



Year 9 Content Summaries

Semester 1 Academic Year 2024

WEEKS 11 - 20

Teacher

Mr. John Thomas Taylor

Subject

S. English

Subject Code

EN 20205

UNIT	At the end of unit the students will be able to	Text / Resource
Describing Short Video Clips with 3rd-person objective narrations in past, present, and future tense.	<ul style="list-style-type: none">- accurately use determiners, subject pronouns, object pronouns, possessives, possessive pronouns, reflexive pronouns, conjunctions, conjunctive adverbs and the verb forms and phrases needed to produce simple, complex, and compound sentences to objectively describe short video clips in the third person, both in writing and orally with correct pronunciation and stress-timing, using either past, present, or future tense, by first having completed the necessary number of output prompts as comprehensible input and structural priming (examples).	(see sub-units below)

UNIT	At the end of unit the students will be able to	Text / Resource
<p style="text-align: center;">1 You Just Gotta Go...</p>	<ul style="list-style-type: none"> - describe this video clip using the output prompt. - describe a similar video clip in their own words. 	<p>some, any, no, every teenager jump into pool roof stand cameraman/person "gotta" to go for it however get scare straight deck alright friend laugh</p>
<p style="text-align: center;">2 Hula Hoop Girl</p>	<ul style="list-style-type: none"> - describe this video clip using the output prompt. - describe a similar video clip in their own words. 	<p>wear glasses try use hula hoop store aisle film mom no idea kind of drop shake walk past same thing again</p>

UNIT	At the end of unit the students will be able to	Text / Resource
<p>3 Kid Skaters</p>	<ul style="list-style-type: none"> - describe this video clip using the output prompt. - describe a similar video clip in their own words. 	<p>really young skate skatepark up to rail background other ramp trick meanwhile decide land however roll under</p>
<p>4 Breach</p>	<ul style="list-style-type: none"> - describe this video clip using the output prompt. - describe a similar video clip in their own words. 	<p>whale just jump almost completely breach record likely whale-watching tour gasp amazement get suddenly land</p>

UNIT	At the end of unit the students will be able to	Text / Resource
<p style="text-align: center;">5 Ruined Surfing Selfie</p>	<ul style="list-style-type: none"> - describe this video clip using the output prompt. - describe a similar video clip in their own words. 	<p>wear fluorescent surf camera attach front surfboard paddle spot wave again another catch smack against amuse annoy at the same time</p>
<p style="text-align: center;">6 Thanks For Ruining It...</p>	<ul style="list-style-type: none"> - describe this video clip using the output prompt. - describe a similar video clip in their own words. 	<p>shirtless climb trunk tree grow river tie rope further/farther swing hold end swing apparently dead tree break crash pieces luckily any</p>

Teacher

Mr. Robert Daly

Subject

Life Skill (English)

Subject Code

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UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
	<ul style="list-style-type: none">- Employ various techniques aimed at promoting active learning and critical thinking skills.	

Teacher

Mr. Ugur Aydin

Subject

F. Mathematics

Subject Code

MA 23101

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
Systems of Equations	<ul style="list-style-type: none">- Solve systems of linear equations involving 2 variables by: Graphing, Elimination, Substitution.- Apply linear systems to real world problems.	Linear Equation Systems of Equations Solutions Elimination Method Intersection

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
Similarity	<ul style="list-style-type: none"> - Solve problems involving missing dimensions of similar figures. - Prove whether or not 2 given triangles are similar. - Calculate dimensions using scale drawing and scale factors 	Similar Triangles Proof Scale factor Scale Drawings Ratios

Teacher

Mr. Ugur Aydin

Subject

U. Mathematics

Subject Code

MA 20205

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
Factoring Quadratics	<ul style="list-style-type: none"> - Solve quadratic equations by factoring. - Solve quadratic equations by completing the square 	Complete Square Factor

Teacher

Ms. Richa Sehgal

Subject

F. Science

Subject Code

ST 23101

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
<p>Weeks 11-12: Flower Structure and Function</p> <p>Topic 1: Floral Anatomy and Aesthetics</p>	<p>By the end of this unit, students will:</p> <ul style="list-style-type: none">● Understand Floral Anatomy: Learn the structure and function of flowers, including petals, stamens, pistils, and other components.● Appreciate Aesthetic Qualities: Develop an appreciation for the beauty and visual appeal of different flower parts.● Explore Symbolism: Investigate the cultural and artistic significance of flowers in various contexts. <p>Key Activities: Flower Dissection: Conduct hands-on activities to dissect and identify different parts of a flower.</p> <p>Art Projects: Create artistic representations of flowers, highlighting their structure and beauty.</p> <p>Cultural Exploration: Research the symbolism of flowers in different cultures and art movements.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none">● Floral Anatomy: The study of the structure and parts of flowers, such as petals, stamens, pistils, anthers, stigma, and ovules.● Aesthetic: Relating to beauty and artistic expression, focusing on the visual qualities of flowers.● Symbolism: The use of flowers to represent ideas, emotions, or cultural meanings in art.

<p>Weeks 13-14: Pollination and Its Artistic Representation</p> <p>Topic 2: Pollination and Biodiversity Art</p>	<p>By the end of this unit, students will:</p> <ul style="list-style-type: none"> • Understand Pollination: Learn how pollen is transferred from the anther to the stigma, and the importance of this process in plant reproduction. • Create Pollination Artworks: Produce artworks depicting different pollination methods, such as insect pollination, wind dispersal, or bird pollination. • Highlight Biodiversity: Recognize the role of pollinators in maintaining ecosystem balance through artistic expression. <p>Key Activities:</p> <ul style="list-style-type: none"> • Pollination Artwork: Use mixed media to create art that visualizes the pollination process. • Ecosystem Art: Design art projects that emphasize the importance of pollinators and biodiversity. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Pollination: The transfer of pollen from the anther to the stigma of a flower, crucial for fertilization and seed formation. • Biodiversity: The variety of plant species and pollinators contributing to ecosystem health, often highlighted in art. • Mixed Media: Artwork created using a combination of different materials and techniques to depict complex botanical processes.
<p>Weeks 15-16: Fertilization and Seed Formation</p> <p>Topic 3: Fertilization and Seed Art</p>	<p>By the end of this unit, students will:</p> <ul style="list-style-type: none"> • Illustrate Fertilization: Understand and visually represent the fertilization process, including pollen tubes, ovules, and zygotes. • Create Seed Art: Develop multimedia artworks showing the development of seeds from fertilized ovules, emphasizing scientific accuracy and creativity. • Explore Seed Development: Study the stages of seed formation and their significance in plant reproduction. <p>Key Activities:</p> <ul style="list-style-type: none"> • Fertilization Illustrations: Create detailed drawings or models of fertilization in plants. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Fertilization: The process where sperm fertilizes an egg in the ovule, leading to zygote formation and seed development. • Botanical Art: Artistic representations of plants, including flowers, seeds, and reproductive processes, merging science and creativity. • Seed Formation: The stages through which a seed develops, from fertilized ovule to mature seed.

Weeks 17-18: Seed Dispersal and Artistic Expression

Topic 4: Seed Dispersal and Regeneration Art

By the end of this unit, students will:

- **Understand Seed Dispersal:** Learn about different seed dispersal mechanisms and their importance in plant propagation.
- **Create Dispersal Art:** Design artistic installations or sculptures depicting various seed dispersal methods.
- **Explore Regeneration:** Highlight the theme of regeneration and new life through seed dispersal-themed artworks.

Key Activities:

- **Dispersal Art Projects:** Use materials like paper, fabric, or clay to represent wind, animal, or explosion seed dispersal.

By the end of this unit, students will:

- **Synthesize Concepts:** Integrate their understanding of plant reproduction, pollination, fertilization, and seed dispersal.
- **Create Comprehensive Projects:** Develop projects that combine scientific knowledge with artistic creativity.
- **Reflect on Learning:** Reflect on their learning and the connections between art and science in understanding plant biology.

Key Activities:

- **Comprehensive Art Projects:** Create large-scale artworks that encompass all aspects of plant reproduction studied.
- **Learning Reflections:** Write essays or create portfolios reflecting on the integration of art and science.
- **Presentation and Critique:** Present projects to peers and engage in constructive critique sessions.

Weeks 19-20: Review and Synthesis

Topic 5: Integration of Knowledge

Vocabulary:

- **Seed Dispersal:** The movement of seeds away from the parent plant, essential for plant reproduction and regeneration.
- **Regeneration:** The process of renewal and growth, symbolized through seed dispersal and plant reproduction in art.
- **Environmental Art:** Art that focuses on ecological themes, such as biodiversity, regeneration, and the role of plants in ecosystems.

Vocabulary:

- **Synthesis:** The integration and combination of different concepts to form a comprehensive understanding.
- **Portfolio:** A collection of student work that showcases learning and creativity in a specific subject area.
- **Critique:** A process of evaluating and discussing the strengths and areas for improvement in artistic and scientific work.

At the end of this study period, students will be able to:

1. Comprehend the structure and function of flowers and their role in plant reproduction.
2. Understand and creatively represent the processes of pollination, fertilization, and seed formation.
3. Explore the ecological significance of seed dispersal and regeneration through artistic projects.

Summary of Vocabulary:

- **Floral Anatomy, Aesthetic, Symbolism, Pollination, Biodiversity, Mixed Media**
- **Fertilization, Botanical Art, Seed Formation, Seed Dispersal, Regeneration, Environmental Art**
- **Synthesis, Portfolio, Critiqu**

Teacher

Ms. Shashi Saihgal

Subject

**Intro. To Health
Science**

Subject Code

ST 20205

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
Mental health	<ul style="list-style-type: none">- students should be able to relate the mental health to the following- Biological factors, such as genes or brain chemistry<ul style="list-style-type: none">● Life experiences, such as trauma or abuse● Family history of mental health problem	addiction depression alcohol smoking self harm drug
Mental health	<ul style="list-style-type: none">- how to balance good mental health and studies- how to have healthy relation with friends- how to overcome stress	
chemicals we use in daily life	<ul style="list-style-type: none">- Insecticides- Cleaning Products- WasteWater Treatment- Food Processing- Clothing	sodium bicarbonate vinegar acids fertilizers preservatives

Teacher

Mr. Farshad Shamkhalimotlaghbajgiran

Subject

**Occupational
Works**

Subject Code

OC 23101

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
1 Objectives setting	<ul style="list-style-type: none">- Define unclear learning objectives for the students.	Start with the player informative title that conveys. the essence of their projects
2. Project selection	<ul style="list-style-type: none">- choose a variety of engaging DIY project that align with the curriculum and age group	Paper circuits art Simple wood working Explore plant growth Gardening Upcycling
3 materials and resources	<ul style="list-style-type: none">- Don't buy the list of materials needed for each project considering safety precautions and accessibility.	Creat Introduce Explore Encourage Bring ideas
4 lesson structure	<ul style="list-style-type: none">- introduction- Demonstration	Present the project Show the students how to complete the project
5 Hand on practice	<ul style="list-style-type: none">- Let the students work on their projects individually or in groups.	Reflection Discuss any challenges faced Show case Celebrate with the project
6 Assessment	<ul style="list-style-type: none">- observe in the process and provide the feedback	

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
7 Formative assessment.	<ul style="list-style-type: none"> - adoptability if want similar adjustable and as needed based on a student's process in interest 	Evaluate the final project based on creativity, craftsmanship and adherence instructions.

Teacher

Mr. Sviatoslav Blokhin

Subject

Design & Technology

Subject Code

ST 23102

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
Foundations of CAD Design	<ul style="list-style-type: none"> - Apply basic CAD tools for 2D and 3D modeling. - Create geometric shapes and manipulate them within a CAD environment. - Develop an understanding of design principles and how they apply to digital modeling. 	<ul style="list-style-type: none"> - CAD (Computer-Aided Design) - 2D and 3D modeling - Geometric shapes - Design principles
Advanced CAD Techniques and Parametric Design	<ul style="list-style-type: none"> - Utilize advanced CAD techniques including parametric design and feature-based modeling. - Create complex models using constraints and parameters. - Use advantages of parametric design in flexibility and modification. 	<ul style="list-style-type: none"> - Parametric design - Constraints - Feature-based modeling - Flexibility

Teacher

Mr. Qu Yubin

Subject

Chinese

Subject Code

CH 20205

UNIT		The following Vocabulary Will help your child Understand the unit :
unit 3 他什么时候后来 when will he come back? part one	<ul style="list-style-type: none">掌握简单趋向补语“V+来/去”的用法 Mastering the Use of Simple Directional Complements "V+来/去"	腿 (tuǐ) - Leg 疼 (téng) - Pain / Hurt 脚 (jiǎo) - Foot 树 (shù) - Tree 容易 (róngyì) - Easy 难 (nán) - Difficult
unit 3 他什么时候后来 when will he come back? part Two	<ul style="list-style-type: none">掌握汉语中“V1了就V2”的用法 Mastering the Use of “V1了就V2” in Chinese	太太 (tàitai) - Mrs. / Wife 秘书 (mìshū) - Secretary 经理 (jīnglǐ) - Manager 办公室 (bàngōngshì) - Office
unit 3 他什么时候后来 when will he come back? part Three	<ul style="list-style-type: none">掌握汉语联动句的用法 Mastering the Use of Serial Verb Constructions (连动句) in Chinese	样 (yàng) - Kind / Type / Sample 楼 (lóu) - Building / Floor 拿 (ná) - Take / Hold 把 (bǎ) - Handle / To hold / To take 伞 (sǎn) - Umbrella

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
unit 3 他什么时候后来 when will he come back? part Four	<ul style="list-style-type: none"> 掌握反问句：能……吗 Mastering the Use of Rhetorical Questions: "能……吗" 	胖 (pàng) - Fat / Overweight 其实 (qíshí) - Actually / In fact 瘦 (shòu) - Thin / Slim
unit 4 桌子上放着很多饮 料 The table has many drinks on it. Part one	<ul style="list-style-type: none"> 掌握“还是”和“或者”的用法 Mastering the Use of “还是” and “或者” in Chinese 	还是 (háishi) - Or / Still / Had better (depending on context) 爬山 (páshān) - Climb a mountain / Hiking 小心 (xiǎoxīn) - Be careful / Watch out
unit 4 桌子上放着很多饮 料 The table has many drinks on it. Part Two	<ul style="list-style-type: none"> 学会用汉语讲价钱、谈论商品的好坏 Mastering the Use of Chinese for Discussing Prices and Evaluating Products 	条 (tiáo) - Strip / Measure word for long, narrow objects (e.g., pants, roads, rivers) 裤子 (kùzi) - Pants / Trousers 记得 (jìdé) - Remember 衬衫 (chèshān) - Shirt 元 (yuán) - Yuan (Chinese currency unit)

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
<p>unit 4 桌子上放着很多饮料The table has many drinks on it. Part Three</p>	<ul style="list-style-type: none"> 掌握常见水果的英文名称，能用中文完成购买水果的任务Mastering the English Names of Common Fruits and Conducting Fruit Shopping in Chinese 	<p>新鲜 (xīnxiān) - Fresh 甜 (tián) - Sweet 只 (zhǐ) - Only / Just</p>
<p>unit 4 桌子上放着很多饮料The table has many drinks on it. Part Four</p>	<ul style="list-style-type: none"> 掌握位置的表达：Location Word + V 着 + Numeral + Measure Word + N" in Chinese 	<p>放 (fàng) - Put / Place 饮料 (yǐnliào) - Drink / Beverage 或者 (huòzhě) - Or (used in statements) 舒服 (shūfu) - Comfortable 花 (huā) - Flower 绿 (lǜ) - Green</p>

Teacher

Mr. Qu Yubin

Subject

Life Skill (Chinese)

Subject Code

CH 2025

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
Unit 3 点菜 order food	<ul style="list-style-type: none">- 1.学习跟饭店吃饭有关的词语- Learn vocabulary related to dining at a restaurant- 2.学习跟点餐、付钱有关的表达- Learn expressions related to ordering food and paying the bill.	菜单 (càidān) - Menu 服务员 (fúwùyuán) - Waiter / Waitress 点菜 (diǎn cài) - Order food 菜 (cài) - Dish / Food 饮料 (yǐnliào) - Beverage / Drink 账单 (zhàngdān) - Bill / Check 付钱 (fù qián) - Pay money 餐具 (cānjù) - Tableware / Utensils 预订 (yùdìng) - Reservation 上菜 (shàng cài) - Serve food

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
<p>unit 4 问路 ask the way</p>	<ul style="list-style-type: none"> - 1.学习跟问路、指路相关的表达Learn expressions related to asking for and giving directions. - 2.希望学生能用学到的中文帮助来泰国的中国游客I hope students can use the Chinese they have learned to help Chinese tourists visiting Thailand. - - 	<p>怎么走 (zěnmě zǒu) - How to get there</p> <p>在哪里 (zài nǎlǐ) - Where is it</p> <p>左转 (zuǒ zhuǎn) - Turn left</p> <p>右转 (yòu zhuǎn) - Turn right</p> <p>直走 (zhí zǒu) - Go straight</p> <p>前面 (qiánmiàn) - In front / Ahead</p> <p>后面 (hòumiàn) - Behind</p> <p>旁边 (pángbiān) - Next to / Beside</p> <p>对面 (duìmiàn) - Opposite / Across from</p> <p>出口 (chūkǒu) - Exit</p>

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
<p style="text-align: center;">unit 5 看病 see a doctor</p>	<ul style="list-style-type: none"> - 1.学习描述病情的词语和表达Learn vocabulary and expressions for describing medical conditions. - 2.在中国旅行时，能独自去医院诊疗Be able to visit a hospital and seek medical treatment independently while traveling in China. 	<p>医生 (yīshēng) - Doctor</p> <p>医院 (yīyuàn) - Hospital</p> <p>病人 (bìngrén) - Patient</p> <p>症状 (zhèngzhuàng) - Symptom</p> <p>发烧 (fāshāo) - Have a fever</p> <p>咳嗽 (késou) - Cough</p> <p>药 (yào) - Medicine</p> <p>检查 (jiǎnchá) - Examination / Check-up</p> <p>预约 (yùyuē) - Appointment</p>

Teacher

Mr. Douglas Mulvaney

Subject

F. English

Subject Code

EN 23101

UNIT	At the end of unit the students will be able to	Text / Resource
3	<ul style="list-style-type: none">- phrase/clause structure (review)- relative clauses- distinguishing fact from opinion- quantifiers- emphasizing/discussing- unit vocabulary	Think Textbook & Workbook Classroom Handouts Google Classroom Materials
4	<ul style="list-style-type: none">- linking verbs (review)- be/ get used to- adverbs and adverbial phrases- personality adjectives- lateral thinking / critical thinking	Think Textbook & Workbook Classroom Handouts Google Classroom Materials
Mini-research Project	<ul style="list-style-type: none">- Essay Writing- Justification of ideas- coherence/cohesion- paragraphing	Think Textbook & Workbook Classroom Handouts Google Classroom Materials

Teacher

Mr. Christopher C. Morgan

Subject

Cambridge

Subject Code

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UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
Week 11	<p>Project: Design Your Own City</p> <p>Week 1: Introduction to Urban Planning</p> <p>Introduction to the concept of urban planning.</p> <p>Discuss the importance of city design, sustainability, and livability.</p> <p>Introduce the project goal: to design a hypothetical city.</p>	<p>Vocab:</p> <p>Urbanization</p> <p>Infrastructure</p> <p>Zoning</p> <p>Sustainability</p> <p>Density</p> <p>Community</p>
Week 12	<p>Week 2: Brainstorming and City Theme</p> <p>Divide students into groups.</p> <p>Brainstorm ideas for the theme or vision of their city (e.g., futuristic, eco-friendly, historical).</p> <p>Begin discussing key elements to include in their city design.</p>	<p>Vocab:</p> <p>Brainstorming</p> <p>Conceptualization</p> <p>Innovation</p> <p>Infrastructure</p> <p>Urbanization</p> <p>Sustainability</p>

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
Week 13	<p>Week 3: City Layout and Zoning</p> <p>Discuss zoning regulations and their importance.</p> <p>Guide students in mapping out the layout of their city.</p> <p>Introduce different zones (residential, commercial, industrial, recreational).</p>	<p>Vocab:</p> <p>City Layout</p> <p>Zoning</p> <p>Grid System</p> <p>Mixed-use Development</p> <p>Density</p> <p>Urban Planning</p>
Week 14	<p>Week 4: Infrastructure and Transportation</p> <p>Explore the importance of infrastructure (roads, bridges, utilities).</p> <p>Discuss transportation options (roads, public transit, bike lanes).</p> <p>Begin planning transportation routes and networks within their city.</p>	<p>Vocab:</p> <p>Infrastructure</p> <p>Transportation</p> <p>Public Transit</p> <p>Road Network</p> <p>Sustainable Transportation</p> <p>Traffic Congestion</p>
Week 15	<p>Week 5: Green Spaces and Public Areas</p> <p>Discuss the role of green spaces and parks in urban design.</p> <p>Brainstorm ideas for public areas (plazas, community gardens, playgrounds).</p> <p>Start integrating green spaces into their city design.</p>	<p>Vocab:</p> <p>Green Spaces</p> <p>Parks</p> <p>Urban Forest</p> <p>Plaza</p> <p>Biodiversity</p> <p>Landscaping</p>

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
Week 16	<p>Week 6: Cultural and Civic Elements</p> <p>Explore the importance of cultural institutions and civic buildings (libraries, museums, government offices).</p> <p>Discuss landmarks and monuments that could be included in their city.</p> <p>Begin planning where these elements will be located within the city.</p>	<p>Vocab:</p> <p>Cultural Diversity</p> <p>Heritage</p> <p>Civic Engagement</p> <p>Public Art</p> <p>Community Center</p> <p>Cultural Preservation</p>
Week 17	<p>Week 7: Economic Considerations</p> <p>Introduce economic factors to consider (job opportunities, business districts).</p> <p>Discuss strategies for promoting economic growth and sustainability within their city.</p> <p>Begin incorporating economic elements into their city design.</p>	<p>Vocab:</p> <p>Economic Development</p> <p>Industry</p> <p>Commerce</p> <p>Entrepreneurship</p> <p>Infrastructure Investment</p> <p>Employment Opportunities</p>

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
Week 18	<p>Week 8: Environmental Sustainability</p> <p>Explore strategies for environmental sustainability (renewable energy, waste management).</p> <p>Discuss how to minimize the city's ecological footprint.</p> <p>Integrate sustainable practices into their city design.</p>	<p>Vocab:</p> <p>Environmental Sustainability</p> <p>Renewable Energy</p> <p>Green Infrastructure</p> <p>Waste Management</p> <p>Sustainable Development</p>
Week 19	<p>Week 9: Finalizing City Design</p> <p>Allow time for groups to finalize their city design plans.</p> <p>Review and provide feedback on their layouts, infrastructure, and thematic elements.</p> <p>Discuss any adjustments or refinements needed before the final presentation.</p> <p>Week 10: Presentation and Reflection</p>	<p>Vocab:</p> <p>Blueprint</p> <p>Iteration</p> <p>Prototype</p> <p>Simulation</p> <p>Visualization</p> <p>Scale</p>

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
Week 20	<p>Groups present their city designs to the class.</p> <p>Each group explains their city's theme, layout, key features, and sustainability initiatives.</p> <p>Reflect on the process of designing a city, challenges faced, and lessons learned.</p>	

Teacher

Mr. Matthew Lee

Subject

Life Skill (STEM)

Subject Code

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UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
	<p>Drafting Skills:</p> <ul style="list-style-type: none"> ● T Square ● Perspectives ● Units 	
	<p>Design A House and draw it in a professional format using the skill learned in the Engineering Fundamental class.</p> <ul style="list-style-type: none"> ● Top View ● Side View ● Layout Plan ● Insulation / heat abatement strategies 	



Year 9 Content Summaries

Semester 1 Academic Year 2024

WEEKS 11 - 20

Teacher

Ms. Lawan Phumprasert

Subject

F. Thai

Subject Code

TH 23101

UNIT	At the end of unit the students will be able to	Text / Resource
1	<ul style="list-style-type: none">- พระบรมราชาบาท- อิศรญาณภาษิต	หนังสือวรรณคดีวิจักษ์ ม.3
2	<ul style="list-style-type: none">- ภาษาต่างประเทศ- บทความทางวิชาการ- ระดับภาษา- วิเคราะห์วิจารณ์- ตอบคำถามจากเนื้อเรื่อง	หนังสือวิวิธภาษา ม.3
3	<ul style="list-style-type: none">- บันทึกการอ่าน	สมุดบันทึกการอ่าน

Teacher**Ms. Natnaree Pattaramandkongskul****Subject****F. Social****Subject Code****SO 23101**

UNIT	At the end of unit the students will be able to	Text / Resource
หน่วยการเรียนรู้ที่ 3 ทวีปอเมริกาใต้	<ul style="list-style-type: none"> - ลักษณะทางกายภาพ ทางเศรษฐกิจ ประชากร สังคมวัฒนธรรม ภัยพิบัติและการจัดการ การจัดการทรัพยากรและสิ่งแวดล้อมในทวีปอเมริกาใต้ 	หนังสือวิชาภูมิศาสตร์ ม.3

Teacher**Ms. Natnaree Pattaramandkongskul****Subject****History****Subject Code****SO 23102**

UNIT	At the end of unit the students will be able to	Text / Resource
หน่วยการเรียนรู้ที่ 4 บทบาทของชาติไทย ในสมัยประชาธิปไตย	<ul style="list-style-type: none"> - การเมืองการปกครอง เศรษฐกิจ และการเปลี่ยนแปลงโครงสร้างทางสังคมในสมัยประชาธิปไตย - ความสัมพันธ์กับต่างประเทศในโลกปัจจุบัน 	หนังสือประวัติศาสตร์ ม.3
หน่วยการเรียนรู้ที่ 5 ภูมิปัญญาและ วัฒนธรรมไทย	<ul style="list-style-type: none"> - วิเคราะห์ภูมิปัญญาและวัฒนธรรมไทยสมัยรัตนโกสินทร์และอิทธิพลต่อการพัฒนาชาติไทยจนถึงปัจจุบัน - บุคคลสำคัญในสมัยรัตนโกสินทร์ที่มีอิทธิพลต่อการพัฒนาภูมิปัญญาและวัฒนธรรมไทย - 	หนังสือประวัติศาสตร์ ม.3

Teacher**Ms. Natnaree Pattaramandkongskul****Subject****Citizenship****Subject Code****SO 20205**

UNIT	At the end of unit the students will be able to	Text / Resource
หน่วยการเรียนรู้ที่ 3 กฎหมายกับชีวิต	<ul style="list-style-type: none"> - การกระทำความผิดทางอาญาและ - การกระทำความผิดทางแพ่ง - สิทธิมนุษยชน - รัฐธรรมนูญแห่งราชอาณาจักรไทย 	หนังสือหน้าที่พลเมือง ม.3
หน่วยการเรียนรู้ที่ 4 วัฒนธรรมไทย และวัฒนธรรมสากล	<ul style="list-style-type: none"> - สวัสดิ์วัฒนธรรมไทยและภูมิปัญญาไทย - วัฒนธรรมสากล การเลือกรับวัฒนธรรมสากล 	หนังสือหน้าที่พลเมือง ม.3
หน่วยการเรียนรู้ที่ 5 ร่วมสร้างสังคมสันติสุข	<ul style="list-style-type: none"> - ปัญหาความ ชัดแย้งในประเทศไทยและแนวทาง - การดำรงชีวิตในประเทศไทยและสังคมโลก อย่างมีความสุข 	หนังสือหน้าที่พลเมือง ม.3

Teacher**Mr. Chin Lertsathitphong****Subject****Life Skill (Financial)****Subject Code****-**

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
2	<ul style="list-style-type: none"> - การลงทุน 	

Teacher**Ms. Saralee Sudsanoh****Subject****Art****Subject Code****AR 23101**

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
การประดิษฐ์ทำร่ำ	<ul style="list-style-type: none"> - นักเรียนสามารถประดิษฐ์ทำร่ำประกอบการแสดงได้ - นักเรียนมีทักษะในการแปลและสื่อสารผ่านการแสดง 	
การแสดงนาฏศิลป์	<ul style="list-style-type: none"> - นักเรียนสามารถบอกรูปแบบการแสดงได้ - นักเรียนสามารถระบุการแสดงแต่ละชุดได้อย่างถูกต้อง 	

Teacher**Mr. Yodsapon Wonglamtong / Mr. Puwin Kongpibala****Subject****Music****Subject Code****AR 23101**

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
หน่วยการเรียนรู้ที่ 1 ดนตรีกับสังคม และวัฒนธรรม	<ul style="list-style-type: none"> - อิทธิพลของดนตรีต่อบุคคลและสังคม - ปัจจัยที่ทำให้งานดนตรีได้รับการยอมรับจากสังคม 	
หน่วยการเรียนรู้ที่ 3 ทักษะดนตรีสากล	<ul style="list-style-type: none"> - ปฏิบัติเครื่องดนตรี เลือกปฏิบัติ Guitar, Bass, Drums, Keyboard (เพลง Repertoire) 	

Teacher

Mr. Ittiphat Ruangpong

Subject

Physical Edu.

Subject Code

HP 23102

UNIT	At the end of unit the students will be able to	Text / Resource
กีฬาบาสเกตบอล	<ul style="list-style-type: none">● ทักษะการเลี้ยงลูก● ทักษะการส่งบอลเคลื่อนที่● การแข่งขันประเภทเดี่ยวและประเภทคู่● Shooting● การวิ่งยิงประตู Lay up shoot● กติกาการแข่งขัน● การเล่นเป็นทีม	<ul style="list-style-type: none">● การเลี้ยงลูก● การส่งบอล● การแข่งขันประเภทเดี่ยวและประเภทคู่● การวิ่งยิงประตู

Teacher**Mr. Apichai Wongchai****Subject****Health Studies****Subject Code****HP 23101**

UNIT	At the end of unit the students will be able to	Text / Resource
หน่วยการเรียนรู้ที่ 3 การกำหนด รายการอาหาร ที่เหมาะสมกับวัย	<ul style="list-style-type: none"> - อาหารหลัก 5 หมู่ - อาหารวัยทารกและวัยเด็ก - อาหารวัยรุ่นและวัยใหญ่ - อาหารตามวัย 	
หน่วยการเรียนรู้ที่ 4 การป้องกันโรค และการแก้ไขปัญหา สุขภาพในชุมชน	<ul style="list-style-type: none"> - โรคที่เป็นสาเหตุของการเจ็บป่วย และการตายของคนไทย - โรคติดต่อ - โรคไม่ติดต่อ - โรคติดเชื้อไวรัสโคโรนาสายพันธุ์ใหม่ 2019 	

Teacher**Mr. Apichai Wongchai****Subject****Life Skill (PE)****Subject Code****-**

UNIT	At the end of unit the students will be able to	Text / Resource
	<ul style="list-style-type: none"> - กีฬา - นันทนาการ - ฟิตเนส 	

Teacher**Ms. Ruchira Chimyam****Subject****Guidance****Subject Code****-**

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
11	แลกเปลี่ยนเรียนรู้งานอาชีพ	Powerpoint
12	งานคือชีวิต	
13	อาชีพที่ชื่นชอบ	
14	เตรียมตัวสู่โลกอาชีพ	
15	ทักษะการฟัง	
16	อารมณ์ของฉัน	
17	สุขภาพจิต	
18	ต่างตัวต่างใจ	
19	สร้างฝันให้ฉันเป็น	
20	เราคือเรา	

Teacher

Ms. Nantaporn Boonjaroen

Subject

Life Skill (Art)

Subject Code

-

UNIT

At the end of unit the students will be able to

**The following Vocabulary
Will help your child
Understand the unit :**

Please Contact Teacher

Teacher

Mr. Yodsapon Wonglamtong / Mr. Puwin Kongpibala

Subject

Life Skill (Music)

Subject Code

-

UNIT

At the end of unit the students will be able to

**The following Vocabulary
Will help your child
Understand the unit :**

Please Contact Teacher