammar, vocabulary and sentence structuring.

Term 3.2

The Hobbit 2

Film studies continued

Developing vocabulary, grammar and writing. Focus on developing listening comprehension skills. Further development on grammar, vocabulary and sentence structuring.

Geography

Curriculum Outline

Term 1.1

Understanding physical process and human interaction at various scales and the need for varying management techniques through the study of coasts

Term 1.2

As above, plus the development of Geographical skills and an internal investigation based upon external fieldwork.

Term 2.1

To understand the nature and impacts at various scales of disaster management, by the study of a viral outbreak. To plan effectively for the immediate and future requirements of the impacted population.

Term 2.2

To understand the nature and impacts at various scales of disaster management, by the study of a viral outbreak. To plan effectively for the immediate and future requirements of the impacted population.

Term 3.1

To understand the components of population change and the consequences of population momentum. To analyse critically the various methods of population control.

Term 3.2

As above plus internal examinations

Geography Assessment Criteria

1	Record mostly accurate information about places and environments across a range of scales.
2	Understand some geographical ideas and apply understanding to link some concepts.
3	Mostly identify all the main continents, major countries and capital cities.
4	Locate the main areas of high density and low population regions.
5	Understand key differences (Human and Physical) of coastal areas.
6	Mostly use map skills and GIS with confidence.
7	Use 4 and 6 figure grid references with confidence.
8	Interpret a range of maps of different scales using topographical or other thematic mapping.
9	Use measurement techniques for activities such as field sketches and bi-polar surveys.
10	Mostly understand processes and relationships between people and environments.
11	Explain some processes and patterns.
12	Understand physical processes such as coastal and clearly explain them, using clear annotated diagrams.
13	Clearly explain and evaluate management techniques for contrasting coastal areas.
14	Demonstrate a detailed knowledge of the processes of hazards and can apply and understand different management techniques in different localities and situations.
15	Understand with clarity coastal processes and how these impact a range of people and places.
16	Demonstrate an in-depth knowledge of the process of population growth and its impacts in differing localities.
17	Explain with confidence the causes of population change and why there are different strategies required to manage this in different localities.
18	Demonstrate an ability to undertake an enquiry in which skills, knowledge and understanding are applied.
19	Analyse evidence with basic conclusions and basic evaluative comments.
20	Confidently use some geographical terms which extend written work and SPaG is mostly good.

History

Curriculum Outline

Term 1.1

Students will build upon a range of historical skills such as source enquiry and causation. These skills are developed through studying the Transatlantic Slave Trade, with a particular focus on the Middle Passage and its eventual abolition.

Term 1.2

Students will focus on change over time as they consider the position of African Americans in US society from 1865 to the present day.

Term 2.1

Students will continue to focus on change over time as they consider the position of African Americans in US society from 1865 to the present day. They will also build on the understanding of significance with a comparison of Civil Rights activists and presidential actions.

Term 2.2

Students will try to solve the mystery of Jack the Ripper, a notorious murderer. They will use a range of concepts from causation to significance.

Term 3.1

With a focus on historical turning points, students will improve their understanding of interpretations and diversity.

Term 3.2

Students will continue to develop their source analysis and paragraph writing skills in preparation for the end of year exams.

History Assessment Criteria

1	To be able to use more than one piece of evidence to back up points
2	To be able to write PEE paragraphs
3	To be able to write a clear introduction
4	To be able to acknowledge the title and author of their sources
5	To be able to draw some inferences from historical sources
6	To understand what "bias" is and start using this terminology correctly when examining sources
7	To be able to explain how the author and context of a source affect its value to a historian
8	To be able to recognise and start to explain similarities and differences between sources
9	To start to be aware of differences in world views in the past (and now)
10	To identify different representations of the past
11	To start to use context to explain the actions of people
12	To start to identify messages of an interpretation
13	To be able to explain more than one cause for an historical change and understand the difference between short and long term causes
14	To be able to explain why one cause is more important than another and decide the most and least important causes of an event
15	To understand that not only people but also conditions influence change (social, political etc.)
16	To be able to identify unintended consequences and explain their importance
17	To recognise links between the period under study and the present
18	To understand how change and continuity can be linked together
19	To identify key events and people within history and explain why they are significant and their impact
20	To understand that change does not always flow in the same direction or at the same speed

Maths

Curriculum Outline

Term 1.1

Students will work on improving their number skills and shape knowledge. Topics included in number will be ratio and proportion linked to scale drawings and loci. Students will also be able to solve a variety of angle problems including angles in a triangle and on parallel lines.

Term 1.2

Students will work on handling data and probability, and number in term 1.2. Data handling and probability will include calculating experimental probability and finding measures of central tendency. Number in this term will include reverse percentage problems, compound interest and calculating with bounds.

Term 2.1

Students will work on shape and algebra in this term. They will calculate the area of circles, cylinders and sectors, as well as dealing with double brackets and solving linear and simultaneous equations.

Term 2.2

Students will develop their algebraic graph understanding. They will find the equations of parallel and perpendicular linear graphs, and draw and solve with linear, quadratic and cubic functions.

Term 3.1

Students will work on their number and shape skills in Term 3.1. They will do this by working on the four functions with algebraic fractions and being introduced to Pythagoras's Theorem.

Term 3.2

Students will learn how to reflect shapes in lines described by equations, translate shapes using column vectors and enlarge shapes using positive scale factors.

Maths Assessment Criteria

1	Use compound measures including speed, pressure and density. Able to estimate by rounding to one significant figure.
2	Use the four operations with algebraic fractions
3	Able to convert ratio to fractions and to the form 1:n, and use proportionality and the unitary method to solve problems
4	Able to use percentage multipliers to increase and decrease, find originals and calculate repeated percentage change.
5	Able to calculate the mean, median, mode, and range from a frequency table (not grouped).
6	Calculate the probability of events, including mutually exclusive events, from discrete data and two-way tables. To understand the relationship between experimental and theoretical probability.
7	Able to calculate the area of a trapezium and the perimeter of other rectilinear shapes.
8	Able to find the surface area and volumes of 3D shapes including a cylinder.
9	Able to find the area and perimeter of a circle and circular sectors.
10	Understand and use Pythagoras Theorem in 2D.
11	To be able to solve questions involving mid-point and length of a line.
12	Able to solve angle problems using properties of triangles and quadrilaterals, and their proofs.
13	Able to solve angle problems using angles in parallel lines and polygons.
14	Able to use scale and locus to produce accurate diagrams of 2D and 3D shapes and situations.
15	Able to reflect shapes in a given mirror line and translate shapes using column vector notation.
16	Able to enlarge shapes by a positive scale factor from a point.
17	Able to find the nth term of a quadratic sequence.
18	Able to sketch and identify graphs of linear, quadratic, cubic, and reciprocal functions. Be able to plot these functions by generating coordinates through substitution.
19	Be able to perform a variety of algebraic operations including substitution, expanding double brackets, factorising linear expressions, simplifying algebraic fractions and forming formulae for real life fractions.
20	Students should be able to solve a range of equations, including linear, inequalities, simultaneous and basic equations with powers.

Modern Foreign Language

Spanish Curriculum Outline

Term 1.1

Students consolidate their grammar knowledge from year 7 then move on to study the topic of holidays including vocabulary related to holiday activities. The skills focus is on the use of the preterit past tense.

Term 1.2

Students study the topic of free time including vocabulary relating to TV, films and music that they like. The skills focus in on their ability to use 2 tenses together.

Term 2.1

Students study the topic of food including vocabulary relating to different meal times and Hispanic style food. The skills foci are on their ability to use 3 tenses together and be successfully polite by using 'usted'.

Term 2.2

Students study the topic of going out and learn vocabulary related to planning a trip out the cinema or going to a party. The skills foci are using stem changing verbs, the conditional tense and reflexive verbs.

Term 3.1

Students study the topic of summer which allows them to revisit the topic of holidays and also to study other travel related vocabulary such as directions. The skills foci are using a range of tenses, using comparative and superlative phrases and using the imperative.

Term 3.2

At the end of the school year we revise all of the content from throughout the year to help the student prepare for assessment week. Following assessment feedback, students complete a short cross-curricular project between MFL and Geography relating to tourism.

French Curriculum Outline

Term 1.1

Students consolidate their grammar knowledge from year 7 then move on to study the topic of media including vocabulary related to TV, reading and the use of the internet. The skills focus is on the use of the perfect past tense.

Term 1.2

Students study the topic of 'a visit to Paris' including vocabulary relating to travel and tourism. The skills focus is on their ability to use irregular verbs in the perfect past tense.

Term 2.1

Students study the topic of food including vocabulary relating to different meal times and Hispanic style food. The skills focus is on their ability to use 3 tenses together and be successfully polite by using 'usted'.

Term 2.2

Students study the topic of identity and study vocabulary related to clothing, music and adjectives of personality. The skills focus is using 3 tenses together.

Term 3.1

Students study the topic of home and study vocabulary related to describing houses and talking about meals. The skills focus is using a range of tenses and using comparatives.

Term 3.2

At the end of the school year we revise all of the content from throughout the year to help the student prepare for assessment week. Following assessment feedback, students complete a short cross-curricular project between MFL and Geography relating to tourism.

Modern Foreign Languages Assessment Criteria (French and Spanish)

1	Can understand longer passages or dialogues of approx. 100 words, which may contain a couple of unpredictable elements, but are delivered clearly and at slower than normal native speaker speed.
2	Can infer meaning (from context or tone of voice) of individual unfamiliar words.
3	Can note short phrases in the FL which communicate without ambiguity.
4	Can take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently (using the correct mode of address).
5	Can construct responses independently, using a variety of vocabulary and structures. Where language and topic are familiar, responses are ready, but pausing is more frequent when new formulations are attempted.
6	Can generate spontaneous comments appropriately in routine classroom interaction.
7	Can express ideas independently, using a variety of learnt vocabulary and structures. Where language and topic are familiar, production is ready.
8	Can pronounce consistently well when reading aloud, including unfamiliar language.
9	Can understand longer texts of approx. 100 words, which may contain a few unpredictable elements.
10	Can cope with some unfamiliar language, using context and surrounding language to infer meaning, and can pick out and translate longer phrases or a linguistic item similar to a sentence into English (e.g. a line of a song / poem).
11	Can use a dictionary and/or online verb conjugator to include new verbs into his/her own written work with some success.
12	Can write text of 2-3 paragraphs from memory, using a variety of structures to express facts, ideas, opinions, reasons and justifications, and ask questions.
13	Can manipulate language structures encountered in the lesson accurately, and combine those with new elements to produce new meanings. When writing to express their own ideas and opinions, the meaning is almost always clear.
14	Can select and form the correct time frame when using language met in class, albeit with some errors.
15	Can use several modal verb + infinitive constructions to express own meanings.
16	Can recall and use 50 verbs.
17	Can use a variety of negative forms.
18	Can use superlative forms.
19	Can hear or read and identify the meaning of at least 100 non-cognate words, including abstract and concrete ideas.
20	Can recall promptly and say accurately at least 100 non-cognate words

Mandarin Curriculum Outline

Term 1.1

Students consolidate their knowledge from year 7 and focus learning colours and being able to describe clothing and physical appearance.

Term 1.2

Students study the vocabulary associated with countries and languages and school subjects.

Term 2.1

Students study the topics of weather and seasons.

Term 2.2

Students study vocabulary related to free time activities including music and sports words.

Term 3.1

Students focus on learning some food vocabulary including fruits and vegetables and talking about meals.

Term 3.2

At the end of the school year we revise all of the content from throughout the year to help the student prepare for assessment week. Following assessment feedback, students complete a short cross-curricular project between MFL and Geography about Tourism.

Modern Foreign Languages Assessment Criteria (Mandarin)

1	Can understand longer passages or dialogues of approx. 100 words, which may contain a couple of unpredictable elements, but are delivered clearly and at slower than normal native speaker speed.
2	Can infer meaning (from context) of individual unfamiliar words.
3	Can note short phrases in Pinyin which communicate without ambiguity.
4	Can take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently (using politeness conventions).
5	Can construct responses independently, using a variety of vocabulary and full sentences. Where language and topic are familiar, responses are ready, but pausing is more frequent when new formulations are attempted.
6	Can generate spontaneous comments appropriately in routine classroom interaction.
7	Can express ideas independently, using a variety of learnt vocabulary and structures. Where language and topic are familiar, production is ready.
8	Can pronounce consistently well when reading aloud with the help of Pinyin..
9	Can understand longer texts of approx. 100 words, which may contain a few unpredictable elements.
10	Can cope with some unfamiliar language, using context and surrounding language to infer meaning, and can pick out and translate longer phrases.
11	Can use an e-dictionary to include new verbs into his/her own written work with consistent success.
12	Can write text of 80 characters from memory, using a variety of structures to express facts, ideas, opinions, reasons and justifications, and ask questions.
13	Can manipulate language structures encountered in the lesson accurately, and combine those with new elements to produce new meanings. When writing to express their own ideas and opinions, the meaning is usually clear.
14	Can use nouns and verbs in the correct order in full sentences.
15	Can ask questions by correctly selecting and position the question word.
16	Can recall and use 20 verbs.
17	Can use a range of negative verbs.
18	Can use superlative forms.
19	Can hear or read and identify the meaning of at least 120 words.
20	Can recall promptly and say accurately at least 100 words.

Music

Curriculum Outline

Term 1.1

Students will develop their improvisational skills and more advanced music reading. These are experienced through studying The Blues.

Term 1.2

Students improve their musical notation and music software skills by developing a famous classical melody. These are developed through studying Bach's Cello Suite No. 3 in C major, BWV 1009

Term 2.1

Students will explore their creativity and ensemble skills developing a composition that is inspired by a style of music. These are developed through studying Gamelan Music from Indonesia.

Term 2.2

Students will learn about tonality, exploring how different modes are constructed of tones and semitones. They will develop their music literacy comprehension and apply this to their practical work.

Term 3

The following module will be delivered throughout term 3 in between Assessment week preparation revision sessions, assessment week and Round Square week

Students will further develop their knowledge of tonalities by exploring the whole tone and chromatic scales. They will apply this knowledge to writing music on music software to accompany a film scene.

Music Assessment Criteria

The Performing Arts Learner Ambitions consists of nine areas. These nine areas and their definitions aim to explore all elements of student's learning and will be used across Music, Dance and Drama (Regents currently only deliver Music) in the Juilliard-Nord Anglia Performing Arts Programme. This profile has been developed specifically for NAE students in collaboration with the NAE Music team and The Juilliard. The learner profile is designed to take a holistic approach to assessment and will be measured as follows:

W - Overall, this student at this point in time generally works with support

D - Overall, this student at this point in time shows developing skills

I - Overall, this student at this point in time works independently

A - Overall, this student at this point in time consistently works at a high level

	Learner Ambitions	What it means
Ways of Being	Collaborative	Works well with others in artistic settings. Is willing and able to work in groups in a variety of roles (leader, supporter, consensus-seeker, negotiator, etc.). In co-creative tasks, is able to accept compromise, synthesize ideas, and objectively evaluate ideas. Seeks to both receive and offer artistic critique of performances and creative tasks. Seeks responses to his/her work by listening to the views of others. When in an ensemble, is able to balance awareness of one's individual role with that of other members.
	Expressive	Able to communicate personal ideas and feelings through the artistic medium. When creating, feels a personal investment in the process and product. When performing, is able to communicate artistic intentions to the audience. Able to effectively and creatively respond to experiences and works of art, in a variety of modalities.
	Culturally Aware	Understands that the arts provide unique perspectives on culture. Appreciates that the performing arts are an expression of groups and individuals within communities and cultures. Considers how art is created and experienced within different cultures. Is aware of multiple perspectives and reflects on one's own viewpoints and assumptions. Is open-minded and keen to exploring the arts of diverse cultures throughout his/her life.
Ways of Thinking	Creative	Is personally invested in one's own art-making. Is able to self-generate, respond to, and build on the ideas of others. Is able to take risks by seeking out original, independent, and novel ways of thinking, expressing, and making. Has flexible thought processes which enable meaningful connection making, varied perspective taking, and ways of seeing, hearing, and experiencing their environment in artistic ways.
	Curious	Is intrinsically motivated to explore artistic experiences and processes. Is keen to learn through questioning, experimenting, and trialing. Is confident working in unfamiliar contexts. Seeks out multiple interpretations and meanings, yet is able to tolerate ambiguity and abstract ideas.
	Reflective	Able to think back on learning experiences, performances, and creative processes with both flexible perspectives and clarity. Is receptive to contradicting ideas and opinions. Able to reflect using a range of response types and modalities. Is able to use reflective takeaways to stimulate future growth.
Ways of Doing	Performers	Perseveres and persists until the desired performance outcome is achieved. Is able to take direction and also work independently to solve technical and artistic problems. Experiences joy in one's own performances and understands the connections between creator, performer, and audience. Is confident and flexible with expression, interpretation, and improvisation. Understands and appreciates the variety of roles in a performing ensemble.
	Literate	Is fluent in the language of the art form (technical and vernacular) and its processes. Is aware of the various materials, professional roles, and production elements in the performing arts.
	Perceptive	Engages attentively and thoughtfully with pieces s/he encounters. Identifies technical and contextual elements of the work (theme, genre, form, etc.) and is also able to make his/her own personal meaning and interpretation. Connects the piece to one's own experiences, other pieces, or other subjects. Able to hear or see large-scale elements as well as details.

Physical Education

Curriculum Outline

Topic 1

Athletics: Students to explore the use of differing techniques to ensure maximum performance. Students will work collaboratively to evaluate and improve.

Topic 2

Swimming: Focus is upon stroke development and applying more advance techniques such as tumble turns.

Topic 3

Net Games: Students will develop their hand-eye coordination and core movement skills through technical practices and conditioned games improving the students' spatial awareness and skill selection.

Topic 4

Fitness: Students develop a greater understanding of health and fitness, with the focus placed up on knowledge of training methods.

Topic 5

Invasion Games: Focus is placed upon the application of core skills and the development of advance skills through game play. Students will also apply tactics and strategies to competitive scenarios.

Topic 6

Striking and Fielding: Students focus upon the application of core skills with competitive scenarios and begin to development advanced skills and game knowledge and strategy.

Physical Education Assessment Criteria

1	Demonstrate a range of core and some advanced skills across a variety of competitive scenarios
2	Use of a range of core and some advanced techniques and compositional ideas in a variety of situations
3	Respond to changing circumstances and the actions of other performers in isolated skill practices
4	Apply fundamental and some advanced strategies, tactics or compositional ideas with proficiency, flair and originality
5	Apply a range of core and some advanced skills, techniques and ideas showing precision, control and fluency
6	Express commitment and teamwork skills in competitive scenarios and during group activities
7	Demonstrate a level of physical fitness which allows them to perform with consistency and accuracy and understand the concept of sport specific fitness
8	Express psychological and emotional control when performing in competitive scenarios
9	Understand and can give examples of the contribution that physical activity makes to physical, social and mental wellbeing
10	Able to lead warm-ups and small group activities to support their own and others development
11	Identify and respond to, strengths, weaknesses and actions of others in isolated skill practices
12	Use effective feedback to develop their own, groups or team's performance.
13	Give feedback to peers referring to key points of how to perform a skill or technique
14	Critically evaluate their own and others work showing an understanding of the impact of skills, strategy, tactics and compositional ideas.
15	Use problem solving skills during competitive scenarios
16	Choose which skill to use when under pressure in a variety of competitive scenarios
17	Identify and apply different tactics, strategies and compositional ideas in a variety of situations.
18	Apply appropriate terminology and language giving sporting examples to support their answers during class discussions
19	Express knowledge of the effects exercise can have on the body during a warm-up and cool-down
20	Apply a variety of sporting concepts, rules, regulations and safety requirements when performing

REAL

REAL Writing Curriculum Outline

Term 1.1

Students will learn to speak and write about themselves and others. This includes describing physical characteristics, our families, our backgrounds, our interest, time and daily routines etc.

We will also look at writing short stories.

The main areas of grammar that we will cover are: articles, present simple tense, subject-verb agreement, subjective and objective pronouns and past simple tense.

Term 1.2

Students will learn to speak and to write about places, where things are in those places, and to describe scenes.

The main areas of grammar that we will cover are: prepositions of place and movement, present simple tense, present continuous tense, future simple (will) tense, *there is/are*, *have/has got*.

Term 2.1

Students will learn to add descriptive detail to their speaking and writing. We will look at retelling and a series of events and story writing. We will look at space and our solar system.

The main areas of grammar that we will cover are: adjectives (comparatives and superlatives), connectives, ordering adverbs, past simple tense.

Term 2.2

Students will learn to speak and write about people, clothes, abilities, strengths and weaknesses while following the topic of superheroes.

The main areas of grammar that we will cover are: modal auxiliary verbs, present simple tense, past simple tense, articles, connectives etc.

Students will plan, write and presents their own superhero stories.

Term 3

Students will learn to speak and write about food, shopping, money and quantities etc. We will also look at animals and different environments.

The main areas of grammar that we will cover are: countable and uncountable nouns, quantifiers, imperatives, past, present and future simple tense etc.

REAL Reading Curriculum Outline

Term 1.1

Students are introduced to the online reading programme, Raz-kids. They then work through the books online that are considered their level. Students then take a corresponding eQuiz complete with an extended answer response to test comprehension and determine future instruction needs. Once a child has read ten or more of the levelled eBooks and passed each of the corresponding eQuizzes, they advance on to the next reading level where they have access to lengthier and more difficult text.

Students are also given reading books from the EAL library which they read in the allocated lesson time. Each book completed students must choose a guided reading activity that focuses on understanding, word acquisition, creativity and context clues.

Term 1.2

Students continue to work through the online Raz-kids programme, as above.

Students continue to read in the lesson as term 1.2 but there is also a focus on reading in a group and aloud to encourage correct pronunciation and attention to phonics and punctuation.

Term 2.1

Reading through the Raz-kids programme and reading from the EAL library. The student continues guided reading activities and reading aloud with the teacher as above.

Term 2.2

Reading through the Raz-kids programme and reading from the EAL library. The student continues guided reading activities and reading aloud with the teacher as above.

Term 3

Reading through the Raz-kids programme and reading from the EAL library. The student continues guided reading activities and reading aloud with the teacher as above.

REAL Humanities Curriculum Outline

Term 1.1

We start with some of the basic vocabulary and grammar to underpin History and Geography; for example school and the layout, telling the time, prepositions of time, place and movement, daily activities and adverbs of frequency.

The focus is on vocabulary which then can be expanded to basic SVO sentences, for example what did you do today, using time, adverbs of frequency and past tense.

Students produce a storyboard of a day in the life of a made up character.

Term 1.2

We begin to move onto vocabulary looking at countries and world geography, directions, prepositions of place and movements, and finally buildings and places in a town.

The students are encouraged to look at maps and then eventually create their own town maps. Reading and speaking focuses on requesting, giving and receiving directions.

Term 2.1

Students begin with a History unit in the first part of term 2; The Romans. They begin by looking at key terms to do with history such as sources and evidence and the validity of different sources. They then learn about the rise of the Roman Empire, the Roman army and the life of a soldier. They are expected to write a diary as a Roman soldier focusing on what they did and why they were so powerful and what led to the downfall of the Roman Empire.

Term 2.2

Students spend the last part of Term 2 doing a Geography unit on Investigating Rivers. They start with key words of the water cycle and diagram drawing. They then begin to find out why rivers are important, key terminology of rivers and lastly investigate a river in detail including the effects on the environment and landscape. Students produce a non-chronological report on a river of their choice.

Term 3

Students learn about the geography of coasts. Starting with key vocabulary, finding out what coasts are and how they are formed. Following that they look at the physical features of coasts and the process of erosion that affects them. The students are taught how to identify different types of beaches, also how to use maps and secondary sources to research and describe coastal areas.

Lastly, students learn how changes in land uses can affect people and the environment in different ways.

REAL Assessment Criteria

1	Can recognise and pronounce accurately all of the single letter phonics.
2	Can recognise and pronounce accurately all of the double and triple letter phonics.
3	Can read and pronounce all Phase 2 high frequency words (Letters and Sounds).
4	Can decode unfamiliar words using phonics knowledge.
5	Can use a bilingual dictionary or device, independently and efficiently.
6	Can use features of a text (print or online) to locate information and answer questions, e.g. a contents page, an index, a link, a sub-heading.
7	Can use class texts, picking out some known items, finding pages or chapters, reading tables and captions.
8	Can read simple sentences relating to images which have already been discussed.
9	Can guess from context (pictures and other words) what unknown words might mean.
10	Can read a range of differentiated texts with understanding.
11	Can read books on Raz-Kids and move up the levels (a,b,c+1; d,e,f=2; g,h,i=3; jkl=4)
12	Can pick out specific pieces of information from and text and use to answer questions.
13	Can retell text content with significant details, after scaffolding and rehearsal, e.g. <i>Plant takes minerals and light, then doing photosynthesis, so making energy.</i>
14	Can read aloud, pausing at full stops and commas, and intonating statements and questions correctly.
15	Can read aloud, with good pronunciation, marking inflections (e.g. plurals and –ed endings).
16	Can ask questions about the meaning of words, sentences and texts.
17	Can give and explain an opinion about a text, e.g. <i>I like it because ... it is good because.... It is right because....</i>
18	Can make independent choices about what to read, based on own interests and current topics.
19	Can read independently and enjoys reading.
20	Can perform well on a reading test (0-24%=1, 25-49%=2, 50-74%=3, 75-100%=4).

Science

Curriculum Outline

Term 1

8A Food and digestion

Students study food and digestion to be able to

- Recall the names of the major nutrients in food and good sources of these substances.
- Describe what a balanced diet is.
- Describe how nutrients are digested and absorbed.
- Describe how digested food is transported around the body.

8B Respiration

Students investigate respiration to be able to

- Explain how the heart supports respiration and how the lungs support respiration
- Explain the circulatory system and describe the organs of the digestive system and their role in digestion
- Explain how the digestive system breaks down large molecules into small ones, which the body can use for energy and growth

8E, F Atomic elements and compounds

Students learn about atoms, elements and compounds to be able to

- Draw simple diagrams of atoms, mixtures and compounds.
- Differentiate between atoms, mixtures, compounds and elements.
- Investigate the composition of air by planning and carrying out a valid investigation.
- Collect accurate data and display the results.
- Evaluate and suggest improvements.

8I Heating and cooling

Students investigate heat transfer to be able to

- Explain the difference between heat and temperature
- List materials that are good heat conductors and good heat insulators.
- Explain conduction, convection and radiation in terms of the particle model.

Term 2

8K and L Light, sound and hearing

Students study light and sound phenomena to be able to

- Explain how we see luminous and non-luminous objects.
- Use ray diagrams to describe reflection and refraction

- Explain how filters work, what happens when we mix coloured light, why some objects are coloured and why they look different in coloured light
- Explain what sound is and how sounds travel in solids, liquids and gases
- Explain the differences between amplitude and frequency and explain the similarities and differences between sound and light
- Know the parts of the ear and what they do and how loud sounds can damage the ears

8J Magnetism

Students investigate magnetism to be able to

- Recognize that magnetic forces act on magnetic materials
- Recognize that an electric current flowing through coils of wire can make a temporary electromagnetic
- Describe what the strength of such a magnet depends on and plan an appropriate approach to answer a scientific question making relevant observation

Term 3

8C Microbes and disease

Students learn about microbes and disease to be able to

- Point out some hazards when working with microbes.
- Spot some trends and patterns in data from investigations.
- Use charts and graphs to identify trends.
- Draw conclusions from first-hand and secondary sources and link them to scientific facts.

8D Ecological relationships

Students study food and digestion to be able to

- Know some sampling methods and how to estimate population sizes
- Study habitats and how changes in population occur
- Explain food chains and know the numbers of organisms in a food chain.

Science Assessment Criteria

Scientific Skills	Plan a controlled and safe investigation with minimal help, identifying and IV, DV, describing how to control some CV and selecting appropriate equipment
Scientific Skills	Follow a more complex written method independently, methodically, safely , managing time effectively
Scientific Skills	Can independently design a basic results table which includes adding column titles with units, and recording 2 or more sets of data and the mean.
Scientific Skills	Presents results following convention as a bar graph or line graph with best line of fit. Works independently and explains the choice of graph, can identify anomalies when drawing line of best fit
Scientific Skills	Can identify patterns and draw conclusions from data and explain them using relevant science. Can describe errors in the method and suggest improvement. Can comment on whether results were reliable.
Scientific Skills	Can independently research relevant information from a variety of sources, using them to construct a reasoned argument, with some guidance e.g. writing frame.
Scientific Skills	Can interpret examination style questions correctly and use expected level of scientific language accurately in written responses
Biology	Describe how pathogens may enter the body and explain how we defend ourselves from them.
Biology	Apply theoretical knowledge of enzymes to explain experimental results
Biology	Describe different biomes and how internal and external factors may affect the populations within them (ref to competition and human influence)
Biology	Explain the processes of digestion, respiration, circulation and breathing and how they are linked.
Chemistry	Be able to draw simple diagrams of atoms, mixtures and compounds.
Chemistry	Be able to differentiate between key chemical terms - atoms, mixtures, compounds and elements.
Chemistry	Be able to use the Periodic Table effectively by knowing element symbols and their relative positions on the Periodic Table.
Chemistry	Be able to construct word equations and symbol equations for general elemental combination reactions.
Chemistry	Be able to write formula for simple chemical compounds.
Physics	Complete a ray diagram for a periscope. Correctly labelled. To include normal and both angles.
Physics	Predict how the colour of an object would appear to change under different colours of light
Physics	Relate the frequency and amplitude of a sound wave to its pitch and volume.
Physics	Explain the dangers of loud music from earphones
Physics	Construct an electromagnet and investigate how to change the strength.
Physics	Draw particle diagrams for solid liquid gas, and explain the properties of each.

Thai for All

Curriculum Outline

Term 1.1

To be able to introduce themselves. To identify places in their community as well as tell and follow directions on a map.

Term 1.2

To learn Thai attitudes and expressions. To research and present Thailand's regions and major provinces. To learn and understand the significances and customs of Loy Kratong festival.

Term 2.1

To learn and describe family and extended family members. To be able to describe the weather. To identify time, time phrases and days.

Term 2.2

To construct sentences using pronouns, verbs and adjectives. To learn question words and it's meanings. To research and present about Thailand's regional products. To understand its significances and customs of Maka Bucha Day.

Term 3.1

To learn daily routine, activities in school, houses and rooms and household activities vocabulary.

Term 3.2

To learn about Thai etiquette at the temple. To understand its significances and customs of Visaka Bucha Day.

NB: Thai for All is not an assessed subject.

Thai for Thai

Curriculum Outline

Term 1.1

บทเรียนที่ 1-3 หนังสือวิธีภาษา

ภาษามีสอง – การอ่านและการจับใจความสำคัญ ความหมายพลังของภาษา

งานเขียนประเภทเรียงความ อ่านพยางค์ขณะที่ไม่กำกับรูปสระ การเขียนคำศัพท์ยาก

วิถึงามความพอเพียง – การวิเคราะห์เรื่องสรุปใจความ ประเภทของงานเขียน คำเชื่อม อักษรที่ไม่ออกเสียง การอ่านคำ รร (รอหัน) คำพยางค์หนัก-เบา

เพื่อนกัน - ภาษาพูด-ภาษาเขียน ชนิดของคำนาม ชนิดของคำสรรพนาม

Term 1.2

บทเรียนที่ 4-5 (หนังสือวิธีภาษา) และวรรณคดีเรื่องนิราศภูเขาทอง(หนังสือวรรณคดีวิจักษ์)

แต่งให้งามตามที่เหมาะสม – การอ่านและการจับใจความ การสรุปใจความสำคัญ

คำประสม

รอให้น้ำลายไหลเสียก่อน – การวิเคราะห์เรื่องสรุปข้อคิด การใช้ภาษาวรรณศิลป์

คำซ้อน คำซ้อน สำนวนสุภาพตีความหมาย

นิราศภูเขาทอง – สมบัติวรรณคดี การวิเคราะห์วรรณคดี ประวัติสุนทรภู่ คำประพันธ์ ประเภทกลอน การแต่งกลอน ถอดคำประพันธ์

Term 2.1

บทเรียนที่ 6-8 หนังสือวิธีภาษา

เก็บมาเล่าเอามาคุย – คำพ้องรูป คำพ้องเสียง และคำพ้องความหมาย

เข้าเมืองตาหลิว ต้องหลิวตาม – สำนวนไทย คุณค่าของสำนวน สุภาพตี คำพังเพย

เสียงเพลงกับเสียงกรีด - คำอุทาน มารยาทในการชมการแสดง การเขียนบรรยาย การใช้คำเปรียบเทียบ

Term 2.2

บทเรียนที่ 9 (หนังสือวิธีภาษา)และวรรณคดีเรื่องสุภาพตีพระร่วง ภาพยนตร์ไชยสุริยา ราชธานีราช (หนังสือวรรณคดีวิจักษ์)

เที่ยวท่าเรือ – การวิเคราะห์เรื่องที่เรียน การเขียนพรรณนา โวหารในงานเขียน คำวิเศษณ์ การเรียงร้อยประโยค

สุภาพตีพระร่วง – ความสำคัญและที่มาของเรื่อง คำศัพท์ คำสอนในเรื่อง สำนวนสุภาพตี คำประพันธ์ประเภทร้อย

ภาพยนตร์ไชยสุริยา – การอ่านออกเสียง การแปลความ ท่องอาขยาน อ่านทำนองเสนาะ คำศัพท์และความหมาย

ราชธานีราช – ที่มาและใจความสำคัญของเรื่อง เล่าเรื่องย่อ การเขียนย่อความ การวิเคราะห์ตัวละคร การวิเคราะห์คุณค่าของเรื่อง

Term 3.1

บทเรียนที่ 10-12 หนังสือวิธีวิภาษ

คิดต่างกันแต่อยู่รวมกันได้- การวิเคราะห์เรื่องที่ พุดแสดงความคิดเห็น
มารยาทในการแสดงความคิดเห็น การใช้ภาษาในการสื่อสาร เจตนาในการสื่อสาร การโต้ว่าที่
บ.ก. ที่รัก – การเขียนจดหมาย การเลือกใช้คำในโอกาสต่างๆ คำนำหน้านาม
ท่องเว็บเก็บความรู้ – การใช้อินเทอร์เน็ต ภาษาทางอินเทอร์เน็ต
ประโยชน์โทษของอินเทอร์เน็ต วิเคราะห์บทความ เรื่องสื่ออิเล็กทรอนิกส์

Term 3.2

บทเรียนที่ 12-13 (หนังสือวิธีวิภาษ)และวรรณคดีเรื่องภาพยเหตุชมเครื่องคาวหวาน นิทานพื้นบ้าน (หนังสือวรรณคดีวิจักษ์)

โครงการเด่นเน้นกระบวนการ - การทำโครงการ (งานกลุ่ม) การทำรายงาน การนำเสนอ คำที่มีความหมายใกล้เคียงกัน

คำเพราะเสนาะทำนอง - คำประพันธ์ประเภทต่าง ๆ การอ่านคำประพันธ์ประเภท ฉันท์ลักษณะคำประพันธ์ประเภทกาพย์

ภาพยเหตุชมเครื่องคาวหวาน – ประวัติผู้แต่ง แปลความความ วิถีชีวิตวัฒนธรรมเรื่องอาหารไทย กิจกรรมเสริม จัดป้ายนิเทศอาหารไทย หรือทำอาหารไทย

นิทานพื้นบ้าน- ความสำคัญของนิทาน นิทานในห้องถิ่นต่างๆ การเล่าเรื่องนิทาน แต่งนิทานตามจินตนาการ
ข้อคิด

Thai For Thai Assessment Criteria

1	ฟังและเข้าใจต่อสิ่งที่ฟัง ได้ถูกต้องและเหมาะสม Listen and respond to commands and instructions correctly and properly.
2	สรุปใจความสำคัญ วิเคราะห์ ประเมินค่าสิ่งที่ฟังและนำไปประยุกต์ใช้ในสถานการณ์จริงได้ถูกต้องเหมาะสม Summarise main ideas, analyze, and evaluate the concepts in a piece of text and apply to real life situations.
3	อ่านออกเสียงร้อยแก้วและร้อยกรองได้ถูกต้อง รวมทั้งเว้นช่วงการออกเสียงได้อย่างเหมาะสม Able to read aloud verses and prose correctly and with proper interval pronunciation.
4	บอกชนิดของคำและนำไปใช้ได้อย่างถูกต้องตามหลักไวยากรณ์ Identify part of speech and use them with the correct grammar.
5	บอกความหมายโดยตรงและโดยนัยของคำและสำนวน จากงานเขียนประเภทต่างๆ Understand direct and indirect meanings of words and idioms from a variety of texts.
6	ใช้ภาษาในการพูดสื่อสารได้ถูกต้องเหมาะสมกับสถานการณ์ สถานที่โอกาสและบุคคล Use appropriate language to communicate in a suitable situation, place and for particular audience.
7	พูดแสดงความคิดเห็นและโต้ตอบได้อย่างมีหลักการและเหตุผล Express opinions and respond logically to the opinion of others.
8	พูดโน้มน้าวและเชิญชวน รวมทั้งนำเสนอแนวคิดใหม่ด้วยภาษาที่ถูกต้องเหมาะสม Persuade as well as offer new concepts with proper use of language.
9	ระบุใจความสำคัญแล้วตอบคำถามจากเรื่องทีอ่านของงานเขียนประเภทต่างๆ Identify main ideas and answer questions on various types of texts.
10	อ่านเรื่องต่างๆแล้วเขียนกรอบความคิด บันทึกย่อความและนำเสนอถ่ายทอดได้ Read and write frameworks, summaries and present your finding.
11	วิเคราะห์ เปรียบเทียบ และแสดงความคิดเห็นต่อเรื่องที่อ่านได้ Analyze, compare and express opinions regarding the reading.
12	เขียนคำศัพท์ได้ถูกต้องและตรงความหมาย Write words correctly and use them meaningfully.
13	เขียนประโยคได้ถูกต้องตามหลักไวยากรณ์ Write sentences using correct grammar.
14	ใช้ภาษาในการสื่อสารได้ถูกต้องตรงวัตถุประสงค์ Use the appropriate language to communicate for the correct purpose.
15	เขียนบันทึกเหตุการณ์ บันทึกประสบการณ์ บันทึกความรู้จากการศึกษาค้นคว้าและนำเสนอรายงาน Write about events, experiences and knowledge gained from researching and present the findings.
16	วางแผนการเขียนในรูปแบบต่างๆ เช่น แผนภาพความคิด แยกเป็นหัวข้อหรือประเด็น Plan various form of writing such as diagrams, mind maps, bullet points and main concepts.
17	ผลิตงานเขียนได้หลากหลายรูปแบบ การเขียนบรรยาย พรรณนา โน้มน้าวและเชิญ Produce writing in a variety of styles e.g. descriptive essays, debating essays and persuasive essays.
18	ศึกษางานเขียนที่ทรงคุณค่า และใช้เป็นแนวทางในการผลิตงานเขียนของตนเอง Study the valuable writings and adopt as a framework to produce your own work.
19	ทบทวนผลงาน และนำคำแนะนำต่างๆมาปรับปรุงงานเขียน Review the written work and implement the feedback to improve writing.
20	สร้างรูปแบบงานเขียนที่เป็นเอกลักษณ์ของตนเอง Create a unique style in your own writing.