



Assessment of Core Curriculum eight Subjects for students at Pechaburi Panyanukul School English version June 2023



Phetchaburipanyanukul School
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Preface from the Petchaburipanyanukul School Director

Phetchaburi Panyanukul School is a school that provides education for students with special needs which has a diverse and completely different level of ability and learning. Providing education for these people therefore requires the knowledge and expertise of teachers to enable learning to be appropriate and in line with the level of learning of each individual student. This evaluation document will help teachers clearly know the ability level of students and can be used to plan education management to be suitable, consistent, accurate and clear with efficiency.

This Thai Curriculum National Assessment will be an important document that helps teachers manage the teaching of the teachers and the learning of the student's education more efficiently and be useful for further curriculum development in all special schools

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Director Petchaburi Panyanukul School



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Assessment of Core Curriculum of Phetchaburipanyanukul School

Dear Principal of Petchburi Panyanukul School

I would like to congratulate you on the publication of the Assessment of the Core Curriculum Eight Subjects at Petchaburi Panyanukul School. I have reviewed the publication prior to agreeing to have KMUTT logo on its cover. From what I read, I believe that this is a work of high quality that requires many hours of hard work. I believe that this would be a good start of further the development of special education development as I believe that assessment is a key to success of all education. I have to thank you and Prof.Keith Humphreys for this initiative. I believe that without your leadership, innovative mind, and the courage to step out from the norm, this book would not have been completed. With this said, I would like to express my sincere appreciation to you and the teachers at Petchaburi Panyanukul School.

Sincerely,

Krittika Tanprasert, Ph.D., SFHEA Director of the Learning Institute

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Introduction to the Thai National Curriculum

The Thai Basic Education Core Curriculum 2008 provides local communities and schools with a framework and orientation for preparing school curriculums. Teaching-learning activities organized for all Thai children and youths at basic education level are aimed at enhancing learners' quality regarding essential knowledge and skills required for their lives in an ever-changing society. They will thus be empowered to seek further knowledge for continuous lifelong self-development.

Vision

The learner-centred approach is therefore strongly advocated, based on the conviction that all are capable of learning and self-development to their highest potentiality.

Principles

1.The ultimate aim is attainment of national unity; learning standards and goals are therefore set with a view to enabling the children and youths to acquire knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values.

2.The curriculum facilitates education for all, who have equal access to, education of high quality.

3. The curriculum facilitates decentralisation of authority by allowing society to participate in educational provision, which suits prevailing situations and serves local needs.

4. Structure of the curriculum enjoys flexibility regarding learning contents, time allotment and learning management.

5. The learner-centred approach is strongly advocated.

Learners' Key Competencies

The Basic Education Core Curriculum is aimed at inculcating among learners the following five key competencies:

1. Communication Capacity

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

2. Thinking Capacity

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

3. Problem–Solving Capacity

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

4. Capacity for Applying Life Skills

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

5. Capacity for Technological Application

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

Desirable Characteristics

The Basic Education Core Curriculum focuses on learners' development for attainment of the following desirable characteristics, enabling learners to enjoy a life of harmony among others as Thai citizens and global citizens:

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

Learning Standards

Observance of the principles of development of the brain and multiple intelligence is required to achieve learners' balanced development. The Basic Education Core Curriculum has therefore prescribed the following eight learning areas:

1. Thai Language
2. Mathematics
3. Science
4. Social Studies Religion and Culture
5. Health and Physical Education
6. Art
7. Occupation and Technology
8. Foreign Language

Indicators

Indicators are the same as the Sumret Scale Level Descriptors and specify what learners should know and be able to practise as well as their characteristics for each level. Indicators reflect the standard of learning. Being specific and concrete, they can be utilised for prescribing contents, determining learning units, and organising teaching-learning activities. They serve as essential criteria for evaluation to verify the learners' quality.

Explanation of the Sumret (S) scales

The following Sumret or Success scales are assessment criteria for students with learning difficulties in special schools in Thailand. They are an integration of the Performance (P) scales from the English Ministry of Education (2017), and the Measurement and Evaluation criteria from the Thai Ministry of Education (2008 and 2017). They measure the student's success in assessment OF learning, assuming an annual norm of student learning progression.

The Sumret (S) scales are written for each strand of learning within each of the 8 Thai National Curriculum subjects. There are 12 levels for each strand of learning. Levels S1 to S3 are the same for all subjects because of the early developmental level of the student's understanding. Levels S4 to S8 are based on the P scales from the English National Curriculum. Levels S9 to S12 are based on the Measurement and Evaluation criteria from Grade 1 to Grade 4 of the Thai National Curriculum. Where relevant all the learning standards are observed. Some standards are not seen to be appropriate and some are integrated. This is explained within the subject area of the document and decisions are made according to the abstract cognitive demand of each learning standard.

The Sumret levels S9 to S12 (Thai Primary Grade 1-4) of these subjects for Thai Language, Social Studies (not Geography), Health and Physical Education, Occupation and Technology, Art and Foreign Language are based on the 2008 Thai Ministry of Education guidance. The subjects of Science, Mathematics and Geography are based on the 2017 Thai Ministry of Education guidance. This ensures that in total all of the S scales have international credibility as levels of assessment. The Sumret scale structures were co-ordinated by all the teachers from Petchaburi Panyanukul school in Hua Hin, Thailand, together with an international Special Education consultant.

Although every strand of learning in every subject is assessed, not all the Standards are assessed. This is because there is no internationally recognized scale for S1 to S8 for some of the Standards. Where there are no assessment scales for S1 to S8 the national Standards for assessment from S9 to S12 are indicated for those teachers who wish to use them. These extra Standards might be relevant for more able students. Schemes of Work for teaching the students are only available for the strands of learning where assessment is valid from S1 to S12.

Understanding how to assess students in the Thai National Curriculum is the basis of a new approach to students learning and a new approach to the way teachers teach. Internationally this new approach already has proved its significance to develop student learning in countries such as England and parts of China. The Thai National Curriculum can be built around these new levels of assessment that will allow the Thai Voices of the students to be better understood by their teachers.

It is hoped that this document and its related approach to structuring a new perspective on the curriculum (Schemes of Work) will grow to be evaluated and developed by the teachers from all 19 Panyanukul schools in the light of teacher's experience.

The work in this project is supported and endorsed by King Mongkut's University of Technology Thonburi, KMUTT. This university specializes in new approaches to teaching, learning and the use of information technology that underpins the significance of this assessment document.

1. Thai Language

The knowledge skills and culture in language application for communication; delight in and appreciation of Thai wisdom; and pride in national language

Strand 1 Reading

pronouncing words; reading aloud words, sentences, literature and different kinds of compositions; reading to oneself for comprehension and for acquiring thinking skills in analysing and synthesising knowledge from the readings for adapted application in daily life

Standard T1.1 Application of reading process to build knowledge and thoughts for decision-making and problem-solving in life, and encouraging acquisition of reading habit

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Pupils begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action
- Students express themselves.

- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students can listen and respond to familiar poems and stories.

- Students demonstrate an understanding of how to use books correctly and how to read books correctly e.g. turn over pages and hold books in the right direction.

S5 Students select a few words, symbols, or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures presented in a way familiar to them.

- Students match objects to pictures and symbols [for example choosing between two symbols to select a drink or seeing a photograph of a pupil and eye-pointing at the pupil]
- Students show curiosity about content at a simple level [for example, they may answer basic two key-word questions about a story].

S6 Students select and recognize or read a small number of words or symbols linked to a familiar vocabulary [e.g. names, people, objects, or actions].

- Students match letters and short words.

S7 Students show an interest in the content they are reading.

- Students can act as a storyteller of a narrative [e.g. when an adult stop reading, students fill in the missing word/s].
- Students distinguish between prints or symbols and pictures in texts. They understand the conventions of reading [e.g. reading a text from left to right, top to bottom and page to page]
- Students know that the letters of their own name. Words symbols and pictures can be used to convey meaning.

S8 Students understand that words, symbols and pictures can convey meaning.

- Students recognize or read a growing repertoire of familiar words or symbols, including their own names.
- The students can recognize or read
- Students recognize symbols from shapes, names, and pronunciation.
- Students associate the sounds they hear with rhymes, verses, words, or symbols

S9 Students read and respond from listening and speaking short sentences containing 5 words.

- Students can read aloud words, alliterations, and short texts
- Students can tell meanings of words and texts being read.
- Students can answer questions about what has been read.
- Students can present summaries of stories being read.
- Students can predict occurrences of stories being read.
- Students can regularly read books in line with their interests and present what is being read.
- Students can tell meanings of important signs or symbols frequently seen in daily life
- Students have good reading manners.

S10 Students can read and respond by listening to and speak short sentences containing 8 words.

- Students can accurately read aloud words, alliterations, texts and simple verses.
- Students can explain meanings of words and texts being read.
- Students can ask and answer questions about stories being read.
- Students can specify the essentials and details from stories being read.
- Students can comment on and predict on occurrences from stories being read.
- Students can regularly read books in line with their interests and present what is being read.
- Students can read explanatory texts and follow instructions or suggestions.
- Students can have good reading manners.

S11 Students can read, look at the content that is being read and generate questions.

- Students can accurately and fluently read aloud words, texts short stories and simple verses.
- Students can explain meanings of words and texts being read.
- Students can logically ask and answer questions of what is being read.
- Students can present sequences and predictions of events of stories being read by specifying the consisting reasons.
- Students can summarize knowledge and insights from stories being read in order to apply it to daily life.
- Students can regularly read books in line with their interests and present what is being read.
- Students can read explanatory texts and follow instructions or suggestions.
- Students can explain meanings of data from diagrams, maps, and charts.
- Students can have good reading manners.

S12 Students can read long sentences, answer questions, express opinions and tell about feelings.

- Students can read aloud prose and poetry correctly.
- Students can explain meanings of words, sentences, and idioms of what is being read.
- Students can read short stories in a prescribed time and answer questions about the story being read.
- Students can separate facts and opinions from the story being read.
- Students can predict occurrences from stories being read by specifying the consisting reasons.
- Students can summarize knowledge and insights from stories being read in order to apply it to daily life.
- Students can regularly read valuable books in line with their interests and present opinions in the stories being read.
- Students has good reading manners.

Strand 2 Writing

Writing words in accord with rules of Thai orthography; writing various kinds of communications, compositions, synopses and reports based on study and research; and imaginative, analytical and critical, and creative writing

Standard T2.1 Effective application of writing process for writing communications, compositions, synopses, stories in various forms, data and information reports, and study and research reports.

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]

- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period of time and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students demonstrate an understanding of symbols and signs that convey meaning e.g. placing photos or symbols in a chart or in an order.

- Students make a mark or a symbol in their favorite communication category.

- S5 Students create signs or symbols that are meaningful in relation to their names, familiar words, a picture of an action or event**
- Students follow, write, or copy shapes and straight-line formats.
- S6 Students create or write their own names using letters or symbols.**
- Students copy letter characters e.g. signs, captions or show subtitles.
- S7 Students group letters and leave space between letters in the same way as writing words.**
- Students are aware of the alphabetical order, various symbols and words (e.g. selecting and linking symbols with each other, correctly writing own name and simple words. One or two words from memory)
- S8 Students are aware that writing may have many objectives e.g. relationships with letters or stories.**
- Students demonstrate an understanding of how to arrange a text on paper page e.g. writing from left to right
 - Students write or use their favorite communication category to write names or symbols that are correct and appropriate.
- S9 Students can write to communicate using simple words and sentences.**
- Students can write 4 lines of block letters
 - Students write communications by using simple words and sentences.
 - Students have good writing manners.
- S10 Students can write short stories about themselves.**
- Students can write 6 lines of block letters.
 - Students can write short stories about their experiences.
 - Students can write short stories from imagination.

- Students have good writing manners.

S11 Students write lectures diaries, letters and imaginable stories

- Students can write 8 lines of block letters.
- Students can describe things clearly in writing.
- Students can write a diary.
- Students write letters to teachers requesting leave of absence.
- Students write stories from imagination.
- Students have good writing manners.

S12 Students can write letters, diagrams, plots, and reports.

- Students can hand-write more than 10 lines and a half lines of calligraphy.
- Students can write communications by using accurate, clear, and appropriate words
- Students write diagrams of outlines and mind-maps for refining their writings
- Students write synopses from short stories.
- Students write letters to friends and parents.
- Students write notes and reports from study and research.
- Students write stories from imagination.
- Students have good writing manners

Strand 3 Listening, viewing, and speaking

Critical listening and viewing; speaking to express opinions, feelings, speaking on various matters in logical sequence; speaking on various occasions, both formal and informal; and persuasive speaking

Standard T3.1 Competency in selective and critical listening and viewing, and critical and creative expression of knowledge, thoughts, and feelings on various occasions.

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students understand and use at least 50 words of daily life.

- Students respond to daily commands such as pick up the shirt, clap your hands, standing up.
Students can repeat or imitate words, signs, and symbols between 10-50 words.
- Students can use words, signs and symbols relating to everyday life words e.g. cups, candy and can tell about events expressing feelings correctly e.g. Like or do not like

S5 Students can immediately respond to questions about familiar experiences or events e.g. ‘Where is the ball?’, ‘What are you doing?’, ‘Is it yellow?’

- Students can follow 2 commands according to gestures or symbols e.g. put the spoon on the plate, take the book and give it to friend.
Students can gather ideas or share ideas.
- Students gather vocabulary, gestures, or symbols to communicate with listeners e.g. Mum is missing! Drink some water!
- Students try to understand the meaning of the original word by emphasizing sounds and using different facial expressions to communicate clear meaning.
- Students can use more than 50 words.

S6 Students respond appropriately to others in group situations.

- Students follow requests and suggestions through 3 important key words, signs or symbols e.g. give me the little red book.

Students initiate short conversations using basic words to communicate.

- Students ask simple questions to obtain information e.g., ‘Where’s the cat?’
- Students can use prepositions, such as ‘in’ or ‘on’, and pronouns, such as ‘my’ or ‘it’, correctly.

S7 Students can listen to, join, and follow stories for a short period of time.

- Students follow requests and suggestions through important key words, signs or symbols e.g. give me the big book about dinosaurs from the library.
- Students attend and respond to questions from adults and their peers about experiences, events, and stories e.g. ‘Where has the boy gone?’

Students use group words of up to three key words, signs, or symbols to communicate simple ideas, events, or stories to others e.g. ‘I want a big chocolate muffin’

- Students use words in Thai correctly.
- Students can use words to describe present, past, and future events and experiences, using simple phrases and statements e.g. ‘We are going to cinema on Friday’
- Students can discuss and demonstrate one on one role plays and group role plays as appropriate.
- Students can connect ideas or search for additional information to expand knowledge.

S8 Students take part in role play with confidence

- Students listen carefully and can answer questions of why or how as appropriate e.g. why do birds have to build nests? Why do we have to copy this picture?

Students can link 4 key words, signs, and symbols to communicate about their own experience or tell about familiar stories both in groups and one on one.

- Students use an extensive vocabulary to communicate meaning to listeners.
- Students can use possessives.
- Students participate in role play with confidence.
- Students can use conjunctions to identify the cause e.g. because, therefore.

S9 Students can listen and respond by speaking sentences containing 5 words.

- Students Listen to simple suggestions and instructions that are to be followed
- Students Answer questions and verbally present about materials listened to and viewed, both for acquiring knowledge and for entertainment.
- Students can verbally express opinions and feelings from materials listened to and viewed.
- Students can verbally communicate in line with objectives.
- Students have good listening, viewing, and speaking manners.

S10 Students can listen and respond by speaking sentences containing 8 words.

- Students listen to complicated suggestions and instructions that are to be followed.
- Students verbally present about materials listened to and viewed, both for acquiring knowledge and for entertainment.
- Students state the essentials of materials listened to and viewed.
- Students pose questions and answer questions about materials listened to and viewed.
- Students verbally present opinions and feelings about materials listened to and viewed.
- Students speak clearly to communicate in line with objectives.
- Students have listening, viewing, and speaking manners.

S11 Students can listen to them, ask questions, and communicate to express their opinions.

- Students tell details of materials listened to and viewed, both for acquiring knowledge and for entertainment.
- Students tell the essentials from listening and viewing.
- Students pose questions and answer questions about materials listened to and viewed.
- Students verbally present opinions and feelings about materials listened to and viewed
- Students speak clearly to communicate in line with objectives
- Students have listening, viewing, and speaking manners.

S12 Students can speak in response to a summary of their thoughts and opinions. Tell me how you feel and report on the study issues that can be researched.

- Students distinguish between facts and opinions from materials listened to and viewed
- Students verbally present the essentials from listening and viewing
- Students verbally present knowledge, opinions and feelings about materials listened to and viewed
- Students pose questions and logically answer questions from materials listened to and viewed
- Students verbally report on subjects or issues of study and research from listening, viewing and conversation
- Students have listening, viewing, and speaking manners.

Strand 4 Principles of Thai Language Usage

Studying nature and rules of Thai language; accurate linguistic usage appropriate to different occasions and persons; writing various kinds of works; and influence of foreign languages on Thai language

Standard T4.1 Understanding of nature and principles of Thai language, linguistic change and power, linguistic wisdom, and preservation of Thai language as national treasure.

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]

- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period of time and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students can easily spell words.

- Students can know Thai numbers
- Students can easily spell words.
- Students know different parts of the body.
- Students recognize 70 - 80 words.
- Students begin to use more verbs.

S5 Students can mix words from simple consonants and vowels.

- Students can tell and write simple consonants and vowels
- Students can mix simple consonants and vowels.
- Students recognize 3-word sentences.
- Students can use plural pronouns, gender pronouns, nouns and verbs.
- Students know how to ask questions with what, who, where and why
- Students recognize 90-100 words.

S6 Students understand and use vocabulary to answer more questions.

- Students can tell and write simple consonants, vowels, and tones.
- Students recognize sentences that consist of 3 or more words.
- Students can answer simple questions. They often ask with when and how.
- Students can use verbs, adverbs, postscripts, and interjections.
- Students recognize 120 - 130 words.

S7 Students understand and use vocabulary of daily life more often.

- Students can tell stories about themselves and others, with adults having to give few suggestions.
- Students can use verbs, pronouns, and prepositions correctly.
- Students recognize 140 - 150 words.

S8 Students can understand and use vocabulary to exchange information including sharing it with others.

- Students can tell and write simple consonants, vowels, and numbers.
- Students can exchange information with others.
- Students can write simple spelling.
- Students recognize 160 - 170 words.

S9 Students start learning the Thai alphabet.

- Students can say and write consonants, vowels, intonations, and Thai numerals for 20 words.
- Students write spellings and tell meanings of words
- Students arrange words into simple sentences.
- Students can make sequences of simple alliterations.

S10 Students practice spelling and telling the meaning of words.

- Students say and write consonants, vowels, intonations, and Thai numerals more than 20 words.
- Students Write spellings and tell meanings of words.
- Students Arrange words into sentences in line with communication objectives
- Students can tell characteristics of alliterations.
- Students choose standard Thai language and dialects appropriate to the occasion.

S11 Students can write words, sentences, rhyming words, slogans, identify functions and express the meaning of words in a standard and appropriate manner.

- Students write spellings and tell meanings of 60 words.
- Students can specify types and functions of words in sentences.
- Students can use dictionaries to search for meanings of words.
- Students construct simple sentences.
- Students coin alliterations and mottoes.
- Students choose standard Thai language and dialects appropriate to the occasion.

S12 Students can spell words, sentences, identifying functions, types of composition, poetry, and slogans. Tell me the meaning of the idioms and can compare standard languages with dialects.

- Students spell words and tell their meanings in various situations.
- Students can specify kinds and functions of words in sentences.
- Students use dictionaries to search for meanings of words.
- Students can accurately construct sentences in accord with linguistic rules.
- Students can write verses and mottoes.
- Students can tell meanings of idioms.
- Students can compare standard Thai language with dialects

Strand 5 Literature and Literary Works

analyse literature and literary works for studying data, concepts and values of literary writings as well as for pleasure; learning and comprehension of chants, children’s rhymes and folk songs representing valuable Thai wisdom—these have contributed to customs and traditions, social matters of the past as well as linguistic beauty, leading to appreciation and pride in our ancestors’ legacies accumulated over the years and passed on to the present

Standard T5.1 Understanding and expressing opinions; criticism of Thai literature and literary works through appreciative approach; and application in real life

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time a puppet character appears in a poem dramatized with sensory cues]

- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students can listen to narratives and nursery rhymes they have heard before.

- Students can listen to a short narrative of not exceeding half a page.
- Students can listen to nursery rhymes and sing along with it.

S5 Students can listen to a narrative and a nursery rhyme and sing along the nursery rhyme.

- Students listen to short narratives of not exceeding one page.
- Students can listen to nursery rhymes and sing along with it.

- S6 Students can listen to narratives, listen to play music, and sing along with it.**
- Students listen to short narratives of 1 and more pages.
 - Students can listen to play songs and sing along.
- S7 Students can listen to tales as well as youth literature and tell about the meaning of nursery rhymes and play songs.**
- Students can listen to tales or youth literature.
 - Students can understand and tell about the meaning of nursery rhymes and play songs
- S8 Students can listen to tales, literature, prose, poetry as well as songs and tell the meaning of it.**
- Students can listen to tales, literature, prose and poetry.
 - Students listen to local children singing songs, understand them and sing along them.
- S9 Students share ideas from reading or listening to literature and recitations**
- Students can tell insights obtained from reading or listening to literary works for children in prose and in verse.
 - Students can memorize recitations as assigned and verses according to their interests
- S10 Students read or listen to literature for children.**
- Students can specify insights obtained from reading or listening to literary works for children for application in daily life.
 - Students can sing local rhymes for children.
 - Students can memorize recitations as assigned and poetry according to their interests.
- S11 Students read or listen to literature, folk songs, nursery rhymes as well as recitations**
- Students can specify insights obtained from reading literature for application in daily life.
 - Students know folk songs and lullabies to inculcating appreciation of local culture.
 - Students can express opinions about literature read.

- Students can memorize the recitations prescribed and valuable verses in line with their interests.

S12 Students read tales, sing folk songs, and read recitations according to their interests.

- Students can specify insights from **folk tales or moral tales**.
- Students can explain insights from reading for application in real life,
- Students can sing folk songs.
- Students can memorize the recitations prescribed and valuable verses in line with their interests.



2. Mathematics

Preparing students to have critical thinking skills, critical thinking, problem solving and creative thinking. Using technology communication and cooperation which will result in students being informed of changes in economic, social, cultural, and environmental systems. Able to compete and live with the world community.

Strand 1 Numbers and Algebra

Learn about real number systems, properties of real numbers, percentage ratio, estimation, solving problems with numbers. Using numbers in real life patterns, relationships, functions, set, logic, expressions, polynomial, polynomial, system equations, inequalities, graphs, interest and monetary values sequence and serial. And the application of knowledge about numbers and algebra to various situations.

Standard M1.1 Understand the variety of number displays, system number operations, number operations, the result of the operation, properties of operation and use

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period of time and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students demonstrate an understanding of activities related to numbers and counting.

- Students can imitate gestures in songs and games involving numbers.
- Students can sort pictures or numbers assigned by teachers by using songs about numbers.
- Students can play role plays e.g. role plays about making food.

S5 Students can respond to and participate in activities for stories, songs and games related to known numbers e.g. singing, pronunciation, using symbols or specifying at least 1 number.

- Students can specify one or two numbers e.g. pointing, showing gestures, eye blinking or other methods to specify 1 or 2 numbers as needed.

- Students demonstrate the understanding in the diversity of numbers e.g. one or more numbers in grouping food on a plate.

S6 Students demonstrate an understanding of one-to-one correspondence in a range of contexts e.g. matching cups and plates, straws, and beverage boxes. Students can memorize the numbers 1-5 e.g. pronunciation or symbols for counting.

- Students can count to three and categorize 3 items and use the numbers 1-3 in known activities and games e.g. touching objects to count 1 2 3, counting toys or pictures, categorizing 3 items.
- Students demonstrate an understanding of various numerical concepts through music, stories, and games e.g. a teacher sings about numbers and students can sing along and perform gestures.

S7 Students can count from 1-10 e.g. by speaking or using symbols instead of counting from 1-10.

- Students can count at least 5 items or objects e.g. candles on a cake, bricks on a building.
- Students classify the numbers 1-5 and understand the number symbols representing numbers e.g. specifying number symbols with numbers (1-5) correctly.
- Students demonstrate an understanding of what is “less” e.g. water in a bottle is less than...

S8 Students can count and memorize numbers greater than 10 e.g. students can tell or Show number symbols in counting.

- Students gradually increase counting e.g. counting using dices, pronunciation in counting, using number symbols and continue the teacher’s counting.
- Students know the differences in quantities e.g. comparing items that are bigger or smaller etc.
- Students can continue counting from numbers assigned by the teacher e.g. the teacher assigns 11 and lets the students count in steps of three.

S9 Students can add and subtract of not more than 100 and problem solving using mentioned numbers.

- Students can write and read Hindu-Arabic numbers and Thai numbers representing quantity of items or numbers from 0 to 100.
- Students can compare and prioritize numbers from 0 to 100 by using = ≠ > <.
- Students sort the count to 100 and 0 from 3 to 5 numbers.
- Students show how to find the answer to the addition and subtraction problem of numbers less than 100 and 0.

S10 Add, subtract, multiply, divide and solve numeric problems up to 1000 and 0.

- Students can write and read Hindu-Arabic numbers and Thai numbers and written forms showing quantity of items or important numbers from 0 - 1,000.
- Students compare counts to 1000 and 0 by using = ≠ > <.
- Students sort the count to 1000 and 0 from 3 to 5 numbers from different situations.
- Students find the result of addition, subtraction, multiplication, division, mingling of no more than 1000 and 0.
- Students show how to find the answer to a 2-step problem of no more than 1000 and 0.

S11 Addition, subtraction, multiplication, division and solving problems with numbers not exceeding 100,000 and 0.

- Students can write and read Hindu-Arabic numbers and Thai numbers and written forms showing quantity of items or important numbers of no more than 1000 and 0.
- Students compare and order up to 100,000 counts from different situations.
- Students find the result of addition, subtraction, multiplication, division, mingling of numbers up to 100,000 and 0.
- Students show how to find the answer to a 2-step problem of count not exceeding 100,000 and 0.
- Students find the value of the unknown in addition symbol and a symbolic sentence showing the subtraction of the number not more than 100,000 and 0.

S12 Add, subtract, and solve fractions with the same denominator.

- Students tell, read, and write fractions, quantify things, and display things according to a given fraction.
- Students compare fractions where the numerator is equal. Where the numerator is less than or equal to the denominator.
- Students find the sum of fractions with the same denominator. And the sum not greater than 1 and the negative of fractions with the same denominator.
- Students show how to find the answer to the problem. Adding fractions with the same denominator and a sum of not more than 1 and a problem for subtraction of fractions with the same denominator.

Standard M1.2 Understand and analyze patterns, relationships, functions, sequences, and series and use them.

If teachers wish to choose the option to assess standard M1.2 they can use the bullet points shown below. For this Standard M1.2 the assessment of Standard M1.1 from S1-S8 is unlikely precede S9-S12

S9 Students understand the relationship model of numbers.

- Students can tell the correct even number, for example, 2, 4, 6, 8, 10, etc.
- Students can tell correct odd numbers, for example, 1 3 5 7 9 etc.
- Students can accurately count increments of 1 and 10 from the starting number for example, have students count increments of 1 from 1 to 5, have students count in increments of 10 from 1 to 5. etc.
- Students can count the number decreases in increments of 1 and 10 from the starting number correctly. For example, have students count the number decreases in increments of 1, starting from 10 to 5, having students count decreasing by 10 from 100. Number 5, etc.

S10 Students understand the various correlation patterns of numbers.

- Students can correctly count the increments of 2 from the starting number for example, have students count the number in increments of 2 from 2 to 5, 2, 4, 6, 8, 10, etc.
- Students can count the correct increments of 5 from the starting number. For example, have students count the number in increments of 5 from 5 to 5, namely 5, 10, 15, 20, 25 etc.
- Students can accurately count the number of decreases in 100 increments from the starting number. For example, have students count the number decreases in 100 increments starting from 100 to 5 numbers which are 100 200 300 400 500 etc.
- Students can tell the repetition pattern of the number, shape or thing given to them. For example, assign the number 1 2 3 4, 2 3 4, 1 2 3 4. Triangle, circle, square, triangle, square, triangle, circle. Students can tell missing shapes and so on.

S11 Students understand the correlation pattern of equal increase or decrease.

- Students can tell the number that is increasing evenly, not more than 100. For example, assign students to tell the missing number 10 20 30 40 80, 45 50 55. 70 etc.
- Students can tell the number that is increasing evenly, not more than 1000. For example, assign students to tell the missing number 100 200 300... .. 700, 450 500 550 700 etc.
- Students can tell the number of decreases evenly, not more than 100, for example, assign students to tell the missing number 80 70 60 50 10, 70 65 60 45 etc.
- Students can tell the number that decreases evenly, not more than 1000. For example, assign students to tell the missing number 700 600 500... .. 200, 700 650 600 550..... 400 etc.

S12 Students understand patterns, relationships, sequences, and can solve patterns problems.

- Students can correctly tell the number of increments by multiplying numbers up to 100. For example, assign students to the missing number 1 3 9 81, 2 6.... 54 etc.
- Students are able to correctly tell the number increasing by dividing numbers up to 100. For example, assign the student to the missing number 80 40 10 5 etc.
- Students can solve the relationship pattern problem of serial numbers, for example, 1 2 5 10 ...? ..., 5 10 15 20 ...? ...

Standard 1.3 Use expressions, equations, and inequalities to describe relationships or help solve a given problem.

- This strand is not assessed or taught -

Strand 2 Measurement and Geometry

Learn about lengths, distance, weight, area, volume and capacity, money and time, measurement units, systems, measurement predictions, Trigonometric ratio, geometry, and properties of geometry. Visualization of geometric models, geometric theorem, geometric transformations of parallelism, reflection, rotation and application of measurement and geometry knowledge in various situations.

Standard M2.1 Understand the basics of measurement. Measure and estimate the sizes of items, and the application of it

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]

- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period of time and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students can recognize through seeing, hearing, or touching to demonstrate the beginning of an objective e.g. looking for an item or sound when removing it.

- Students match large and small objects e.g. find a large football and place it next to big football, match small cars with small cars.
- Students show interest in positions and relationships between objects e.g. piling or connecting objects or use objects to construct.

- S5 Students intentionally search for objects in normal locations e.g. students can go to the math's shelf and take boxes of various shapes.**
- Students search for big and small objects as assigned e.g. students can pick up big or small objects as assigned.
 - Students can accurately compare objects of different sizes e.g. Students can tell which pair of shoes is larger, students can compare small boxes with bigger boxes.
 - Students can explore the position of objects e.g. placing objects in and out of a container
- S6 Students cannot find objects in a normal location which demonstrates an understanding in the persistence of objects e.g. one will not find glasses in a shelve.**
- Students compare the different size of an object with that of another object e.g. compare and name the larger sized Matryoshka doll or different sizes of Rubik balls.
 - Students can manage three dimensional shapes e.g. place a shape into a shape block, use three dimensional objects to create role play
 - Students understand word symbols and descriptive symbols for position e.g. following instructions to place an object in, on, under inside another object.
- S7 Students can follow instructions by moving forwards and backwards e.g. following instructions to move forward and backward. Understanding when a vehicle is moving forwards or backwards, moving objects forward and backward on a game board.**
- Students can choose various shapes from items that are grouped together e.g. pick all the round shaped objects in the classroom, searching for square shaped objects
 - Students can use words to compare size and quantity e.g. compare the object or the quantity by using words like heavier or lighter, more, and less.

S8 Students compare objects that have width, length and thickness and are able to determine whether it is long or short e.g. compare 2 different types of plants and specifying which one is longer.

- Students understand day and time of daily life e.g. not going to school on a Saturday or Sunday, swimming on a Wednesday, times of eating food and times to go to sleep.
- Students understand mathematical terms to describe shapes and sizes e.g. the ball is round, and the table is quadratic.
- Students describe shapes in simple models, pictures and patterns [for example, stamping shapes in sand and describing them, using a set of flat shapes to make pictures or patterns, naming some of the shapes used, identifying specific shapes from pictures, simple models or patterns].

S9 Students know length measurement units, can use measurement, and estimate the size of items that need to be measured and used

- Students can measure and compare lengths in centimeters and in meters.
- Students can choose to use an appropriate measuring instrument for length, can measure and tell the length of various items in centimeters and millimeters as well as meters and centimeters.
- Students can estimate lengths in meters and centimeters.
- Students can compare lengths between centimeters and millimeters, meters and centimeters as well as kilometers and meters from various situations
- Students can give ways to find answers to problems relating to length with units in centimeter and millimeter, meter, and centimeter as well as kilometer and meter.

S10 Students know how to measure weight and can use the measurement to estimate the size of items that need to be measured and used

- Students can measure and compare weights in kilograms and 100 grams.
- Students can measure and compare weights in kilograms and grams as well as kilograms and 100 grams.

- Students can choose an appropriate scale, measure, and tell the weight in kilograms and 100 grams as well as in kilograms and grams.
- Students can estimate the weight in kilograms and 100 grams.
- Students can give ways to find answers to problems of addition, subtraction referring to weight in kilograms and 100 grams.

S11 Students know money, the value of money and can use the knowledge to apply it to daily life.

- Students can tell and write the amount of money.
- Students can compare amounts of money and exchange of money.
- Students can read and write income and expense reports.
- Students give ways to find answers to problems relating to money.

S12 Students have knowledge in reading the time and can apply it to daily life

- Students can tell the time in hours and minutes.
- Students can write read the time using periods or colon.
- Students can tell the period in hours and minutes.
- Students can compare the period by using the relationship between hours and minutes.
- Students can read and write activities that specify time.
- Students can give ways to find answers to problems relating to time and period.

Standard 2.2 Understand and analyze geometry, the geometric properties, the relationship between geometry and geometric theories, and application of it

If teachers wish to choose the option to assess standard M2.2 they can use the bullet points shown below. For this Standard M2.2 the assessment of Standard M1.1 from S1-S8 is unlikely precede S9-S12

S9 Students classify triangles Square, circle, oval, rectangular, round, cylinder and cone shape

- Students can recognize triangles, quadrilateral, circle, and ellipse.
- Students can tell and write the nature of the triangle, quadrilateral, circle, and ellipse.
- Students can recognize square, rectangular, sphere, cylinder, and cone shapes.
- Students can tell and write rectangular, spherical, cylindrical, and conical shapes.

S10 Students can classify and characterize polygons and circles.

- Students can identify or classify polygons such as triangles, quadrilateral, pentagons, hexagons, circles, and ellipses.
- Students can identify or identify triangles such as isosceles triangle, equilateral triangle, and scalene triangle.
- Students can tell or classify rectangles such as rectangles, trapezoid, square, rhombus, etc.

S11 Students can identify a two-dimensional geometry with a symmetrical axis. And the number of axes of symmetry

- Students can identify geometric shapes with a symmetrical axis. For example, teachers take paper cut into shapes such as isosceles triangles with a scalene triangle come to the students to see. Students can identify which paper shapes have a axis of symmetry, etc.
- Students can tell the number of axes of symmetry of a geometric shape, 1 axis of symmetry.
- Students can tell the number of axes of symmetry of a geometric shape, 2 axes of symmetry.
- Students can tell the number of axes of symmetry of a geometric shape, more than 2 axes of symmetry.

S12 Students can classify different types of angles and can tell the name of the angle.

- Students can tell or write portions of a plane, point, line segment, line, and ray.
- Students can tell or write the angle, vertex, arm angle of angle.
- Students can tell or write right angles and acute angles.
- Students can recognize corner names based on objects around them.

Strand 3 Statistics and Probability

Learn about asking statistical questions, data collection, calculation of statistics, presentation, and interpretation of results for qualitative and quantitative data. Basic counting principles probability. Using knowledge of statistics and probability in explaining various events and helping to make decisions.

Standard M3.1 Understand statistical processes and use statistical knowledge to solve problems.

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.

- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students are aware of reasons and consequences of mathematical activities in daily life e.g. role play with the use of coins in a store, the exchange of a product, using a calculator to find results.

- Students recognize changes in shape, position, or volume e.g. students group fruits of similar shape together.
- Students can participate in activities according to situations assigned by teachers e.g. the teacher sings the song a cake and a dish. The students can take the cake and put it on the dish.
- Students can move their body according to the way assigned by the teacher e.g. the teacher instructs the students to lift all their arms and the students do so accordingly.

S5 Students can match similar objects or images e.g. match a pair of shoes with socks according to the example given by the teacher, match items in line with the image.

- Students can place similar items in a container as assigned e.g. students place snacks in the same amount on dish 1 and dish 2.

- Students can solve problems in performing mathematical activities e.g. students choose a container to put food in appropriate to size.
- Students can accurately match items that relate with each other in daily life e.g. scout shirt and scout pants, yellow sport shirt with yellow pants.
- Students can match images together as assigned e.g. the teacher assigns a picture containing a triangle, square or circle and the students can search for the similar counterpart.

S6 Students sort objects and items according to specified criteria e.g. putting the football into a net bag and put the ping pong balls into the box.

- Students can imitate activities according to order e.g. beating the drum according to the assigned rhythm.
- Students can correctly sort the relationship as assigned by the teacher e.g. students can continue domino, animal pictures or items of not more than 10 pieces.
- Students can order not more than 10 numbers e.g. the number of flowers in a vase. The first vase has one flower, the second vase has two flowers and the third vase has three flowers.

S7 Students can classify various types according to specified criteria e.g. sort according to size or shape of coins, sort according to shoe size.

- Students can separate different or incompatible objects or items e.g. separate vegetables from the fruit box.
- Students can classify various types e.g. students identify items that should be in the refrigerator, in the closet etc. Students separate items that are agricultural tools and kitchenware correctly.
- Students know the category of objects and can answer category questions as assigned correctly e.g. how many students are in the room? The students answer with ...students. How many fruits are in the vegetable-fruit box?

S8 Students can classify and order according to the assigned example.

- Students have the knowledge and the understanding to count from 1-10 and can sort according to patterns e.g. taking beads to make a necklace according to example, let students clap hands according to rhythm as assigned by teacher.
- Students have the knowledge and the understanding to count from 1-10 in order to solve problems.
- Students can estimate easily. e.g. students can estimate of how many balls can approximately fit into the box.
- Students can listen to instructions and follow them correctly e.g. Teacher instructs the student to walk three steps forward, take three steps backward. Students can follow the instructions.

S9 Students can use data from pictograms to find answers to a problem and defining 1 image instead of 1 unit.

- Students can read up to 10 pictograms e.g. tell the maximum number of fruits, the smallest number of animals
- Students can draw not more than 10 pictograms e.g. the teacher assigns that on Monday 5 trees, on Tuesday 2 trees and on Wednesday 3 trees will be planted.
- Students can draw not more than 20 pictograms e.g. 5 people like red, 6 people like pink, 4 people like blue.
- Students can draw not more than 20 pictograms e.g. the teacher assigns the students by having the first student having 5 drops, the second student 7 drops and the third student 8 drops.

S10 Students can use data from pictograms to find answers to a problem and defining 1 image instead of 2-5-10 units.

- Students can read pictograms by assigning 1 image instead of 2 units e.g. In a weekly chart. How many cakes were sold on Monday? 1 cake represents 2 cakes.

- Students can read a pictogram by assigning 1 image instead of 2 units e.g. In a weekly chart. How many cakes were sold on Monday? 1 cake represents 5 cakes.
- Students can read a pictogram by assigning 1 image instead of 2 units e.g. In a weekly chart. How many cakes were sold on Monday? 1 cake represents 10 cakes.

S11 Students can draw a pictogram and use the data to find answers to solve problems. They can draw a one-way table from counted data and use the data to find answers to problems.

- Students can draw a pictogram instead of items. 1 image instead of 1 unit as assigned but not exceeding 5 items e.g. students draw a pictogram with 3 oranges, 2 watermelons, 5 apples etc.
- Students can draw a pictogram instead of items. 1 image instead of 1 unit as assigned but not exceeding 5 items e.g. students draw a pictogram as follows: on Monday I eat 3 oranges, on Tuesday I eat 2 watermelons, on Wednesday I eat 5 apples etc.
- Students can draw a pictogram instead of items. 1 image instead of 1 unit as assigned but not exceeding 5-10 items e.g. students draw a pictogram as follows: oranges 2 units, watermelons 4 units, mangoes 6 units etc.

S12 Students can draw a one-way table from data collected and use the data to find answers to problems. They can draw a bar chart and use the data to find answers to problems.

- Students can read and answer questions from one-way tables e.g. the number of students in the 5 primary classrooms
- Students can draw a one-way table e.g. the height of 10 students being in the primary class 3/3
- Students can read and answer questions from bar charts e.g. various tastes of ice cream that is sold in one day: lemon taste, strawberry taste, green tea taste, vanilla taste. How much was sold?

- Students can draw a bar chart from data assigned by the teacher e.g. the number of watches sold in 1 week: 3 watches, 5 alarm clocks, 2 timers, 4 table clocks and 2 wall clocks.

Standard 3.2 Understand basic counting principles, probability, and use.

- This strand is not assessed or taught -



3. Science

Linking knowledge and processes. Have important skills in researching and creating knowledge by using the process of searching for knowledge and solving various problems. Engage students in every step of learning. There are activities that are conducted in various real actions. Suitable for class.

Strand 1 Biological Science

Learn about life in the environment, composition, human and animal life, plant life, genetic, biodiversity and the evolution of living things.

Standard SC1.1 Understanding the diversity of the ecosystem, the relationship between non-living things and living things, the relationship between living things and other living things in the ecosystem, the transfer of energy, succession in the ecosystem, definition of population, problems and impacts on natural resources and the environment, guidelines for conserving natural resources and solving environmental problems including taking that knowledge and apply it.

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally.

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period of time and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students can specify and discuss characteristics and explain the benefits of living and non-living things.

- Students can specify characteristics of living and non-living things and classify them using external characteristics as criteria.
- Students can discuss various characteristics of living things close to them.
- Students can explain the benefits of plant and animals.
- Students can explore the differences between living a life when living with products from living things.

S5 Students can compare the differences, observe the characteristics, and explain the responsibilities of the external structure of living things.

- Students can compare the differences between living and non-living things.
- Students can observe and explain the characteristics and the responsibilities of the external structure of plants and animals.
- Students can observe and explain the characteristics, responsibilities and importance of external human organs as well as taking care of their health.

S6 Students understand that living things like plants and animals rely on one another and the environment for survival.

- Students can discuss about the places where living things live.
- Students can explore the role of living things in the environment e.g. producer of consumers or decomposers.
- Students can recognize that interactions between living things may be competitive or mutually beneficial.
- Students can make and record observations of living things as they develop through their life cycles.
- Students can explain the stages of the life cycles of various living things e.g. insects, birds, frogs and flowering plants.

S7 Students understand simple scientific terms e.g. before, after, vibration, growth, eating food, moving. Can communicate in order to connect simple phrases e.g. appropriate food for animals.

- Students can record simple experimental results e.g. using images with sequence of events.
- Students give suggestions for planning and evaluating their results e.g. answer questions, showing, demonstrating, experimenting, responding etc. and use the appropriate methods. Students suggest the methods of communication and practice.

- Students can understand the meaning of actions done by others by using scientific terms to explain.

S8 Students can compare and specify the differences and search for information to discuss genetic inheritance.

- Students can compare and specify similar characteristics between parents and children.
- Students can explain similar characteristics between parents and children being genetic inheritance; take that knowledge and apply it.
- Students can search for information and discuss about some types of living things that are extinct and those still existing until present.
- Students can explore their local environment and explain the relationship between the living things and the environment.

S9 Students identify plants and animals that live in different areas from the collected data.

- Students identified the names of plants and animals that resided in different areas from the collected data.
- Students describe the environment suitable for the life of the animals in the area where they live.

S10 -

S11 -

S12 -

Standard SC1.2 Understanding the treasures of life, basic units of living things, transportation of substances in and out of cells, the relationship of structures and the function of various systems of animals and humans working in relation. The relationship of structure and function of various organs of plants working in relation including taking that knowledge and apply it.

If teachers wish to choose the option to assess standard SC1.2 they can use the bullet points shown below. For this Standard SC1.2 the assessment of Standard SC1.1 from S1-S8 is unlikely precede S9-S12

S9 Students observe the appearance and tell the structure function. Outside of life Including taking care of it properly.

- The student specifies the name. Describe the functions of the human, animal and plant body parts and the synergistic function of the differences of the human body in different activities from the information gathered.
- Students realize the importance of their body parts by taking care of the parts correctly to be safe and keep them clean.

S10 Students explain the factors that are important for plant growth.

- Students indicate that plants need light and water for growth by using data from empirical evidence.
- Students recognize the need for plants to receive water and light for growth by taking good care of the plants to get them.
- Students create a model describing the life cycle of flowering plants.

S11 Students explain the factors that are important for the growth of the animal. Create a model describing the life cycle of an animal and compare the life cycles of animals.

- Students describe what is necessary for life and growth of humans and animals using the collected data.

- Students realize the benefits of food, water, and air by taking proper care of themselves and animals.
- Students create models describing the life cycles of animals and comparing the life cycles of certain animals.
- Students recognize the value of animal life without altering the life cycle of the animal.

S12 Students describe the functions of the roots, stems, leaves and flowers of flowering plants using the collected data.

- Students describe the functions of the roots, stems, leaves and flowers of flowering plants using the collected data.

Standard SC1.3 Understanding the process and importance of acquired characteristics through inheritance, genetic materials, genetic changes affecting living things, biodiversity and evolution including taking that knowledge and apply it.

If teachers wish to choose the option to assess standard SC1.3 they can use the bullet points shown below. For this Standard SC1.3 the assessment of Standard SC1.1 from S1-S8 is unlikely precede S9-S12

S9 -

S10 Students can compare the characteristics of living beings and non-living things from the information gathered.

- Students compare the characteristics of living beings and non-living things from the information gathered.

S11 -

S12 Students can classify vertebrates and invertebrates. The vertebral bodies were used as criteria and could describe the observable characteristics of different groups of vertebrates.

- Students classify living things using similarities and the difference of the characteristics of living things into plant groups, animal groups, and non-plant and animal groups.
- Students classified plants into flowering and non-flowering plants using flowering criteria using the collected data.
- Students classify animals into vertebrates and invertebrates. Using the spine as a criterion using the collected data.
- Student description only observed of vertebrates in the fish group, Amphibian group, Reptiles, Birds, and Mammals and give examples of living things in each group.

Strand 2 Physical Science

Learn about nature of substance, change in substance, movement of energy and waves.

Standard SC2.1 Understanding of the properties of substances; the relationship between the properties of substances and the structures and binding forces between particles; principles and the nature of change in the state of substances; the solution formation; the chemical reaction;

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally.

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period of time and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students can explore and observe results of physical change of objects and materials e.g. mixing water and flour etc.

- Students can communicate and recognize changes in light, sound, and movement.
- Students can imitate movements making sounds by using their body e.g. clapping hands, stamping with their feet, speaking, or singing.
- Students can use their body by pushing or pulling through senses.

The teacher assesses the determination in activities if it was not done by mistake.

S5 Students participate in activities focusing on searching in an assigned environment.

- Students can match and object or material with specific characteristics or single property e.g. temperature, sound.
- Students can tell about change in shape and form of objects before and after.

- Students can use familiar equipment in related situations e.g. the source of light (e.g. turn on/off a light switch, lighting a candle.)
- Students respond to simple scientific questions (e.g. pick up a flower and show it, dry or wet) Can show, demonstrate, experiment, and respond by communicating according to ability and needs.
- Students can control their work successfully by letting others carry it out.

S6 Students have the knowledge and ability to separate various distinctive properties e.g. living things in their own environment.

- Students can tell the general characteristics, relationships, and predictions of future situations e.g. the melting of ice cream, the speed vehicle wheels on steep slopes and smooth surfaces. etc.
- Students can classify materials according to assigned criteria.
- Students can observe the changes in occurring materials e.g. when materials get hot, cold or mixed.
- Student can specify which appliance is electrical (can specify the name of the electrical appliance)
- Students could tell the origin of sound.

S7 Students understand simple scientific terms e.g. before, after, vibration, growth, eating food, moving. Can communicate to connect simple phrases e.g. Appropriate food for animals.

- Students can tell simple features of light, sound, and movement e.g. bright and dark, loud, and quiet, fast and slow etc.
- Students can record simple experimental results e.g. using images with sequence of events.
- Students give suggestions for planning and evaluating their results e.g. answer questions, showing, demonstrating, experimenting, responding etc. and use the appropriate methods. Students suggest the methods of communication and practice.

- Students can understand the meaning of other's action using scientific terms to describe it.

S8 Students can observe forms or changes in general material properties.

- Students contribute in planning, evaluating, and recording experimental results.
- Students can specify general material properties.
- Students can classify materials by using simple criteria and communicate to tell about observations they made on that material property.
- Students observe changes in light, sound or movement resulting from actions e.g. volume control, dimming light.

S9 Students can describe properties and specify types and organize materials into groups.

- Students can describe observable properties of materials used to make objects that are made of one or several materials. Students use empirical evidence.
- Students can specify the type of material organize into groups according to observable properties.

S10 Students can compare properties, describe material properties, and describe the movement of light.

- Students can compare the water absorption properties of materials by using empirical evidence and specify the use of water absorption properties of materials for products of daily life.
- Students can describe observable material properties produced by mixing materials; use empirical evidence.
- Students can compare observable properties of materials to be used according to objectives. Explain the use of recyclable materials by using empirical evidence.
- Students can recognize the benefits of recycling by recycling materials.

S11 Students can explain and compare forces that result to motion, and various sources of energy.

- Students can explain that objects are made of components which can be separated and assembled into a new object by using empirical evidence.
- Students can describe the changes of materials when heating or cooling down; use empirical evidence.

S12 Students can compare the properties of substances in their 3 states; Explain gravity.

- Students can compare physical properties on hardness, elasticity, heat conduction and electrical conductivity of the material by using empirical evidence from experiments and specify above physical properties for daily use; do a design process with workpiece
- Students can exchange opinions with others by debating about physical properties of materials logically and from experiments.
- Students can compare the properties of all 3 states from data obtained through observation of mass; the need to address the shape and volume of the substances.
- Students can use of tools to measure mass and volume of substances in all 3 states.

Standard SC2.2 Understand the nature of force in everyday life, effect of force exerted on an object, various kinds of motion of objects, including applying knowledge.

If teachers wish to choose the option to assess standard SC2.2 they can use the bullet points shown below. For this Standard SC2.2 the assessment of Standard SC2.1 from S1-S8 is unlikely precede S9-S12

S9 -

S10 -

S11 Students can explain and compare the forces that affect motion.

- Students identify the effect of force on the change in motion of an object based on empirical evidence.
- Students compare and illustrate the tactile and non-contact forces that affect the movement of objects using empirical evidence.
- Students classify objects using empirical magnetism based on evidence.
- Students identify the magnetic poles and predict the effects between the magnetic poles as they are brought together from empirical evidence.

S12 Students can explain about gravity.

- Students identify the effect of gravity on an object based on empirical evidence.
- Students use spring scales to measure the weight of objects.
- Students describe the mass of objects that affect the transition. Converting the movement of objects from empirical evidence.

Standard SC2.3 Understanding the meaning of energy; change of energy and energy transfer; the interaction between substances and energy; energy in daily life, nature, of waves; phenomena relating to sound, light and electromagnetic waves; putting the knowledge into practice

If teachers wish to choose the option to assess standard SC2.3 they can use the bullet points shown below. For this Standard SC2.3 the assessment of Standard SC2.1 from S1-S8 is unlikely precede S9-S12

S9 Students can describe the sound occurrence and direction of sound movement from empirical evidence.

- Students describe the sound occurrence and direction of sound movement from empirical evidence.

S10 Students can compare properties, explain material properties. And describe the motion of light

- Students describe the line of light movement from a light source and explain how to see evidence from empirical evidence.
- Students recognize the value of vision by offering guidance to prevent hazards from looking at objects in inappropriate lighting.

S11 Students can illustrate the conversion of one energy into another and describe the source of electricity. Benefits and harms of electricity Economical and safe use of electricity

- Students give examples of the conversion of one energy into another from empirical evidence.
- Students describe the operation of generators and identify energy sources for electricity generation from the information gathered.
- Students realize the benefits and harms of electricity by offering ways to use electricity economically and safely.

S12 Students can Classify objects as transparent, translucent media and opaque objects from the nature of seeing things through objects is a criterion using empirical evidence.

- Students classify objects as transparent, translucent medium and opaque objects from the nature of seeing things through objects is a criterion using empirical evidence.

Strand 3 Earth and Space Science

Learn about elements of the universe. Interaction within the solar system, space technology, earth system, geological change, climate change process and affecting organisms and the environment.

Standard SC3.1 Understand the components, characteristics, formation process and evolution of the universe, galaxy, stars and the solar system including the interrelationship within the solar system affecting living things; the application of space technology.

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally.

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period of time and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students understand seasonal change, and basic behavior.

- Students understand seasonal change.
- Students can tell how to behave when there is seasonal change.

S5 Students choose clothes and do role play according to the season.

- Students choose the correct clothes according to the season assigned by the teacher.
- Students can create a role play of what clothes to wear during an assigned season.

S6 Students understand the weather and tell the differences between day and night.

- Students can describe daily weather if it is hot, cold, or rainy.
- Students can tell the characteristics of the sun and moon.
- Students can tell the difference between day and night.

S7 Students can understand and describe the characteristics of all 3 seasons.

- Students can describe the characteristics of summer.
- Students can describe the characteristics of winter.
- Students can describe the characteristics of the rainy season.

S8 Students can understand and classify the differences of all 3 seasons by clothes.

- Students can describe the difference of all 3 seasons.

- Students can classify all 3 seasons by looking at images with clothes.

S9 Students can identify what appears in the sky during the day and night.

- Students can specify stars that appear in the sky during the day and night by using data collected.
- Students can describe the cause why not seeing stars during daytime based on empirical evidence.

S10 -

S11 Students can explain the movement, the rise, and fall of the sun and the importance of the sun.

- Students can describe sunrise and sunset by using empirical evidence.
- Students can describe the cause of sunrise and sunset leading to daytime and nighttime, and the direction by using a model.
- Students can recognize the importance of the sun by describing the benefits towards living things.

S12 Students explain the components and importance of space.

- Students can describe moonrise and moonset by using empirical evidence.
- Students can create a model describing the change of shape of the moon and predict the shape of the moon.
- Students can create a model showing the components of the solar system and describe and compare the orbital periods of various planets based on the model.

Standard SC3.2 Understand the components and relationships of the global system, processes of change within the Earth and on the surface, disasters, climate change, weather and global climate including the effects towards living things and the environment.

If teachers wish to choose the option to assess standard SC3.2 they can use the bullet points shown below. For this Standard SC3.2 the assessment of Standard SC3.1 from S1-S8 is unlikely precede S9-S12

S9 Students can tell the name of each type of stone and can tell the characteristics of that type of rock.

- Students describe the exterior of the stone. from the characteristics observed.

S10 Students can identify soil components. Classify soil types and describe their uses.

- Students identify soil components and classification of soil types using soil texture and coagulation criteria.
- Students explain the uses of the soil from the information gathered.

S11 Students can identify the components. air importance, effects of air pollution on living organisms.

- Students identify air components, describe the importance of air and the impact of air pollution on living things from the information gathered.
- Students realize the importance of air. By presenting practical guidelines for reducing air pollution
- Students explain wind occurrence from empirical evidence.
- Students describe the benefits and dangers of the wind. From the information gathered

S12 -

Strand 4 Technology

Design and technology learn about technology for living in a rapidly changing society. Use knowledge and skills in science, mathematics, and other sciences to solve problems or develop creative work using an engineering design process. Choose the right technology by considering the impact on life, society, and the environment.

Computational science learns about computational thinking, critical thinking, problem solving and systematic solving. Apply knowledge in computer science and information and communication technology. To effectively solve problems encountered in real life.

Standard SC4.1 Understand the key concepts of technology for living in a rapidly changing society. Use of knowledge and skills in science, mathematics, and other sciences to solve problems or develop creative work based on engineering design processes; choose of appropriate technology considering impact on life, society, and environment.

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally.

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.

- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students understand and describe technology close to them.

- Students can name technology close to them e.g. phone, tv and computer.
- Students name technology they are interested in.

S5 Students appreciate the value and benefits of technology.

- Students can tell the benefits of technology.
- Students appreciate the value of technology.

S6 Students understand the appreciation of value and using technology maintenance procedures close to them.

- Students can tell about methods maintaining technology.
- Students can tell about the importance of maintaining technology.
- Students can apply knowledge about technology maintenance in daily life

S7 Students describe the main components of a computer.

- Students can tell the names of basic computer equipment.

- Students can name the main devices of a computer.

S8 Students understand and explain the functions and benefits of computer equipment.

- Students can accurately tell about computer equipment functions.
- Students can tell about the benefits of computer equipment.

S9 -

S10 -

S11 -

S12 -

Standard SC 4.2 Understand and use of computational concepts in order to solve problems encountered in real life step by step and systematically. Use of information technology and communication for learning, working, and solving problems efficiently, knowingly and ethically.

If teachers wish to choose the option to assess standard SC4.2 they can use the bullet points shown below. For this Standard SC4.2 the assessment of Standard SC4.1 from S1-S8 is unlikely precede S9-S12

S9 Students solve problems step by step Proper use and maintenance of basic technology

- Students solve simple problems using trial and error, comparison.
- Students show a simple sequence of workflows or solutions using pictures, symbol, or message.

- Students write simple programs by using software or media.
- Students use technology to create, store, retrieve information according to their objectives.
- Students use information technology safely Follow the terms of computer use. Maintain equipment and use it properly.

S10 Students write simple programs Use technology to search and categorize. And using information technology safely

- Students show a simple sequence of workflows or solutions using pictures, symbol, or message.
- Students write simple programs by using software or media and detect program errors.
- Students use technology to create Categorize, search, store retrieve information for its purpose.
- Students use information technology safely Follow the terms of computer use. Maintain equipment and use it properly.

S11 Students can use the Internet to search for knowledge, collect information, process and present information using the software as required.

- Students show a working algorithm or a simple solution using a picture, symbol, or message.
- Students write simple programs by using software or media and detect program errors.
- Students use the Internet to search for knowledge.
- Students collect, process and present information by using the software for its purpose.
- Students use information technology safely, follow the internet use agreement.

S12 Students design and write simple programs. Use the Internet to search for knowledge and evaluate. Reliability of information.

- Students use logical reasoning to solve problems, working description, forecasting outcomes from a simple problem.

- Students design and write a simple program by using software or media and detect errors and correct.
- Students use the Internet to find knowledge and assess the reliability of the information.
- Students collect, assess, present information and information using a variety of software to solve everyday problems.
- Students use information technology safely. Understand their rights and duties. Respect the rights of others, notify those involved when finding inappropriate information or people.



4. Social Studies Religion and Culture

The peaceful coexistence in Thai society and the world community; good citizenship; faith in religious teachings; appreciation of resources and the environment; and patriotism and pride in Thai-ness.

Strand 1 Religion, Morality and Ethics

The fundamental concepts about religion, morality, ethics and principles of Buddhism or those of learners' religions; application of religions, principles and teachings for self-development and peaceful and harmonious coexistence; ability to do good deeds; acquisition of desirable values; continuous self-development as well as provision of services for social and common interests and concerns

Standard SO1.1 Knowledge and understanding of the history, importance, the Masters, moral principles of Buddhism or those of one's faith and other religions; having the right faith; adherence and observance of moral principles for peaceful coexistence

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action
- Students express themselves e.g. point to objects or people during the use of language.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities e.g. encouraging others to participate in familiar situations.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically e.g. showing or giving things that others requested.

S4 Students use single elements of communication [for example, words, gestures, signs symbols, to express their feelings]

- Students show they understand 'yes' and 'no'. They begin to respond to the feelings of others [for example, matching their emotions and laughing when another pupil is laughing]
- Students join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.

S5 Students respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings

- Students respond to a variety of new religious experiences [for example, involving music, drama, colour, lights, food, or tactile objects]
- Students take part in activities involving two or three other learners
- Students may also engage in moments of individual reflection.

S6 Students express and communicate their feelings in different ways

- Students respond to others in group situations and cooperate when working in small groups
- Students listen to, and begin to respond to, familiar religious stories, poems, and music, and make their own contribution to celebrations and festivals
- Students carry out ritualised actions in familiar circumstances
- Students show concern and sympathy for others in distress [for example, through gestures, facial expressions or by offering comfort]
- Students start to be aware of their own influence on events and other people.

S7 Students listen to and follow religious stories

- Students communicate their ideas about religion, life events and experiences in simple phrases
- Students evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong based on the consequences
- Students find out about aspects of religion through stories, music or drama, answer questions and communicate their responses
- Students may communicate their feelings about what is special to them [for example, using role play]
- Students begin to understand that other people have needs and to respect these
- Students make purposeful relationships with others in group activity.

S8 Students listen attentively to religious stories or to people talking about religion

- Students begin to understand that religious and other stories carry moral and religious meaning
- Students are increasingly able to communicate ideas, feelings, or responses to experiences or to retell religious stories
- Students communicate simple facts about religion and important people in religions
- Students begin to realise the significance of religious artefacts, symbols, and places
- Students reflect on what makes them happy, sad, excited, or lonely
- Students demonstrate a basic understanding of what is right and wrong in familiar situations
- Students are often sensitive to the needs and feelings of others and show respect for themselves and others
- Students treat living things and their environment with care and concern.

S9 Students know about the existence of Buddha and the lives of other religious leaders and their disciples.

- Students can recount in brief the life of the Buddha or the lives of the Master of Students' own religions.
- Students can delight in and tell the models of living and the insights from the lives of the disciples, stories of the Buddha's previous lives, tales, and exemplary believers as prescribed
- Students can tell the meaning and importance of and respect the Triple Gem, observe the principles of the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.
- Students can appreciate and pray for the spreading of loving-kindness; have mindfulness as the basis for concentration in Buddhism, or spiritual development in accord with the guidelines of students' own religions as prescribed.

S10 Students understand the importance of Buddhism in daily life. And follow the principles 3, Recognize how-to do-good deeds, know-how and value prayer according to Buddhism and able to explain the importance of the scriptures.

- Students can tell the importance of Buddhism or that of students' own religions.
- Students can summarize the life of the Buddha from birth to ordination or the lives of the Master of Students' own religions as prescribed
- Students can delight in and tell the models of living and the insights from the lives of the disciples, the stories of the Buddha's previous lives, other tales, and exemplary believers as prescribed.
- Students can tell the meaning, importance and respect the Triple Gem and observe the principles of the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.
- Students can delight in the performance of good deeds, and family member's performance of good deeds, at school and elsewhere, in accord with religious principles.
- Students can appreciate and pray for the spreading of loving-kindness; have mindfulness as the basis for concentration in Buddhism or spiritual development in accord with the guidelines of students' own religions as prescribed.
- Students can tell the names of the religions, the master's, and importance of the scriptures of students' own religions and those of other religions.

S11 Students can explain the relationship between Buddhism and Thai culture. And able to explain the importance of being a Buddhist disciple Including the importance of the Tripitaka and understand the doctrine of sermon 3 and be able to explain the importance of religious objects and places of worship.

- Students can explain the importance of Buddhism or that of students' own religions as a significant foundation of Thai culture.
- Students can summarize the life of the Buddha from the practice of self-mortification to the Great Decease of the Buddha or the lives of the Master of Students' own religions as prescribed.

- Students can delight in and tell the models of living and the insights from the lives of the disciples, the stories of the Buddha's previous lives, other tales, and exemplary believers.
- Students can tell the meaning and importance of the Tipitaka (the three divisions of the Buddhist Canon) or the scriptures of students' own religions.
- Students can pay respect to the Triple Gem and observe the principles of the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.
- Students can appreciate and pray for the spreading of loving-kindness; have mindfulness as the basis for concentration in Buddhism or spiritual development in accord with the guidelines of students' own religions as prescribed.
- Students can tell the names and importance of, and behave appropriately towards, religious objects, places, and persons of students' own religions.

S12 Students explain the importance of Buddhism as the spiritual center of the people. Able to act according to doctrines and insights from punching stories and rejoice in the good deeds of others. Knowing the importance of compassionate prayer, including the practice of the principles of one's religion for coexistence in society.

- Students can explain the importance of Buddhism or that of students' own religions as the spiritual focal point for believers.
- Students can summarize the life of the Buddha from enlightenment to propagation of the Dhamma or the lives of the Master of Students' own religions as prescribed.
- Students can appreciate and conduct themselves in accord with the models of living and the insights from the lives of the disciples, the stories of the Buddha's previous lives, other tales, and exemplary believers as prescribed.
- Students can pay respect to the Triple Gem, observe the principles of the Threefold Learning and the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.

- Students can delight in the performance of good deeds, and family members' performance of good deeds, at school and in the community in accord with religious principles, as well as tell the guidelines for living.
- Students can appreciate and pray for the spreading of loving-kindness; have mindfulness as the basis for concentration in Buddhism or spiritual development in accord with the guidelines of students' own religions as prescribed.
- Students can observe the moral principles of students' own religions for harmonious coexistence as a nation.
- Students can explain in brief the lives of the Masters of other religions.

Standard SO1.2 Understanding, awareness, and self-conduct of devout believers; and observance and furtherance of Buddhism or one's faith

If teachers wish to choose the option to assess standard SO1.2 they can use the bullet points shown below. For this Standard SO1.2 the assessment of Standard SO1.1 from S1-S8 is unlikely precede S9-S12

S9 Students show themselves to be good Buddhists and follow religious rituals properly.

- Students can provide services to temples or places of worship of their religions.
- Students can profess themselves as Buddhists or believers of their religions.
- Students can conduct themselves correctly in religious rites and ceremonies and on important religious days as prescribed.

S10 Students behave properly according to their religion.

- Students can conduct themselves appropriately and correctly towards the disciples of their religions as prescribed.
- Students can conduct themselves correctly in religious rites and ceremonies as prescribed

S11 The students show themselves as Buddhists and behave appropriately in places of worship and see the value of religious rituals and important religious days.

- Students can conduct themselves appropriately and correctly towards the disciples, places of worship, and religious objects of their religions as prescribed.
- Students can appreciate the value of and conduct themselves correctly in religious rites and ceremonies and on important religious days as prescribed.
- Students can profess themselves as Buddhists or believers of their religions.

S12 Students recognize and maintain religious places and behave as a good sacrament.

- Students can discuss the importance of and participate in maintaining places of worship of their religions.
- Students have the manners of good believers as prescribed.
- Students can conduct themselves correctly in religious rites and ceremonies and on important religious days as prescribed.

Strand 2 Civics, Culture and Living in Society

The political and administrative systems of the present society; democratic form of government under constitutional monarchy; characteristics and importance of good citizenship; cultural differences and diversity; values under constitutional monarchy; rights, duties and freedoms in peaceful existence in Thai society and the world community

Standard SO2.1 Understanding and personal conduct in accord with duties and responsibilities of good citizens; observance and preservation of Thai tradition and culture; and enjoying peaceful coexistence in Thai society and the world community

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]

- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action
- Students express themselves e.g. point to objects or people during the use of language.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities e.g. encouraging others to participate in familiar situations.
- Students can remember their learning outcomes for a longer period of time and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically e.g. Showing or giving things that others requested.

S4 The students respond to Thai manners, gratitude, and the unique use of Thai language that represents Thai.

- Students respond to at least three things that are Thai manners by speaking or doing.
- Students can show appropriate behaviour when eating.
- Students can greet by gesturing properly such as hello, thank you.
- Students can measure their actions, but they cannot measure their feelings, for example, when students meet with their parents and show their respect by raising their hands.

S5 Students understand the patriotic king.

- Students show respect by standing up straight when hearing the national anthem.
- Students can show respect when meeting monks and behave appropriately when entering a temple for example Does not make noise, Dress appropriately.
- Students can tell who the King of Thailand is. For example, when the teacher shows the students 3 pictures of the King, they can answer which one is the King of Thailand.

S6 Students act according to the agreement. And school rules

- Students line up according to the teacher's instructions.
- Students behave appropriately in the classroom.
- Students show concern by calling others to help when you find that your friend needs help.

S7 Students accept the similarities and differences of themselves and of others.

- Students can live with other people who are different from themselves, such as female, male, physical disability.
- Students can resolve conflicts in peaceful ways, such as listening to the opinions of others.

S8 Students enter the classroom on time by themselves.

- Students do not use their emotions to solve problems.
- Parents will not talk about the disadvantages of their children when their children behave better.

S9 Students can act as good members of their families and school.

- Students can tell the benefits and conduct themselves as desirable members of their families and schools.
- Students can cite examples of their own goodness and that of others and tell the effects from good actions.

S10 Students can comply with the rules of living together and respect the rights and liberties of others.

- Students can observe the agreements, rules, regulations, orders, and duties required in daily life.
- Students can observe Thai manners.
- Students show behaviors of accepting different thoughts, beliefs and practices of others without prejudice.
- Students respect their own rights and those of others.

S11 Students participate in decision-making and activities in families and schools according to the democratic process.

- Students can summarize the benefits of and observe family and local traditions and culture.
- Students can tell their own behaviors in life and that of others in the tide of diversified cultures.
- Students can explain the significance of important official holidays.
- Students can cite examples of people whose achievements are beneficial to their communities and local areas.
- Students can specify those with the roles and authority in decision-making in school and community.

S12 Students comply with democratic principles.

- Students can conduct themselves as good citizens of the democratic way of life, thus constituting desirable community members.

- Students can conduct themselves as good leaders and good followers.
- Students can analyze children’s fundamental rights entitled to them as provided by law.
- Students can explain cultural differences of various groups of local people
- Students can propose methods of peaceful coexistence in daily life.

Standard SO2.2 Understanding of political and administrative systems of the present society; adherence to, faith in, and upholding of the democratic form of government under constitutional monarchy

If teachers wish to choose the option to assess standard SO2.2 they can use the bullet points shown below. For this Standard SO2.2 the assessment of Standard SO2.1 from S1-S8 is unlikely precede S9-S12

S9 Students can act as good members of their families and schools.

- Students tell the structure, roles, and duties of family members in school.
- Students specify their own roles, rights, and duties in family and in school.
- Students participate in decision- making and take part in family and school activities through democratic processes.

S10 Students follow the rules of coexistence and respect their own and others' freedoms.

- Students explain the relationship between themselves and family members as part of the community.
- Students specify those with the roles and authority in decision- making in school and community

S11 Students participate in decision-making and activities in families and schools according to democratic processes.

- Students specify the roles and duties of community members in participating in various activities through democratic processes.
- Students analyze differences of decision-making processes in class, school and community by means of direct voting and by electing representatives to vote.
- Students cite examples of changes in classroom, school and community resulting from decisions of individuals and groups of persons.

S12 Students behave according to democratic principles.

- Students explain sovereign power and the importance of the democratic system.
- Students explain the people's roles and duties in the election process.
- Students explain the importance of the monarchy in the democratic form of government under constitutional monarchy.

Strand 3 Economics

Production, distribution and consumption of goods and services. Efficient management of limited resources. Living a life with balance and the application of the sufficiency economy principles in daily life.

Standard SO3.1 Understand and be able to manage resources in production and consumption Efficient and cost-effective use of limited resources Including understanding the principles of sufficiency economy for a balanced life

Standard SO3.2 Understand the various economic systems and institutions, their economic relations, and the need for economic co-operation in a global society.

- This strand is not assessed or taught -

Strand 4 History

The historical times and periods; historical methodology; development of mankind from the past to the present; relationships and changes of various events; effects of important events in the past; personalities that influenced various changes in the past; historical development of the Thai nation; culture and Thai wisdom; origins of important civilizations of the world

Standard SO4.1 Understanding of the meaning and significance of historical times and periods; ability to use historical methodology for systematic analysis of various events. Understanding of development of mankind from the past to the present; realizing the importance of relationships and continuous changes of events, and ability to analyze their effects

S1 Students begin to be proactive in their interactions

- Students can communicate consistent preferences and affective responses [for example, wanting to look at a photograph]
- Students can recognise familiar people, events, and objects [for example, smiling at an item from their own family home]
- Students can perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, patting an old toy].
- Students can cooperate with shared exploration and supported participation [for example, when handling historical artefacts].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action
- Students request events or activities [for example, vocalising for more sound in a simulation of historical events]
- Students participate in shared activities with less support. They sustain concentration for short periods
- Students can explore materials in increasingly complex ways [for example, looking at, and touching, old objects]

- Students can observe the results of their own actions with interest [for example, when exploring an antique mechanical toy]
- Students can remember learned responses over more extended periods [for example, recalling gestures used in a dramatization of a historical story from session to session].

S3 Students use emerging conventional communication

- Students can greet known people and may initiate interactions and activities [for example, prompting an adult to look through a family album with them]
- Students can remember learned responses over increasing periods of time and may anticipate known events [for example, becoming excited at a key moment in a video of a school trip or family holiday]
- Students may respond to options and choices with actions or gestures [for example, eye-pointing to an old toy from their own past]
- Students can actively explore objects and events for more extended periods [for example, moving around a historical site]
- Students can apply potential solutions systematically to problems [for example, gesturing towards the location for a new activity at the end of a session].

S4 Students recognise themselves and other people in pictures of the recent past.

- Students can link the passage of time with a variety of indicators [for example, weekend activities, summer holidays or seasonal changes]
- Students use single words, signs, or symbols to confirm the function of everyday items from the past [for example, ‘cup’, ‘bed’, ‘house’].

S5 Students know they took part in past events and they listen and respond to familiar stories about their own past.

- Students can begin to communicate about activities and events in the past [for example, saying or signing ‘baby toys’] in response to personal items from their own early childhood

- Students can, with some prompting or support, answer simple questions about historical artefacts and buildings [for example, identifying a bowl as being made from wood].
- S6 Students recognise and make comments about themselves and people they know in pictures of the more distant past.**
- Students can recognise some obvious distinctions between the past and the present in their own lives and communicate about these [for example, noting their attendance at a different school in the past]
 - Students begin to pick historical artefacts out from collections of items [for example, identifying old plates, items of clothing or hand tools].
- S7 Pupils begin to recognise some distinctions between the past and present in other people's lives as well as their own and communicate about these in simple phrases and statements.**
- Students listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria [for example, old toys and new toys].
- S8 Students indicate if personal events and objects belong in the past or present.**
- Students begin to use some common words, signs, or symbols to indicate the passage of time [for example, now/then, today/yesterday]
 - Students can recount episodes from their own past and some details from other historical events with prompts [for example, past school or local events]
 - Students can answer simple questions about historical stories and artefacts.
- S9 Students can place a sequence of five personal historical events in the correct order and identify their cultural significance.**
- Students can tell the days, months, year, and the counting of time period, based on the calendar used in daily life.

- Students can make a sequence of events in daily life, based on the day and time of the events.
- Students can tell their own origins and biographical development as well as those of their families by asking those concerned.

S10 Students can use words instead of the past time and be able to tell a story in their lives.

- Students can use specific terms for the times of events in the past, present and future.
- Students can make sequences of events in their families or in their own lives by using relevant evidence

S11 Students can compare key eras and chronology of school / community.

- Students can compare important eras, based on the calendar used in daily life.
- Students can make sequences of important events in school and community by specifying relevant evidence and data sources.

S12 Students can count the intervals. And describes the age in the study of human history, including the local history.

- Students can count the period by decade, century and millennium.
- Students can explain the ages in studying the brief history of mankind.
- Students can categorize the evidence used in studying historical development of the local area.

Standard SO4.2 Understanding of development of mankind from the past to the present; realizing the importance of relationships and continuous change of events, and ability to analyze their effects

If teachers wish to choose the option to assess Standard SO4.2, they can use the bullet points shown below. For this Standard SO4.2 the assessment of Standard SO4.1 from S1-S8 is unlikely precede S9-S12

S9 Students can tell the changes of eras, environment of appliances and can tell past events affecting them at present.

- Students can tell about the changes of environment, utensils or their livelihood with their parents and grandparents.
- Students can about past events affecting them at present.

S10 Students can search for information about lifestyle changes and effects of lifestyle changes on people in the community

- Students can search for daily changes in lifestyle of people in their communities from past to present.
- Students can describe the effects of changes towards the lives of people in the community.

S11 Students can identify factors of settlement and community development. Identify the cultural differences of one's own and other communities.

- Students specify the factors influencing the settling and development of the community.
- Students summarize important characteristics of the customs, traditions and culture of the community.
- Students compare cultural similarities and differences of their own community and other communities.

S12 Students can explain human development and provide examples of historical evidence found locally.

- Students explain in brief the settling and development of human beings in the pre- historic and historic ages.
- Students cite examples of historical evidence found in the local area that show development of mankind.

Standard SO4.3 Knowledge of historical development of Thailand as a nation and culture; Thai wisdom; cherishing, pride in and preservation of Thai-ness

If teachers wish to choose the option to assess Standard SO4.3 they can use the bullet points shown below. For this Standard SO4.3 the assessment of Standard SO4.1 from S1-S8 is unlikely precede S9-S12

S9 Students can tell the meaning and the importance of symbols, important locations, and culture of the Thai nation.

- Students can describe the meaning and importance of important symbols of the Thai nation and conduct oneself correctly.
- Students can tell important places that are cultural sources within the community.
- Students can specify things they like and what they are proud of in their local region.

S10 Students can tell about people who worked for the benefit of the local region and nation including giving examples of Thai wisdom that should be preserved.

- Students can specify people who worked for the benefit of the local region or nation.
- Students can give examples of Thai culture, traditions, and wisdom they are proud of and the ones that should be preserved.

S11 Students can explain the history and duties of each monarch.

- Students specify the names and brief achievements of the Thai kings who founded the Kingdom of Thailand.
- Students explain in brief the life and achievements of the current king.
- Students relate heroic deeds of the Thai ancestors who participated in defending the nation.

S12 Students tell the history and background of the work of important people in the Sukhothai period.

- Students explain in brief the development of the Sukhothai kingdom.
- Students tell the lives and achievements of important persons of the Sukhothai period.
- Students explain about important Thai wisdom of the Sukhothai period that they are proud of and should be preserved.

Strand 5 Geography

Characteristics of the physical world, physical characteristics resources and the climate of Thailand and different regions of the world. Using maps and geographic tools. The relation of various things in the natural system. Human relations with the natural environment and man-made things. Presentation of geographic information. Environmental conservation for sustainable development.

Standard SO5.1 Understanding of physical characteristics of the Earth and inter-relationship of various things in the natural system which affect one another; utilization of maps and geographical instruments for searching, analyzing, drawing conclusions from, and efficiently utilizing geo-data and information

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]

- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally.

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students can increase their skills to help them explore the world.

- Students can manage teaching, manage coefficient and materials assigned to them.
- Students certainly know their action and production e.g. pressing a fire alarm button.

- Students know familiar places and people and things they have seen e.g. car park, school, police officer and use gestures, symbols, or intonation to show them.

S5 Students gather a sense of place and direction.

- Students show awareness through different implied gestures, symbols, or words between specific physical characteristics of nature and humans. So specific characteristics of places e.g. car seats on a noisy street.
- Students can answer simple questions about places and people e.g. who can help us?
- Students begin to categorize objects in terms of simple characteristics e.g. pebbles according color and size.

S6 Students naturally understand the differences of the physical characteristics and being human in various locations.

- Students can when they see an image or symbol, they will demonstrate familiarity with the place e.g. what is that place? what is that place like?
- Students can demonstrate that they think about differences in population and nature, questions, and answers about locations e.g. What can they buy at the grocery store? What can they do at a public park?

S7 Students communicate their preferences regarding physical /natural characteristics and characteristics created by man.

- Students begin to use symbols to show directions and can represent and record important features of locations using models or symbols.
- Students are aware of their role in taking care of their environment e.g. watering the plants in the classroom or garden, collecting garbage.

S8 Students recognize the physical condition/nature and human/workplace e.g. identify buildings and their usage.

- Students can use simple geographic language to communicate opinions about various workplaces and roles.
- Students can use resources that were given to them and use their observation to answer simple questions.
- Students know symbols or simple displays on a map.
- Students can demonstrate understanding of environmental awareness and the relevance to their lives. Give opinions about environmental characteristics they like or do not like.

S9 Students classify Tell the relationship of the things that surround you and can tell the change in weather conditions.

- Students can classify various things around that exist naturally and things that are man-made.
- Students can specify the relationship of position, distance, and direction of various things.
- Students can use simple maps to show position of various things in the classroom.
- Students can observe and tell about changes in the condition of weather for one day.

S10 Students tell the natural and man-made environment and tells the relationship between the worlds, Sun, and moon.

- Students can specify the natural environment with that being created by men in the area between school and home.
- Students can simply specify the position and the physical characteristics of various things that appear on the globe, maps, diagrams, and images.
- Students can observe the relationship of phenomena between earth, sun, and moon.

S11 Students can explore geographic information and draw maps to show the locations of landmarks.

- Students use maps, diagrams, and photographs in efficiently searching for geo-data in the community.
- Students draw simple diagrams to show locations of important places in school and community areas.
- Students tell relationships of physical and social characteristics of the community.

S12 Students can explain the physical characteristics of their province.

- Students use maps and photographs; specify important physical characteristics of their own province.
- Students specify sources of resources and various things in their own province by using maps.
- Students use maps to explain relationships of various things in the province.

Standard SO5.2 Understanding of interrelationship between man and physical environment leading to cultural creativity; awareness and participation in conservation of resources and the environment for sustainable development

If teachers wish to choose the option to assess Standard SO5.2 they can use the bullet points shown below. For this Standard SO5.2 the assessment of Standard SO5.1 from S1-S8 is unlikely precede S9-S12

S9 Students tell and compare caring for the environment around us.

- Students Tell various things of natural origin affecting the lives of human beings.
- Students observe and compare environmental changes in the surroundings.
- Students participate in organizing environmental order at home and in the classroom.

S10 Students explain the importance and know how to use resources efficiently.

- Students explain the importance and value of natural and social environments.
- Students distinguish and cost- effectively, use depleting, and non- depleting natural resources.
- Students explain relationship of seasons and human lives.
- Students participate in rehabilitating and improving the environment in school and in the community.

S11 Students understand the changing environment. Use of the environment relationship of physical appearance to life.

- Students compare environmental changes in the community from the past to the present.
- Students explain dependence on the environment and natural resources in meeting basic needs and livelihood of human beings.
- Students explain about pollution and origin of pollution caused by man.
- Students explain differences between urban and rural areas.
- Students describe the relationship of physical traits with the lifestyles of the community.
- Students be aware of the environmental changes in the community.

S12 Students can explain present the physical environment and the effect of environmental change.

- Students explain the physical environment of the community affecting the lives of people in the province.
- Students explain environmental changes in the province and results of such changes.
- Students participate in conservation of the environment in the province.



5. Health and Physical Education

The knowledge, skills and favourable attitude towards strengthening one's own health and that of others; prevention and proper treatment of various things affecting one's health; and life skills

Strand 1 Human growth and development

The nature of human growth and development; factors affecting growth; relationships and linkages in the functioning of various body systems as well as self-conduct for attaining growth and development in accord with students' age

Standard PE1.1 Understanding of the nature of human growth and development

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.

- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period of time and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students express emotions, needs, like and dislike by using one element of communication e.g. words, gestures, signs, and symbols.

- Students participate in activities with others.
- Students perform routine activities and participate in familiar tasks with the help of others.
- Students demonstrate understanding of what is right and what is not, recognize and respond towards compliments or criticism.
- Students begin to respond towards the feelings of others e.g. recognize the emotions of others.

S5 Students participate in work or games with 2-3 people.

- Students maintain interaction and take turns in working or play in small groups with the guidance of others.
- Students use two elements of communication to express emotions, needs and choose what they want.
- Students participate in conversation with appropriate response (using gestures, symbols, or signs) and simple questions relating to familiar situations or experience.

S6 Students respond towards others in group activities, playing or working in small groups with others e.g. taking turns appropriately.

- Students perform familiar routines and realize the consequences of their actions.
- Students express concern for others (through facial expressions or voice and are sympathetic to other people's suffering as well as making them feel comfortable)

S7 Students communicate their emotions and concepts by using simple phrases.

- Students change to activities by encouragement and guidance of others or by themselves.
- Students intentionally build up relationships with others in group activities and try to negotiate with others in a variety of situations e.g. if a student wanted a device, the student would be able to negotiate with others.
- Students can decide correctly or wrongly as a result from their actions.
- Students consider their needs, emotions of others and other living things e.g. bringing food to visitors, watering plant in the classroom.

S8 Students participate in a variety of activities in pairs, small or large groups.

- Students can begin and follow new and chosen activities.
- Students understand the rules of games and recognize the methods of participation in different situations.
- Students understand mutually agreed behavior helping the group of people work with and support each other appropriately e.g. waiting in a supermarket line.
- Students understand the basics of right and wrong in familiar situations.
- Students can ask for help when necessary e.g. help with doing up a button.

S9 Students can tell the position of organs and methods to take care of various parts of the body.

- Students describe the characteristics and functions of external organs.
- Students describe the methods of taking care of external organs

S10 Students describe the functions of 5 internal organs and they ways they affect student life.

- Students describe the characteristics and functions of internal organs.
- Students describe how to take care of internal organs.
- Students describe the nature of human life.

S11 Students describe six growth characteristics of plants and humans.

- Students describe the characteristics and growth of the human body.
- Students compare their own growth with benchmarks.
- Students specify factors affecting growth.

S12 Students can identify 5 steps of human growth and taking care of the physical development of the body.

- Students describe the growth and development of body and mind according to age.
- Students describe the importance of muscles, bones and joints towards health, growth and development.
- Students describe of how to take care of muscles, bones and joints work efficiently.

Strand 2 Life and family

students' values and those of their families; self-adjustment to changes in various respects—physical, mental, emotional, sexual; creating and maintaining relationships with others; sexual health practices and life skills

Standard PE2.1 Understanding and appreciation of oneself; family; sex education; and having life skills

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students can identify members of their immediate family.

- Students can name two members of their family
- Students show love and commitment to their family members
- Students can list roles and responsibilities of family members.

S5 Students can understand their basic self.

- Students can recognize themselves in different photographs
- Students can tell about their own favorite characteristics.
- Students know their own gender.

S6 Students can recognize their relationship with others.

- Students can complete work in assigned groups.
- Students treat everyone equally and positively from the opposite sex.
- Students show kindness and willingness to help others.

S7 Students can identify body differences between genders.

- Students can tell their different body characteristics.
- Students can dress according to their own gender.
- Students can correctly finish sentences with “Krab” and “Kha” according to gender.

- S8 Students know how to direct appropriate behavior to family members.**
- Students show appropriate behavior towards parents or guardians.
 - Students show appropriate behavior towards brothers and sisters.
 - Students show appropriate behavior towards relatives or adults.
- S9 Students recognize the difference between their family members and themselves.**
- Students can specify family members and the love and commitment of them with each other.
 - Students can tell about what they like and what they are proud of themselves.
 - Students can describe the differences between males and females.
- S10 Students can understand their role and relationship with friends and appropriate sexual behavior.**
- Students can specify their roles and those of family members.
 - Students can tell about the importance of friends.
 - Students can specify appropriate behavior according to gender.
 - Students can describe the dignity being female or male.
- S11 Students know how to create good relationships with family members and friends.**
- Students can describe the importance and the differences of families towards themselves.
 - Students can describe how to create relationships with the family and friends.
 - Students can tell methods to avoid behavior leading to sexual abuse.
- S12 Students can adopt appropriate sexual behavior according to age.**
- Students can describe the characteristics of being a friend and good member of the family.
 - Students can demonstrate appropriate gender behavior according to Thai culture.

- Students can give examples of declining dangerous and inappropriate behavior regarding sex.

Strand 3 Movement, Physical Exercise, Games, Thai, and International Sports

Various forms of movement; participation in a variety of physical activities and sports, both as individuals and in teams, and both Thai and international sports; observance of rules, regulations, orders, agreements for participation in physical activities and sports, and having sporting spirit

Standard PE3.1 Understanding and having skills in movement; physical activities; playing games and sports.

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.

- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students have physical movements.

- Students are stationary and unable to move unaided.
- Students can move by themselves.
- Students can move with equipment.

S5 Students understand and role-play.

- Students learn to imitate people.
- Students learn to imitate animals.
- Students learn to imitate natural objects.

S6 Students know physical activities and play miscellaneous games.

- Students can play a single simple activity game.
- Students can play a simple activity game in pairs.
- Students can play simple activity games as a team.

S7 Students can exercise

- Students have music movements (rhythm).

- Students understand the importance of warming up
- Students can run for healthy exercise.

S8 Students know and state safety considerations for playing games.

- Students follow the rules, and recommendations of the teachers.
- Students can check the field and equipment before playing the game.
- Students warm up before playing the game.
- Students do not play games that may cause harm.
- Students do not tease each other while playing games.

S9 Students have skills in movement, physical activity, and games.

- Students move body while standing still, moving, and using equipment.
- Students play miscellaneous games and participate in physical activities requiring natural movement.

S10 Students have skills in physical activities, games, and sports.

- Students control body movements while standing still, moving, and using equipment.
- Students play miscellaneous games and participate in physical activities with methods that depend on basic movements while standing still, moving, and using equipment.

S11 Students demonstrate mechanic skills controlling movement while performing physical and sport activities.

- Students control body movements in guided directions while standing still, moving, and using equipment.
- Students move body by using kinesthetics skills in guiding directions for playing miscellaneous games.

S12 Students have skills in alternate and combined body movement; use of strength and balance in playing games and sports.

- Students can control themselves when using integrated kinesthetic skills while standing still, moving, and using equipment.
- Students practice free- hand physical exercises in accord with the beats.
- Students play imitating games and activities in relays.
- Students can play at least one kind of basic sport.

Standard PE3.2 Favor of physical exercise, playing games and sports with regular practices; self-discipline; observance of rights, rules, and regulations; having sporting spirit; having true competitive spirit; and appreciation of the aesthetics of sports.

S1 Students begin to be proactive in their interactions.

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.].
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor] .
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues].
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.

- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students have physical movements.

- Students move stationary, with an advisor.
- Students move on a mobile basis with an advisor.
- Students move with equipment with an advisor.

S5 Students practice the music.

- Students walk in rhythm with the music.
- The students clap their hands to the beat of the music.
- Students perform gestures.

S6 Students have basic body flexibility.

- Students stretch the muscles with leaders.
- Students are flexible with no equipment with advice.
- Students are flexible with equipment with advice.

S7 Students learn to take turns playing and have fun.

- Students book a group activity or game with 2-3 players with an advisor.

- Students book a group activity or game with 4-6 players with an advisor
- Students book activities, groups, or games with 6 or more players with advisers

S8 Students playing recreation activities

- Students can play as scheduled recreation activities.
- Students know how to play activities in their free time.
- Students follow the activity's rules or regulations.

S9 Students comply with terms and regulations of exercises and games.

- Students can exercise and play games joyfully under guidance.
- Students can act in line with the rules, regulations, and agreements of the game and under guidance.

S10 Students can choose exercises, games and sports they are interested in.

- Students can exercise and play games joyfully and alone.
- Students can act in line with rules, regulations, and agreements in playing group games.

S11 Students exercise and play games according to style they like and regular practice.

- Students can choose exercises, local games, and games appropriate to their strengths, weakness, and limitations.
- Students can act in line with rules, regulations, and agreements of doing exercises and playing games alone.

S12 Students analyze the development of exercise, favorite games and sports, follow the rules of the sport according to the type of play.

- Students can join in exercises, games, and sports they like and having the ability to analyze own development results based on examples and practice of others.
- Students can act in line with basic sport rules according to the type of sport.

Strand 4 Health-Strengthening Capacities and Disease Prevention

Principles and methods of selecting food for consumption, health products and services; capacity- strengthening for health and prevention of communicable and non- communicable diseases

Standard PE4.1 Appreciation and having skills in health-strengthening; maintaining their health; disease prevention and strengthening capacity for health.

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students can respond to National Health recommendations.

- Students can understand some points of the National Health Recommendation under guidance.
- Students can follow some principles of the National Health Recommendation under guidance.
- Students can use the principles of National Health Recommendation and apply it to daily life according to the ability of the learner.

S5 Students can keep their body clean.

- Students can wash their hands according to their abilities and under guidance.
- Students can shower according to their abilities and under guidance.
- Students can wash their hair according to their abilities and under guidance.
- Students can brush their teeth according to their abilities and under guidance.

S6 Students understand basic concerns about illness.

- Students know how to prevent illness under guidance.
- Students can demonstrate symptoms to tell others that they are sick.
- Students understand methods of taking care of themselves in case of sickness, under guidance.

S7 Students understand what good and valuable food is.

- Students can choose healthy food under guidance.
- Students can choose their favorite food.
- Students can tell the taste and characteristics of food e.g. sour, sweet, spicy, salty.

S8 Students know how to maintain play equipment.

- Students can keep all types of play equipment in a proper place under guidance.
- Students know how to use play equipment appropriate to playing and under guidance.
- Students always take care and clean play equipment being in a ready to use and clean condition, under guidance.

S9 Students understand the importance of health promotion

- Students can follow principles of national health recommendations under guidance.
- Students can tell about their sickness symptoms.
- Students can follow instructions when they are sick.

S10 Students understand the importance of health care

- Students can describe the characteristics of having good health.
- Students can choose healthy food.
- Students can specify appliances and toys having negative impacts on health.
- Students can describe symptoms and methods preventing possible sickness and injury.
- Students can follow instructions when ill and injured.

S11 Students can pay attention to their health.

- Students can describe contact and methods preventing the spread of diseases.
- Students can classify food into 5 groups.
- Students can choose a variety of 5 from all 5 groups in appropriate portions.
- Students can demonstrate the method of brushing teeth properly.

- Students can build up physical fitness as recommended.

S12 Students can understand the significance of health news

- Students can describe the relationship between environment and health.
- Students can describe the state of emotions and feelings affecting health.
- Students can analyze information on food labels and health products to choose for consumption.
- Students can test and improve physical fitness based on results of a physical fitness check.

Strand 5 Safety in Life

Self-protection from various risk behaviors, i.e., health risks, accidents, violence, harm from use of medicines and addictive substances as well as guidelines for promoting safety in life

Standard PE5.1 Prevention and avoidance of the risk factors; the behaviors detrimental to health; accidents; taking medicines; addictive substances; and violence

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period of time and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students can recognize dangers inside the house.

- Students know to avoid dangers that occur at home under guidance.
- Students know about dangers inside the house under guidance.
- Students know about the prevention of occurring dangers inside the house under guidance.

S5 Students are aware of dangers within the school.

- Students know about the dangers at school, under guidance.
- Students know about the prevention of occurring dangers at school, under guidance.
- Students know how to avoid dangers occurring at school, under guidance.

S6 Students are aware of dangers caused by playing.

- Students can specify the dangers at home and school and prevent them, under guidance.
- Students can identify the causes of danger caused by playing, under guidance.
- Students understand how to prevent dangers caused by playing, under guidance

S7 Students understand the need to request help in case of danger

- Students can express words or gestures to ask for help when in danger.
- Students can express words or gestures to ask for help when others are in danger.
- Students can tell or express gestures of injuries and incidents occurring to them.

S8 Students can prevent accidents.

- Students knows how to prevent accidents occurring to them, under guidance.
- Students can act to prevent possible accidents occurring to them, under guidance.
- Students can comply with symbols and signs warning about dangerous things or locations, under guidance.

S9 Students know how to prevent danger.

- Students can specify the causes of danger at home and school and preventing them.
- Students can identify the causes and the prevention of dangers caused by playing.
- Students can express words or gestures to ask for help from others when in an accident at home and school.

S10 Students can act to prevent different types of dangers.

- Students can act in preventing accidents occurring in water and on land.
- Students can tell the name of house medicine and the use of it, under guidance.
- Students can specify the dangers of narcotics, dangerous substances close to them and Students can methods of prevention.
- Students can comply with symbols and signs warning about dangerous things or locations.

- Students can describe the causes of danger, methods of preventing fires and fleeing from fire.

S11 Students behave for the safety of their lives. First aid for playing injuries and can ask for help.

- Students can act to be safe from accidents at home, school, and travel.
- Students can demonstrate methods asking for help from people and other sources when an accident occurs.
- Students can demonstrate methods of providing first aid when someone is injured from playing.

S12 Students explain the importance of medicine, use it correctly, first aid and protect yourself.

- Students can appreciate the importance of correct medication.
- Students can demonstrate methods of first aid when being in danger after wrong medication, chemicals, insect or animal bites and sport injuries.
- Students can analyze the bad effects of smoking cigarettes and drinking alcohol towards health, and prevention.



6. Arts

Knowledge and skills for initiative; inspiration and imagination in creating works of art; aesthetics and art appreciation

Strand 1 Visual Art

Knowledge and understanding of composition of art, visual elements; ability to create and present works of visual arts from imagination by being able to use appropriate instruments as well as artistic techniques and methods for efficiently creating works of art; ability to analyze and criticize value of works of visual art; understanding of the relationship between visual arts, history and culture; appreciation of value of works of art representing cultural heritage, local wisdom, Thai and universal wisdom; delight in art and apply in daily life

Standards A1.1 Creating works of visual art through imagination and creativity; analysis and criticism on value of works of visual art through free expression of feelings and thoughts; appreciation and application in daily life

S1 Students begin to be proactive in their interactions.

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like].
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor].
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues].
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally.

- Students seek attention through eye contact, gesture, or action.
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students show some awareness of cause and effect in a creative process

- Students explore materials systematically [for example, tearing and Scrunching paper to complete a collage]
- Students are aware of starting or stopping a process
- Students make marks intentionally on a surface with fingers or tools [for Example, pressing objects into clay or putting paint on paper]
- Students repeat an activity to make the same or similar effect
- Students show an active interest in a range of tools and materials, taking part in familiar activities with some support.

S5 Students handle or use tools and materials purposefully

- Students show preferences for activities and begin to carry out simple processes.
- Students choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]
- Students show that they can create and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce a desired effect or applying glue to a surface to make materials stick together in making a model].

S6 Students show an intention to create their own works

- Students start to use tools, materials, and simple actions to produce a piece of work
- Students imitate the use of tools, materials, and simple actions [for example, cutting].
- Students practice new skills with less support, developing their knowledge of the process of making [for example, selecting and gathering suitable resources and tools for a piece of work].

S7 Students communicate ideas, events, or experiences through their use of color, form, line, and tone.

- Students have a desire to work in two or three dimensions, either intentionally showing or symbolizing objects or emotions.
- Students have the intention to choose colors or techniques.
- Students demonstrate confidence in using a variety of processes and using appropriate tools and materials.

S8 Students develop ideas and use materials and work processes in two and three dimensions.

- Students could finish work according to the form of the activity assigned.
- Students know and understand the meaning of paintings, sculptures, and drawings.
- Students have a growing art vocabulary and begin to express meaning in their work.

S9 Students can create visual art pieces reflecting daily life.

- Students can discuss forms, characteristics, and sizes of man-made products and things around them in nature.
- Students can tell feelings about nature and their surroundings.
- Students have basic skills in using materials and instruments to create works of visual art.
- Students can create works of visual art by experimenting with the use of colors through simple techniques.
- Students can paint landscapes from their own feelings.

S10 Students can link forms and shapes using a variety of materials.

- Students can describe forms and shapes found in nature and the environment.
- Students can specify visual elements in the environment and works of visual art with emphases on lines, colors, forms, and shapes.
- Students can create various works of visual art by using visual elements with emphases on lines and forms.
- Students have basic skills in using materials and instruments to create three-dimensional works of visual art.
- Students create collages by cutting or tearing paper.
- Students draw pictures to convey stories about their own families and those of their neighbors.
- Students collect works of visual art and describe what they see, including contents and relevant stories.
- Students create works of visual art in the form of mobiles.

S11 Students can give lectures to create a work of describing feelings through visual arts and intellectual works.

- Students describe forms and shapes in nature, the environment and works of visual art.
- Students specify materials and instruments utilized in creating the works when viewing works of visual art.

- Students distinguish visual elements of various things in nature, the environment and works of visual art with emphases on lines, colors, forms, shapes, and surfaces.
- Students paint pictures of objects around them.
- Students have basic skills in utilizing materials and instruments to create sculptures.
- Students draw pictures to convey thoughts and feelings from incidents in real life by using forms, shapes, colors, and surfaces.
- Students describe reasons and methods for creating works of visual art with emphases on techniques, materials, and instruments.
- Students specify what is admired and what should be improved in their own works of visual art.
- Students specify and classify pictures based on the visual elements highlighted works of visual art.
- Students describe characteristics, forms, and shapes in the work of designing various objects at home and in school.

S12 Students identify visual elements Have basic skills in creating comparative works, conveying feelings and imagination by using different techniques to create jobs.

- Students compare characteristics of forms and shapes in nature, the environment and works of visual art.
- Students discuss influences of warm hues and cool hues on human emotions.
- Students distinguish visual elements of various things in nature, the environment and works of visual art with emphases on lines, colors, forms, shapes, surfaces, and blank space.
- Students have basic skills in utilizing materials and instruments to create sculptures.
- Students have basic skills in utilizing materials and instruments to create paintings.
- Students describe characteristics of the paintings with emphases on arranging distance, depth, weight and light and shadow in the paintings.

- Students paint pictures using warm hues and cool hues to convey feelings and imagination.
- Students compare thoughts and feelings conveyed through their own and others' works of visual art.
- Students choose to use hues to convey emotions and feelings in creating works of visual art.

Standard A1.2 Understanding of relationship between visual arts, history, and culture; appreciating works of visual art that represent cultural heritage, local wisdom as well as Thai and universal wisdom

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.

- Students can remember their learning outcomes for a longer period of time.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period of time and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students recognize the value of visual art of history and culture.

- Students appreciate the value of cultural visual arts.
- Students recognize the value of visual arts of history and culture.
- Students can use materials related to culture e.g. creating prints on paper using basketwork.
- Students can perform same or similar cultural activities repeatedly.
- Students are interested in tools, materials, and are encouraged to participate in various activities related to culture.

S5 Students can use and control tools to create works related to Thai wisdom.

- Students can share their favorite Thai wisdom activities and work according to basic arts processes.
- Students choose materials and equipment appropriate for Thai wisdom activities e.g. The use of kite paper to make paper lanterns.
- Students can create workpieces by using familiar techniques about Thai wisdom works e.g. painting colors on pottery.

S6 Students intentionally create works related to local wisdom.

- Students can use materials and equipment to create works related to local wisdom.

e.g. cutting paper to make flags.

- Students imitate the methods of using local wisdom materials and can follow examples.
e.g. use of paper instead of other wooden weave material.
- Students practice new skills related local knowledge to improve knowledge in work processes e.g. puncturing paper, dyeing, weaving etc.

S7 Students create works illustrating the relationship between visual arts, history, and culture using colors, lines and various shapes.

- Students create works illustrating the relationship between visual arts and culture
e.g. draw images of making merit at a temple etc.
- Students create works to convey the relationship between visual arts and history e.g. drawing images from watching historical movies etc.
- Students create works relating to various historical and cultural matters and use appropriate equipment e.g. assembling a kite etc.

S8 Students developed in using equipment and the work processes in visual arts relating to Thai culture.

- Students can create works related to assigned cultural matters and complete it individually e.g. students can mold clay and form it into a shape by themselves from the beginning to the end of the activity.
- Students recognize the meaning and importance in creating works related to Thai culture.

S9 Students can identify visual arts in daily life.

- Students specify works of visual arts in daily life.

S10 Students appreciate the value and debate the creation of various visual arts.

- Students tell the importance of works of visual art seen in daily life.

- Students discuss various types of works of visual art in the local area with emphases on methods of creating the works and the materials and instruments utilized.

S11 Students understand the origin and methods of creating local visual arts.

- Students can tell about sources of works of visual art in the local area.
- Students can explain about the materials, instruments, and methods of creating works of visual art in the local areas

S12 Students can understand the relationship between visual arts , history and culture.

- Students can specify and discuss works of visual art in events and celebrations of local culture.
- Students can describe works of visual art from various cultures.

Strand 2 Music

Knowledge and understanding of composition of music; ability to express themselves freely through music, analyse and criticise value of music and convey feelings freely through music; delight in music and apply in daily life; appreciation of the relationship between music, history and culture; appreciation of music representing cultural heritage, local wisdom, Thai and universal wisdom; ability to sing and play various forms of music, express opinions about musical sounds, express aesthetic feelings about music and understand the relationship between music, tradition, culture and historical events

Standard A2.1 Understanding of and capacity for creative self-expression through music; analysis and criticism of value of music; free conveyance of feelings and thoughts about music; appreciation and application in daily life

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [e.g. telling things they do not like.]

- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a puppet character appears in a poem dramatized with sensory cues]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions, and facial expressions].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action
- Students express themselves.
- Students can do activities with occasional assistance and can concentrate on short-term activities.
- Students can explore various items in more complex ways.
- Students are interested in observing the consequences of their actions.
- Students can remember their learning outcomes for a longer period.

S3 Students can use traditional communication.

- Students greet familiar people and start interacting and participate in activities.
- Students can remember their learning outcomes for a longer period and can anticipate familiar situations.
- Students respond to choices with actions and gestures.
- Students enthusiastically explore objects and events in an increasing amount of time.
- Students solve problems systematically.

S4 Students move easily.

- Students can move gestures as instructed by using music as a medium.
- Students can respond to musical instruments that they see, such as doing gestures using musical instruments.

- Students can respond to the music they hear, such as freeform music.
- Students can be animated according to the picture, with the instructor guiding and participating.

S5 Students take part in simple musical performances.

- Students recognize the music they hear, such as the sound of a drumbeat. The sound of beating the beat
- Students can use musical instruments by following the teacher and using rhythm instruments.
- Students understand the emotions and melodies of each sound type of musical instruments.

S6 Students perform music creatively.

- Students can move according to the music rhythm. Can be slow-fast.
- Students convey feelings based on the songs they hear, such as the elephant song, the spider song.
- Students can express themselves by using rhythms and songs creatively.

S7 Students can analyse musical characteristics.

- Students can classify the types of music.
- Students can classify musical instruments from images.
- Students can clap their hands according to musical beats.

S8 Students can express themselves freely and apply in daily life.

- Students can sing according to the slow and fast tempo.
- Students can make fun gestures according to the music they hear.
- Students can sing songs, compose gestures, and use them in everyday life.

S9 Students can recognize musical communication and participate in musical activities.

- Students know that various things can create different sounds.
- Students tell characteristics of loud and soft sounds and pace of rhythm.
- Students recite verses and sing simple songs.
- Students participate in musical activities with enjoyment.
- Students tell relevance of songs used in daily life.

S10 Students classify the sound See the value of music and expresses creative music

- Students distinguish sources of sounds heard.
- Students distinguish properties of high- pitched and low- pitched, loud and soft and long and short sounds of music.
- Students eat time or move their bodies in attunement to contents of the songs.
- Students sing simple songs suitable to their age.
- Students tell the meaning and importance of songs heard.

S11 Students can identify shapes, the nature of the instrument sings, plays and movements in harmony with the music. Comment and can use music in daily life.

- Students tell the forms and characteristics of the musical instruments seen and heard in daily life.
- Students utilize pictures or symbols to represent sounds and beat.
- Students tell the roles and functions of the songs heard.
- Students sing and play simple music.
- Students move their bodies in attunement to emotions of the songs heard.
- Students express opinions about their own and others' music and singing.
- Students apply music in daily life or other occasions appropriately.

S12 Students tell the content of the song. Classify the types of singing instruments, recognize musical notes, and use the instrument properly.

- Students tell simple lines of music.
- Students distinguish types of musical instruments played in the songs heard.
- Students specify directions of simple up-and- down movements of the tune, form, beat and tempo of the songs heard.
- Students read and write Thai and international music scores.
- Students sing songs by using pitches suitable to their age.
- Students utilize and keep musical instruments correctly and safely.
- Students specify that music can be availed of for communicating stories.

Standard A2.2 Understanding of relationship between music, history, and culture; appreciation of musical works that represent cultural heritage, local wisdom, and Thai and universal wisdom

If teachers wish to choose the option to assess Standard A2.2, they can use the bullet points shown below. For this Standard A2.2 the assessment of Standard A2.1 from S1-S8 is unlikely precede S9-S12

S9 Students can tell their favorite local instrument.

- Students tell about local music.
- Students specify what they admire in local music.

S10 Students can tell the relationship of vocals, instruments and participate in musical activities.

- Students tell the relationship of sounds of singing and those of musical instruments in local songs by using simple words.
- Students perform and participate in local musical activities.

S11 Students can identify the characteristics, significance, and benefits of music that can influence the way of life of the local people.

- Students specify outstanding characteristics and unique features of local music.
- Students specify the importance and benefits of music to the lives of the local people.

S12 Students can tell about the importance and relationship of music with Thai way of life that can be reflected through music culture.

- Students tell the sources and relationships of Thai way of life reflected in local music and songs.
- Students specify the importance of conserving and promoting musical culture.

Strand 3 Dramatic Arts

Knowledge and understanding of composition of dramatic arts; ability to creatively express themselves through dramatic arts, use basic vocabulary of dramatic arts, analyze and criticize values of dramatic arts, convey feelings and thoughts freely, create various forms of movement and apply dramatic arts in daily life; understanding of the relationship between dramatic arts, history and culture; appreciation of values of dramatic arts representing cultural heritage, local wisdom, Thai and universal wisdom

Standard A3.1 Understanding and creative self-expression through dramatic arts; analysis and criticism about value of dramatic arts; free expression of feelings and thoughts; appreciation and application in daily life

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in way in response to a favorite visitor to their language sessions]

- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a character appears in a story dramatized in the target language]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions, imitating actions, and facial expressions, with a familiar person using the target language].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students request events or activities [for example, pointing to key objects or people during language sessions].
- Students participate in shared activities with less support. They sustain concentration for short periods.
- Students explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events in sessions simulating life in other cultural settings]
- Students observe the results of their own actions with interest [for example, listening to their own vocalizations during sessions in which the target language is used].
- Students remember learned responses over more extended periods [for example, following the sequence of a familiar routine in language sessions and responding accordingly].

S3 Students can use traditional communication.

- Students greet known people and may initiate interactions and activities [for example, prompting another person to join in with a familiar interactive sequence in the target language]
- Students can remember learned responses over increasing periods of time and may anticipate known events
[for example, preempting sounds or actions in familiar interactions in the target language]

- Students may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads at appropriate points during an interaction in the target language]
- Students actively explore objects and events for more extended periods [for example, scanning the pages of a magazine written in the target language]
- Students apply potential solutions systematically to problems [for example, showing or giving an object in response to a request in the target language].

S4 Students can understand and imitate natural gestures.

- Students can imitate natural gestures
- Students can demonstrate simple gestures
- Students can tell about natural gestures

S5 Students demonstrate simple gestures

- Students can use the body language of dramatic art and form into a group.
- Students can do performances with music and animal gestures.
- Students can move with a pattern, standing and sitting.

S6 Students express their opinions freely.

- Students can create natural gestures.
- Students can tell what they like from seeing a performance.
- Students can participate in a performance appropriate to age.

S7 Students can understand and convey emotions.

- Students can demonstrate gestures in short songs.
- Students can etiquette while seeing a performance.
- Students can express assigned situations.

S8 Students admire and apply it to daily life

- Students understands performance etiquette.
- Students can participate in performance activities.
- Students can tell the benefits of performing visual dramatic art in daily life.

S9 Students understand and express themselves in creative dance.

- Students can imitate movement.
- Students can demonstrate simple gestures to communicate meaning instead of words.
- Students can tell about what they like from viewing or participating at a performance.

S10 Students move and act creatively.

- Students move while remaining in the same place and while moving about.
- Students show movements that freely reflect their own emotions.
- Students show gestures to communicate meanings instead of words.
- Students creatively perform calisthenics.
- Students specify manners in viewing performances.

S11 Students can participate in dance performances and express their feelings.

- Students create various forms of movement in short situations.
- Students show musical calisthenics based on forms of dramatic arts.
- Students compare the roles and duties of performers and audiences.
- Students participate in activities of performances suitable to their age.
- Students tell the benefits of dramatic arts in daily life.

S12 Students participate in acting creatively according to their own ideas. They can perform dances in pairs and groups.

- Students specify basic skills in dramatic arts and theatrical work that are applied to communicate meanings and emotions.

- Students use lab notation and dance vocabulary or simple theatre vocabulary in conveying stories.
- Students show movements in various beats based on their own thoughts.
- Students show performances of dramatic arts in duos or in groups.

Standard A3.2 Understanding the relationship between dramatic arts, history, and culture; appreciation of the value of dramatic arts that represent cultural heritage, local wisdom and Thai and universal wisdom

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in way in response to a favorite visitor to their language sessions]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a character appears in a story dramatized in the target language]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions, imitating actions, and facial expressions, with a familiar person using the target language].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students request events or activities [for example, pointing to key objects or people during language sessions].
- Students participate in shared activities with less support. They sustain concentration for short periods.

- Students explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events in sessions simulating life in other cultural settings]
- Students observe the results of their own actions with interest [for example, listening to their own vocalizations during sessions in which the target language is used].
- Students remember learned responses over more extended periods [for example, following the sequence of a familiar routine in language sessions and responding accordingly].

S3 Students can use traditional communication.

- Students greet known people and may initiate interactions and activities [for example, prompting another person to join in with a familiar interactive sequence in the target language]
- Students can remember learned responses over increasing periods of time and may anticipate known events
[for example, preempting sounds or actions in familiar interactions in the target language]
- Students may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads at appropriate points during an interaction in the target language]
- Students actively explore objects and events for more extended periods [for example, scanning the pages of a magazine written in the target language]
- Students apply potential solutions systematically to problems [for example, showing or giving an object in response to a request in the target language].

S4 Students understand and appreciate the cultural heritage of dance.

- Students identify the names of the Thai children playing.
- Students have a dance performance.
- Students identify their favorite Thai dance arts.

S5 Students connect the culture and see the value of dance.

- Students tell the origin of the local play.
- Students connect playing with Thai life.
- Students move in different ways

S6 Students see the value of dance and local wisdom.

- Students recount the performances they have seen in their area.
- Students show creative rhythmic gestures.
- Students act according to short situations.

S7 Students understand the relationship between Thai dance, Local wisdom, Thai wisdom.

- Students perform group type dances.
- Students can create a dance or dance that complements the short local rhythm.
- Students move in different rhythms according to their own thoughts.

S8 Students can see the value of Thai and international dance.

- Students comment on how they watch the show.
- Students can create activities for Thai and international performances.
- Students can tell the reason why Thai dance should be preserved.

S9 Students can see the value of cultural heritage.

- Students can specify and play Thai children's games.
- Students can tell what they like in performances of Thai visual dramatic arts.

S10 Students can understand the relationship between dance and local knowledge.

- Students Specify and play folk games.
- Students Link what they see in folk games with what they see in the lifestyle of Thai people.
- Specify what they admire and are proud of in folk games.

S11 Students can participate in dance and local knowledge.

- Students tell about the performances of dramatic arts that they have viewed in the local area.
- Students specify outstanding characteristics and unique features of performances of dramatic arts.
- Students explain the importance of performances of dramatic arts.

S12 Students can describe the importance of visual dramatic art from other cultures.

- Students Explain the history of dramatic arts or simple shows or performances.
- Students Compare performances of dramatic arts with those from other cultures.
- Students Explain the importance of paying respect in learning and performing dramatic arts.
- Students Specify the reasons for conserving and transmitting performances of dramatic arts.



7. Occupation and Technology

knowledge, skills, and attitude towards work; management; way of life; livelihood and application of technology

Strand 1 Life and the Family

Ability to help themselves, their families and society under guidance of the principles of sufficiency economy; intent not to destroy the environment; emphasis on actual practice until attainment of confidence and pride in their accomplishments in order to discover their own capacities, aptitudes and interests.

Standard OT1.1 Understanding of concept of work; endowment with creativity and skills for various aspects and work processes, management, teamwork, investigation for seeking knowledge, morality, diligence, and awareness of the need to economize on the use of energy and the environment for one's life and for family.

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- Students communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor to their language sessions]
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- Students participate in shared activities with less support. They sustain concentration for short periods.
- Students explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events in sessions simulating life in other cultural settings]
- Students observe the results of their own actions with interest [for example, listening to their own vocalizations during sessions in which the target language is used].
- Students remember learned responses over more extended periods [for example, following the sequence of a familiar routine in language sessions and responding accordingly].

S3 Students can use traditional communication.

- Students greet known people and may initiate interactions and activities [for example, prompting another person to join in with a familiar interactive sequence in the target language]
- Students can remember learned responses over increasing periods of time and may anticipate known events [for example, preempting sounds or actions in familiar interactions in the target language]
- Students may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads at appropriate points during an interaction in the target language]
- Students actively explore objects and events for more extended periods [for example, scanning the pages of a magazine written in the target language]
- Students apply potential solutions systematically to problems [for example, showing or giving an object in response to a request in the target language].

- S4 Students show feelings, needs, likes, and dislikes by using communication (either speech, gesture, signal, or symbol)**
- Students participate in activities with other people.
 - Students follow their routines and participate in familiar tasks or activities. By receiving help from others.
 - Students show an understanding of "yes" and "no" things, recognize and respond to compliments or criticisms.
 - Students respond to the feelings of others. (For example, being aware of others' emotions while others showing off)
- S5 Students are involved in work or group play.**
- Students maintain interactions and change in small groups with teacher guidance.
 - Students combine two communication elements to express feelings, needs, and choices.
 - Students join the conversation by responding appropriately. Voicing uses gestures, symbols, simple questions about familiar events or experiences. (For example, what do children want?)
- S6 Students respond to group activities by playing or working in small groups by collaborating with others (for example, changing appropriately)**
- Students perform activities in a familiar context and are aware of the results of their actions.
 - Students show concern for others. (For example, Facial expression Gesture or tone of voice, sympathy for the suffering and can make others feel at ease)
- S7 Students communicate their feelings by using simple words.**
- Students transition to a new activity with support Recommend from others or choose by yourself

- Students build relationships with others in group activities and try to negotiate with others in a variety of situations (For example If other students want to use the same device Students can negotiate with others)
- Students can judge right and wrong from their own actions.
- Students consider their needs Feelings of others and other organisms (for example bring welcome food to guest or watering the plants in the classroom)

S8 Students are involved in a variety of activities, both one-on-one activities and small groups or large group.

- Students can start and practice. According to new activities and activities selected manually.
- Students understand the rules in the game and are aware of how to participate in various situations.
- Students understand the terms of working with a group of people. And help each other appropriately (for example, queuing in the supermarket)
- Students understand the basics of right and wrong in familiar situations.
- Students can ask for help when needed. (For example, requesting help to button up the shirt)
- Students are sensitive to the needs and feelings of others. Including accepting oneself and others
- Students look after living things and the environment with care and care.

S9 Students can learn actively by themselves.

- Students tell the methods of working for self- gratification.
- Students use simple materials, instruments, and equipment in working safely.
- Students work for self- help with enthusiasm and punctuality.

S10 Students can safely help their families and favorite work by themselves.

- Students tell methods and benefits of working to help themselves and their families.

- Students economically use materials, instruments, and equipment suitable to the type of work.
- Students work safely to help themselves and their families.

S11 Students can talk about the materials they need to do different types of work and talk about environmental conservation without the help of adults.

- Students tell methods and benefits of working to help themselves, their families, and the public.
- Students use materials, instruments and equipment as required for various types of work.
- Students work in stages as required by the work process, paying attention to cleanliness, carefulness, and conservation of the environment.

S12 Students can complete tasks they choose responsibly without the help of adults.

- Students explain the reasons for working to reach goals.
- Students work in stages to reach goals with diligence, patience, responsibility, and honesty.
- Students conduct themselves with good manners when working.
- Students economically and cost-effectively use and energy and resources in working.

Strand 2 Design and Technology

Creative development of human capacities by applying knowledge with technological processes to create objects, utensils, and methodologies, or to increase efficiency in life.

Standard OT2.1 Understanding of technology and technological processes; designing and creating objects, utensils or methodologies through creative technological processes; selective utilization of technologies beneficial to one's life, society and the environment; participation in sustainable technological management

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor to their language sessions]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a character appears in a story dramatized in the target language]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions, imitating actions, and facial expressions, with a familiar person using the target language].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students request events or activities [for example, pointing to key objects or people during language sessions].
- Students participate in shared activities with less support. They sustain concentration for short periods.

- Students explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events in sessions simulating life in other cultural settings]
- Students observe the results of their own actions with interest [for example, listening to their own vocalizations during sessions in which the target language is used].
- Students remember learned responses over more extended periods [for example, following the sequence of a familiar routine in language sessions and responding accordingly].

S3 Students can use traditional communication.

- Students greet known people and may initiate interactions and activities [for example, prompting another person to join in with a familiar interactive sequence in the target language]
- Students can remember learned responses over increasing periods of time and may anticipate known events [for example, preempting sounds or actions in familiar interactions in the target language]
- Students may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads at appropriate points during an interaction in the target language]
- Students actively explore objects and events for more extended periods [for example, scanning the pages of a magazine written in the target language]
- Students apply potential solutions systematically to problems [for example, showing or giving an object in response to a request in the target language].

S4 Students begin to assemble provided components in an activity under guidance e.g. help placing bricks.

- Students participate in activities by holding and moving simple tools e.g. assembling triangular glue sticks.

- Students explore options in limited materials e.g. adding grapes or apples to a vegetable salad.

S5 Students use basic tools under guidance e.g. using a roller.

- Students describe details of products, materials and ingredients e.g. choosing the filling of a sandwich.

S6 Students know familiar products and explore various parts e.g. changing appropriately.

- Students view and follow others using basic tools e.g. preparing surfaces with cellophane paper.
- Students begin with suggestions for activities e.g. suggest color or shapes of products.

S7 Students use familiar products under guidance and study how to use them.

- Students use basic tools or equipment in various simple processes by negotiating with the working group e.g. cutting or creating material.
- Students demonstrate concepts in designing and creating work pieces e.g. flannel designs.

S8 Students explore familiar products and communicate their views about them when notified.

- Students manage various basic tools for doing activities under guidance e.g. integration of components to create a desired work piece.
- Students begin participating in decisions about necessary methods e.g. discussions to do something according to a process.

S9 -

S10 Students can correctly distinguish objects or appliances used for 6 activities from various sources.

- Students can tell the benefits of objects and utensils for use in daily life.
- Students can construct simple toys and utensils by identifying problems or needs, collecting data, designing by conveying ideas through a two- dimensional sketch, constructing and evaluating
- Students can apply knowledge about appropriate utilization of utensils and equipment to make simple toys and utensils.
- Students have at least one feature of creativity in problem- solving or responding to needs.

S11 Students can make simple toys in their daily life.

- Students can make simple toys and utensils by identifying problems or needs, collecting data, designing by transforming ideas into a two- dimensional sketch, constructing and evaluating.
- Students can select objects and utensils for creative use in daily life.
- Students can manage objects and utensils by recycling.

S12 -

Strand 3 Information and Communication Technology (ICTs)

The process of information technologies; communication; the search for data; application of data and information; solution of problems or creation of work; value and effects of ICTs

Standard OT3.1 Understanding, appreciation, and efficient, effective, and ethical use of information technology processes in searching for data, communicating, problem-solving, working and livelihood.

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor to their language sessions]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a character appears in a story dramatized in the target language]
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- Students observe the results of their own actions with interest [for example, listening to their own vocalizations during sessions in which the target language is used].
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- Students may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads at appropriate points during an interaction in the target language]
- Students actively explore objects and events for more extended periods [for example, scanning the pages of a magazine written in the target language]
- Students apply potential solutions systematically to problems [for example, showing or giving an object in response to a request in the target language].

S4 Students choose different methods of communicating meaning e.g. specify symbols or create sounds for communication.

- Students choose a familiar method of creating sounds and images or the one or the other they prefer.
- Students know that doing some things lead to predictable results e.g. pressing a light switch, turning on the voice recorder or cd player.
- Students like methods that are easily accessible e.g. communicating in traditional ways.

S5 Students use computer programs to move some devices on the screen e.g. delete unwanted documents on the screen.

- Students connect control devices with the information on the screen e.g. clicking on an image or sound on the screen.

S6 Students use information and communication technology (ICT) to interact with others e.g. interacting with others or playing games on the screen.

- Students use a keyboard or touch screen to select a letter or image related to their name.
- Students show information they have stored on their computer e.g. browsing previously saved images.
- Students can follow simple instructions in the use of technology equipment e.g. using a copy machine to copy various documents.
- Students can use technology equipment and work independently.

S7 Students gather information from various sources.

- Students use ICT to communicate meaning and express opinion in various formats e.g. choosing an image or video clip to set up a profile.
- Students choose equipment and software for familiar activities e.g. use of programs that use symbols or texts to send important issues.

S8 Students search for similar information in different formats e.g. searching for images in a book, on a website or from a tv show.

- Students use ICT to communicate and express their opinion e.g. recording and replaying their own voices or images.
- Students can load a variety of information e.g. load songs from a cd, DVD, or load game.
- Students communicate about using ICT.

S9 Students can use information technology tools to find information.

- Students can tell the data of interest and sources of data around them.
- Students can tell the benefits of information technology instrument

S10 Students tell the benefit of the information and know the function of the components in the computer.

- Students can tell the benefits of data and collect data of interest from various reliable sources of data.
- Students can tell the benefits of and conserve sources of data.
- Students can tell the names and functions of basic instruments forming major components of a computer.

S11 Students present information step by step and can maintain equipment.

- Students can search for data in stages and present the data in various forms.
- Students can tell methods of caring for and maintaining information technology instruments.

S12 Students can use technology and communication equipment properly. And create works from the program as you imagine.

- Students can tell the names and functions of information technology instruments.
- Students can tell basic principles of function of a computer.
- Students can tell the benefits and harms of using computers for work.
- Students can use computers' functioning systems for work
- Students can create images or work pieces from imagination responsibly by using graphics programmes.

Strand 4 Occupations

Skills essential to learners' occupations; recognition of the importance of morality, ethics, and favorable attitude towards occupations; ability to use technologies appropriately; appreciation of value of honest occupations; and ability to see prospects for future careers

Standard OT4.1 Understanding and acquiring necessary skills and experiences; proper perception of future career; technological application for occupational development; possessing morality and favorable attitude towards occupations

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting]
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- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a character appears in a story dramatized in the target language]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions, imitating actions, and facial expressions, with a familiar person using the target language].

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- Students observe the results of their own actions with interest [for example, listening to their own vocalizations during sessions in which the target language is used].
- Students remember learned responses over more extended periods [for example, following the sequence of a familiar routine in language sessions and responding accordingly].

S3 Students can use traditional communication.

- Students greet known people and may initiate interactions and activities [for example, prompting another person to join in with a familiar interactive sequence in the target language]
- Students can remember learned responses over increasing periods of time and may anticipate known events [for example, preempting sounds or actions in familiar interactions in the target language]
- Students may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads at appropriate points during an interaction in the target language]
- Students actively explore objects and events for more extended periods [for example, scanning the pages of a magazine written in the target language]
- Students apply potential solutions systematically to problems [for example, showing or giving an object in response to a request in the target language].

S4 Students can do solitary play at a sensory motor level.

- Students can communicate intentionally.
- Students can use basic traditional communication with symbols or speech.
- Students enjoy exploring the properties of objects.

S5 Students can do parallel play and relate beside others.

- Students can play comfortably in the presence of others.
- Students are aware of others when they play and do not show negative behavior.
- Students do not co-operate with other students when they are playing.

S6 Students can participate in functional shared play.

- Students can take turns when they are playing.
- Students will share toys when they are playing.
- Students will watch others playing around them.

S7 Students can participate in turn taking symbolic play

- Students can use objects to represent other objects such as using a banana as a phone.
- Students can look at story books together and pretend to be the animals in the story.
- Students can use bricks to make pretend buildings such as a house for cars.

S8 Students can participate in socio dramatic co-operative play.

- Students can play pretend games like being a doctor or a nurse.
- Students can respond to other's actions such as being a policeman and telling others what to do.
- Students can change roles from being a leader in a game to being led.

S9 The student has a good self-concept and is aware of their personal qualities.

- Students are aware of their social status with others in their class.
- Students are aware of what they are good at doing such as playing football.
- Students can spontaneously say who they are describe their five of their key characteristics.

S10 The student is aware of a variety of careers and knows what key workers do.

- Students visit other workers, and they understand their basic role e.g. a policeman by his car or a cook in the kitchen.
- Students show curiosity and ask questions about what people do.
- Students can explain the meaning and importance of two different occupations.

S11 The student can plan and make decisions and has basic problem-solving skills.

- Students can collect data about various occupations in the community.
- Students can specify differences between four different occupations.
- Students can decide which three jobs they would like but explain why they cannot do them such as being a chef but cannot decide ingredients for a simple meal.

S12 The students are aware that different jobs have different requirements that will affect their post school possibilities.

- Students can explore themselves to understand if they can do occupations they like, such as they cannot be an airline pilot, but they could be a basic farmer
- Students can critically specify knowledge, capacities, and morality requirements relevant to occupations of interest to them such as, to be a nurse you must be kind, understanding and honest with people about their illness.
- Students can say what they would like to do when they leave school and explain what they can contribute such as wanting to be a bus driver so needing to be able to drive.



8. English as a Foreign Language

Knowledge, skills, attitude, and culture in foreign language application for communication, seeking further knowledge and livelihood

Strand 1 Language for Communication

Use of foreign languages for listening, speaking, reading, and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts, and views on various matters, and creating interpersonal relationships appropriately

Standard F1.1 Understanding and capacity for interpreting what has been heard and read from various types of media, and ability to express opinions with proper reasoning

S1 Students begin to be proactive in their interactions.

- Students communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting].
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor to their language sessions].
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a character appears in a story dramatized in the target language].
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- Students explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events in sessions simulating life in other cultural settings]
- Students observe the results of their own actions with interest [for example, listening to their own vocalizations during sessions in which the target language is used].
- Students remember learned responses over more extended periods [for example, following the sequence of a familiar routine in language sessions and responding accordingly].

S3 Students can use traditional communication.

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- Students can remember learned responses over increasing periods of time and may anticipate known events [for example, preempting sounds or actions in familiar interactions in the target language].
- Students may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads at appropriate points during an interaction in the target language].
- Students actively explore objects and events for more extended periods [for example, scanning the pages of a magazine written in the target language].
- Students apply potential solutions systematically to problems [for example, showing or giving an object in response to a request in the target language].

- S4 Students attempt to repeat, copy, or imitate some sounds heard in the target language.**
- Students may perform familiar or simple actions on request using repetition, sign, or gesture as prompts.
 - Students demonstrate feeling through sight and pronunciation to show feelings of like and dislike from things they hear.
- S5 Students use 1-2 words to interact in English.**
- Students can respond to questions in a simple way, do claims or ask questions in simple English.
 - Interactions can be seen using voice, gestures, and eyes. Students interactions depend on the repetition or familiarity of the questions.
- S6 Students respond to friends in the group.**
- Students demonstrate communication efforts in English. Depending on repetition and gesture students may use facial expressions or voice to add meaning in a sentence.
 - Students demonstrate positive and negative communication in English to answer simple questions.
 - Students demonstrate their ability to match various words or symbols in order to communicate in English.
- S7 Students demonstrate to introduce themselves by name to a question in English.**
- Students use English in other ways or use it in combination with other subjects e.g. computer: the students use English in order find information on the internet.
 - Students demonstrate listening and follow simple and familiar instructions in English.
- S8 Students demonstrate willingness in listening to English and recognize meaning.**
- Students can understand 1-2 words in English used in the classroom.

- Students respond to questions by using 1-2 English words or through other signals e.g. in the form of gymnastics.
- Students demonstrate understanding, but still need support in other ways e.g. teachers speak or show images to promote understanding.
- Students can read or understand some English words and present familiar words through speaking, writing or vision.
- Students can cut and stick words under the supervision of the teachers.
- Students could relate to 1-2 objects/words.
- Students use English to request or indicate something with the help of a teacher e.g. requesting something from others by using English.

S9 Students can see and listen to simple English text and speech and respond appropriately.

- Students can act in compliance with simple orders heard.
- Students can specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.
- Students can choose the pictures corresponding to the meanings of words and groups of words heard.
- Students can answer questions from listening to matters around them.

S10 Students can pronounce and spell English words correctly and answer questions from reading or listening.

- Students can act in compliance with orders and simple requests heard.
- Students can specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.
- Students can choose the pictures corresponding to the meanings of words, groups of words and sentences heard.
- Students can answer questions from listening to or reading sentences, dialogues or simple tales.

S11 Students can read aloud groups of words and answer questions from reading or listening.

- Students can act in compliance with orders and requests heard or read.
- Students can pronounce and spell words; accurately read aloud groups of words, sentences, and simple chants by observing the principles of reading.
- Students can choose/ specify the images or symbols corresponding to the meanings of groups of words and sentences heard.
- Students can answer questions from listening to or reading sentences, dialogues, or simple tales.

S12 Students can respond to orders or simple requests and answer questions from reading and listening.

- Students can act in compliance with orders, requests and simple instructions heard or read.
- Students can pronounce and spell words; accurately read aloud groups of words, sentences, simple texts, and chants by observing the principles of reading.
- Students can choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read.
- Students can answer questions from listening to and reading sentences, dialogues, and simple tales.

Standard F1.2 Possessing language communication skills for effective exchange of data and information; efficient expression of feelings and opinions.

If teachers wish to choose the option to assess standard F1.2 they can use the bullet points shown below. For this Standard F1.2 the assessment of Standard F1.1 from S1-S8 is unlikely precede S9-S12

S9 Students can express themselves in English using adult models.

- Students can speak in an exchange with short and simple words in interpersonal.
- Students can communication by following the models heard.
- Students can use simple orders by following the models heard.
- Students can express their own simple needs by following the models heard.
- Students can speak to ask for and give simple data about themselves by following the models heard.

S10 Students can express themselves in English using adult models.

- Students can speak in an exchange with short and simple words in interpersonal communication by following the models heard.
- Students can use orders and simple requests by following the models heard.
- Students can express their own simple needs by following the models heard.
- Students can speak to ask for and give simple data about themselves by following the models heard.

S11 Students can express themselves in English using adult models.

- Students can speak in an exchange with short and simple words in inter- personal communication by following the models heard.
- Students can use orders and simple requests by following the models heard.
- Students can express their own simple needs by following the models heard.
- Students can speak to ask for and give simple data about themselves and their friends by following the models heard.

S12 Students can speak and write to others about themselves and express their needs.

- Students can speak/write in an exchange in interpersonal communication.
- Students can use orders, requests, and simple requests for permission.
- Students can speak/write to express their own needs and to ask for help in simple situations.

- Students can speak/write to ask for and give data about themselves, their friends and families.

Standard F1.3 is defined as the ability to present data and information, concepts, and views on various matters by speaking and writing.

If teachers wish to choose the option to assess Standard F1.3 they can use the bullet points shown below. For this Standard F1.3 the assessment of Standard F1.1 from S1-S8 is unlikely precede S9-S12

S9 Students can speak to give data about themselves and matters around them.

- Students can speak to give data about themselves and matters around them.

S10 Students can speak to give data about themselves and matters around them.

- Students can speak to give data about themselves and matters around them.

S11 Students can speak to others and respond to different conversation appropriately.

- Students can speak to give data about themselves and matters around them.
- Students can categorize words into groups according to the types of persons, animals and objects based on what they have heard or read.

S12 Students can draw picture about things they have seen and express their opinions about them about them in English.

- Students can speak/write to give data about themselves and matters around them.
- Students can speak/draw pictures to show relationships of various objects around them according to what they have heard or read.
- Students can speak to express simple opinions about matters around them.

Strand 2 Language and Culture

Use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application.

Standard F2.1 Appreciating relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places.

S1 Students begin to be proactive in their interactions.

- Students communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting].
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor to their language sessions.]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a character appears in a story dramatized in the target language].
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions, imitating actions, and facial expressions, with a familiar person using the target language].

S2 Students begin to communicate intentionally.

- Students seek attention through eye contact, gesture, or action.
- Students request events or activities [for example, pointing to key objects or people during language sessions].
- Students participate in shared activities with less support. They sustain concentration for short periods.
- Students explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events in sessions simulating life in other cultural settings]

- Students observe the results of their own actions with interest [for example, listening to their own vocalizations during sessions in which the target language is used].
- Students remember learned responses over more extended periods [for example, following the sequence of a familiar routine in language sessions and responding accordingly].

S3 Students can use traditional communication.

- Students greet known people and may initiate interactions and activities [for example, prompting another person to join in with a familiar interactive sequence in the target language].
- Students can remember learned responses over increasing periods of time and may anticipate known events [for example, preempting sounds or actions in familiar interactions in the target language].
- Students may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads at appropriate points during an interaction in the target language].
- Students actively explore objects and events for more extended periods [for example, scanning the pages of a magazine written in the target language].
- Students apply potential solutions systematically to problems [for example, showing or giving an object in response to a request in the target language].

S4 Students try to mimic sounds and gestures in language and culture.

- Students show familiar needs using symbols and gestures.
- Students can identify 3 things, such as the red bus, the building of London, the pictures of the Buddha that belongs to England.

S5 Students use one or two words to describe the culture of England.

- Students listen and identify 5 things using English vocabulary such as Sheep, Top hat, Winter coat, English queen, Fish, and chips

S6 Students can answer teachers' English questions.

- Students answer questions about the content of other subject areas in a subject. In English.
- Students respond to feelings When asked about 3 things.
- Students can respond with phrases consisting of two words.

S7 Students can answer friends' English questions.

- Students can reply in English which 2 more pictures and why when a friend of the student shows 5 English pictures.
- Students can choose to wear the right things when a friend of the student asks students to dress in English-style outfits from a group of 7 sets.

S8 Students choose what they want to eat from the vocabulary and pictures menu. Ready to tell the reason.

- Students can tell their friends about how to make cheese and tomato sandwiches in 5 steps.
- Students can make a sandwich from the 5-step photo card of making a sandwich.

S9 Students can speak and gesture in English about key festivals and cultural activities

- Students speak and make accompanying gestures in accordance with the culture of native speakers.
- Students can tell the names and vocabulary of native speakers' important festivals.
- Students can participate in language and cultural activities appropriate to their age levels.

S10 Students can speak and gesture basic important information about key festivals and cultural events

- Students speak and make accompanying gestures in accordance with the culture of native speakers.
- Students can tell the names and vocabulary of native speakers' important festivals.
- Students participate in language and cultural activities appropriate to their age levels

S11 Students can speak about festivals and important social events in English.

- Students speak and make accompanying gestures in accordance with social manners/ culture of native speakers.
- Students tell the names and simple vocabulary about the festivals/ important days/ celebrations and lifestyles of native speakers.
- Students can participate in language and cultural activities appropriate to their age levels.

S12 Students can answer questions in English about festivals and important celebrations.

- Students speak and politely make accompanying gestures in accordance with social manners and culture of native speakers.
- Students answer questions about festivals/ important days/ celebrations and simple lifestyles of native speakers.
- Students participate in language and cultural activities appropriate to their age levels.

Standard F2.2 Appreciating similarities and differences between language and culture of native speakers and Thai speakers, and capacity for correct and appropriate use of language

If teachers wish to choose the option to assess standard F2.2 they can use the bullet points shown below. For this Standard F2.2 the assessment of Standard F2.1 from S1-S8 is unlikely precede S9-S12

S9 Students can identify letters and letter sounds.

- Students specify the alphabet and sounds of the alphabet of foreign languages and Thai language.

S10 Students can identify letters and letter sounds.

- Students specify the alphabet and sounds of the alphabet of foreign languages and Thai language.

S11 Students can differentiate the sounds of letters, words, groups of words, and sentences.

- Students can tell differences of the sounds of the alphabet, words, groups of words and simple sentences in foreign languages and Thai language.

S12 Students can differentiate sounds, letters, words, groups of words, sentences, and texts and participate in festivals based on native cultures.

- Students can tell differences of the sounds of the alphabet, words, groups of words, sentences and texts in foreign languages and Thai language.
- Students can tell the similarities/ differences between the festivals and celebrations in the culture of native speakers and those in Thailand.

Strand 3 Language and Relationship with Other Learning Areas.

The use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views

Standard F3.1 Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

- This strand is not assessed or taught -

Strand 4 Language and Relationship with Community and the World

Use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood, and exchange of learning with the global society

Standard F4.1 Ability to use foreign languages in various situations in school, community, and society

S1 Students begin to be proactive in their interactions

- Students communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting]
- Students recognize familiar people, events, and objects [for example, vocalizing or gesturing in a way in response to a favorite visitor to their language sessions]
- Students perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time, a character appears in a story dramatized in the target language]
- Students cooperate with shared exploration and supported participation [for example, taking turns in interactions, imitating actions, and facial expressions, with a familiar person using the target language].

S2 Students begin to communicate intentionally

- Students seek attention through eye contact, gesture, or action.
- Students request events or activities [for example, pointing to key objects or people during language sessions].
- Students participate in shared activities with less support. They sustain concentration for short periods.
- Students explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events in sessions simulating life in other cultural settings]

- Students observe the results of their own actions with interest [for example, listening to their own vocalizations during sessions in which the target language is used].
- Students remember learned responses over more extended periods [for example, following the sequence of a familiar routine in language sessions and responding accordingly].

S3 Students can use traditional communication.

- Students greet known people and may initiate interactions and activities [for example, prompting another person to join in with a familiar interactive sequence in the target language]
- Students can remember learned responses over increasing periods of time and may anticipate known events [for example, preempting sounds or actions in familiar interactions in the target language]
- Students may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads at appropriate points during an interaction in the target language]
- Students actively explore objects and events for more extended periods [for example, scanning the pages of a magazine written in the target language]
- Students apply potential solutions systematically to problems [for example, showing or giving an object in response to a request in the target language].

S4 Students respond to foreign language through body language or spoken language which is not complex

- Students use words or gestures in response to the speaker in socially and culturally acceptable ways.
- Students imitate simple sounds or gestures through music.
- Students appropriately express communication gestures to respond to instructions or requests

- S5 Students communicate with people close to them by using the foreign language to classify things around them.**
- Students classify surrounding objects in types by using five senses.
 - Students communicate by gestures or speak to imitate behavior of people close to them.
 - Students have linked opinions in choosing to respond or matching items close to them e.g. spoons and forks or skirt and female etc.
- S6 Students are interested in surveys, experimenting with various items or toys with the group of friends.**
- Students use 1-2 foreign words to describe their interest or survey.
 - Students play with others by using foreign words in conversation sentences or telling playing experience.
 - Students use the foreign language to speak or request various items for them.
 - Students express emotions through gestures and can read other people's body language including the ability to respond appropriately.
- S7 Students use the foreign language to respond to stories, tales or songs in a foreign language.**
- Students can pass on stories or lyrics by using 2-3 foreign words.
 - Students can repeat stories, tales, or lyrics by performing or doing role plays cheerfully.
 - Students can solve problems from told stories.
- S8 Students use the foreign language to specify at least 3-5 nearby types of objects, people and animals.**
- Students can choose and match various items in the classroom with or without speaking.
 - Students can present study materials in the foreign language.
 - Students can choose study materials using the foreign language in a hypothetical situation or a situation outside the classroom.

S9 Students converse in English sentences in the classroom

- Students can listen/speak in simple situations in the classroom.

S10 Students converse in English sentences in the classroom and school

- Students can listen/speak in simple situations in the classroom.

S11 Students can listen, speak, and read / write in various situations in the school.

- Students can listen/speak in simple situations in the classroom.

S12 Students know how to use foreign languages for communication.

- Students can listen and speak in situations in the classroom and in school.

Standard F4.2 Using foreign languages as basic tools for further education, livelihood, and exchange of learning with the world community

If teachers wish to choose the option to assess Standard F4.2. they can use the bullet points shown below. For this Standard F4.2 the assessment of Standard F4.1 from S1-S8 is unlikely precede S9-S12

S9 Students can use foreign languages to compile vocabulary.

- Students use foreign languages to collect relevant terms around them.

S10 Students can use foreign languages to compile vocabulary.

- Students use foreign languages to collect relevant terms around them.

S11 Students can use foreign languages to compile vocabulary.

- Students use foreign languages to collect relevant terms around them.

S12 Students can use foreign languages to search for information.

- Students listen and speak in situations in the classroom and in school.

