



Year 10 Content Summaries

Semester 2 Academic Year 2024

WEEKS 1 - 10

Teacher

Mr. John Thomas Taylor

Subject

F. English

Subject Code

EN 30102

UNIT	At the end of unit the students will be able to	Text / Resource
7a Crime	<ul style="list-style-type: none">• Use past perfect tense• Use the third conditional	Achieve IELTS 2 Book Pages 78-85
7b Crime	<ul style="list-style-type: none">• Agree and disagree• Add information• Concede	Achieve IELTS 2 Book Pages 86-91
8a Trade	<ul style="list-style-type: none">• Use information clauses• Give formal definitions	Achieve IELTS 2 Book Pages 92-98
8b Trade	<ul style="list-style-type: none">• Express reasons and results	Achieve IELTS 2 Book Pages 99-103
9a Opportunity	<ul style="list-style-type: none">• Use would and used to• Use reported speech	Achieve IELTS 2 Book Pages 104-110
9b Opportunity	<ul style="list-style-type: none">• Use exemplification	Achieve IELTS 2 Book Pages 111-115
10a Food	<ul style="list-style-type: none">• Use reporting verbs	Achieve IELTS 2 Book Pages 116-122

Teacher

Mr. Christopher C. Morgan

Subject

**English Reading &
Writing**

Subject Code

EN 30202

UNIT	At the end of unit the students will be able to	Text / Resource
Week 1	A Note About Witches My Grandmother Chapter 1	A Note About Witches 1. Banish <ul style="list-style-type: none">○ Meaning: To send someone away from a place as a punishment. Used in the context of witches being banished or expelled.

UNIT	At the end of unit the students will be able to	Text / Resource
		<p>2. Ghastly</p> <ul style="list-style-type: none">○ Meaning: Causing great horror or fear. Describes the terrifying nature of witches. <p>3. Warrant</p> <ul style="list-style-type: none">○ Meaning: A reason or justification for something. Refers to the authority or reason behind the information given about witches.

UNIT	At the end of unit the students will be able to	Text / Resource
		<p data-bbox="1214 478 1479 520">4. Astonishing</p> <ul data-bbox="1247 552 1528 1081" style="list-style-type: none"><li data-bbox="1247 552 1528 1081">○ Meaning: Causing a feeling of great surprise or amazement. Used to describe the shocking nature of witches. <p data-bbox="1214 1123 1500 1165">5. Compendium</p> <ul data-bbox="1247 1197 1511 1726" style="list-style-type: none"><li data-bbox="1247 1197 1511 1726">○ Meaning: A collection of detailed information on a particular subject. Refers to the detailed descriptions of witches.

UNIT	At the end of unit the students will be able to	Text / Resource
		<p>Chapter 1: My Grandmother</p> <p>1. Frightening</p> <ul style="list-style-type: none">○ Meaning: Causing fear or anxiety. Describes the scary nature of witches. <p>2. Cunning</p> <ul style="list-style-type: none">○ Meaning: Having or showing skill in achieving one's ends by deceit. Refers to the cleverness of witches. <p>3. Disguise</p> <ul style="list-style-type: none">○ Meaning: To alter one's appearance to avoid recognition. Witches.

UNIT	At the end of unit the students will be able to	Text / Resource
		<ul style="list-style-type: none">○ use disguises to conceal their true nature. <p>4. Eccentric</p> <ul style="list-style-type: none">○ Meaning: Unconventional and slightly strange. Refers to the grandmother's unique and unusual character. <p>5. Recount</p> <ul style="list-style-type: none">○ Meaning: To narrate or describe in detail. Used when the grandmother recounts her experiences.

Week 2

How to Recognize a Witch Chapter 2

Chapter 2: How to Recognize a Witch

1. **Revolting**
 - **Meaning:** Extremely offensive or disgusting. Describes the witches' repulsive features.
2. **Distinctive**
 - **Meaning:** Clearly different or unique. Refers to the unique features of witches that distinguish them from ordinary people.
3. **Abominable**
 - **Meaning:** Very bad or unpleasant. Describes the witches' terrifying characteristics.
4. **Stereotype**
 - **Meaning:** A widely held

but
oversimplified
image or
idea of a
particular
type of
person.
Refers to
the general
traits
assigned to
witches.

5. **Unnerving**

- **Meaning:**
Causing
anxiety or
discomfort.
Describes
the
unsettling
effect of
witches'
appearances.

The Grand High Witch

Chapter 3

Chapter 3: The Grand High Witch

1. **Ominous**
 - **Meaning:** Giving the impression that something bad or unpleasant is going to happen. Describes the Grand High Witch's threatening presence.
2. **Malevolent**
 - **Meaning:** Having or showing a wish to do evil to others. Refers to the Grand High Witch's evil intentions.
3. **Dominance**
 - **Meaning:** Power and influence over others. Refers to the Grand High Witch's control over other witches.

4. **Sovereign**

- **Meaning:** A supreme ruler or monarch. Describes the Grand High Witch's position of authority.

5. **Scheming**

- **Meaning:** Given to or involved in making secret plans. Refers to the plotting and planning of the Grand High Witch.

Week 4

Summer Holidays

Chapter 4

Chapter 4: Summer Holidays

1. **Squalid**
 - **Meaning:** Extremely dirty and unpleasant. Describes the state of places related to witches or poor conditions.

2. **Idyllic**
 - **Meaning:** Extremely

The Meeting Chapter 5

Chapter 5: The Meeting

1. **Disconcerting**
 - **Meaning:** Causing one to feel unsettled. Describes the disturbing nature of the witches' meeting.
2. **Clandestine**
 - **Meaning:** Kept secret or done secretly. Refers to the secretive nature of the witches' gathering.
3. **Emanate**
 - **Meaning:** To spread out from a source. Refers to the evil presence that emanates from the witches.
4. **Devious**
 - **Meaning:** Showing a skillful use

of underhanded tactics to achieve goals. Describes the witches' cunning nature.

5. **Menacing**

- **Meaning:** Suggesting the presence of danger; threatening. Refers to the threatening atmosphere of the witches' meeting.

Frizzled Like a Fritter

Chapter 6

Chapter 6: Frizzled Like a Fritter

1. **Paradox**
 - **Meaning:** A seemingly absurd or contradictory statement that may prove to be true. Refers to the witches' contradictory nature.
2. **Fritter**
 - **Meaning:** To waste time, money, or energy on trivial matters. Refers to the literal transformation of the witch into a fritter-like appearance.
3. **Transmogrify**
 - **Meaning:** To transform in a surprising or magical manner. Describes the witches' transformation process.

4. **Alarming**

- **Meaning:** Causing worry or fear. Describes the frightening transformation of the witches.

5. **Visage**

- **Meaning:** A person's face or facial expression. Refers to the witches' changed appearance.

Formula 86 Delayed Action Mouse-Maker

Chapter 7

Chapter 7: Formula 86 Delayed Action Mouse-Maker

1. **Formidable**
 - **Meaning:** Inspiring fear or respect through being impressively large or powerful. Refers to the strength of the potion's effect.

2. **Intricate**
 - **Meaning:** Very detailed or complicated . Describes the complex nature of the potion's formula.

3. **Compounded**
 - **Meaning:** Made up of various parts. Refers to the potion being a mixture of different ingredients.

4. **Dreadful**

- **Meaning:** Causing fear or suffering; very bad. Describes the terrible effects of the potion.

5. **Suspense**

- **Meaning:** A state or feeling of excited or anxious uncertainty about what may happen. Refers to the suspense created around the potion's effects.

The Recipe

Chapter 8

Chapter 8: The Recipe

1. **Brew**

- **Meaning:** To make (a drink) by soaking, boiling, and fermenting. Refers to making the potion.

2. **Absurd**

- **Meaning:** Wildly unreasonable, illogical, or inappropriate. Describes the ridiculous nature of the witches' recipe.

3. **Vile**

- **Meaning:** Extremely unpleasant; morally bad. Refers to the disgusting ingredients used in the recipe.

4. **Menacingly**

- **Meaning:** In a way that suggests the

presence of danger; threatening. Refers to the way the witches handle the recipe.

5. **Concoction**
- **Meaning:** A mixture of various ingredients or elements. Refers to the potion being made.

Bruno Jenkins Disappears
Chapter 9
The Ancient Ones
Chapter 10

Chapter 9: Bruno Jenkins Disappears

1. **Disappearance**
 - **Meaning:**
The act of ceasing to be visible or to exist.
Refers to Bruno Jenkins' sudden vanishing.
2. **Panic**
 - **Meaning:**
Sudden, uncontrollable fear or anxiety.
Describes the reaction to Bruno's disappearance.
3. **Havoc**
 - **Meaning:**
Widespread destruction or chaos.
Describes the chaos caused by the disappearance.
4. **Inexplicable**
 - **Meaning:**
Unable to

be explained or accounted for. Refers to the mysterious nature of Bruno's disappearance.

5. **Elusive**

- **Meaning:** Difficult to find, catch, or achieve. Describes the nature of trying to understand or locate Bruno after he disappears.

Chapter 10: The Ancient Ones

1. **Reverence**

- **Meaning:** Deep respect or admiration. Refers to the respect for the Ancient Ones.

2. **Cryptic**

- **Meaning:** Having a meaning that is mysterious

or obscure.
Describes
the
mysterious
nature of
the Ancient
Ones.

3. **Enigmatic**

- **Meaning:**
Difficult to
interpret or
understand;
mysterious.
Refers to
the
enigmatic
qualities of
the Ancient
Ones.

4. **Unfathomable**

- **Meaning:**
Incapable of
being fully
explored or
understood.
Describes
the
complexity
of the
Ancient
Ones' role.

5. **Legacy**

- **Meaning:**
Something
handed
down by a
predecessor
. Refers to
the heritage
or traditions
of the

Ancient
Ones.

Week 10	Exam	Exam
Week 11	Metamorphosis Chapter 11	Chapter 11: Metamorphosis 1. Transformation ○ Meaning: A thorough or dramatic change in form or appearance. Describes the process of metamorphosis. 2. Phenomenon ○ Meaning: A fact or situation that is observed to exist or happen. Refers to the extraordinary nature of metamorphosis. 3. Eerie ○ Meaning: Strange and frightening. Describes the unsettling nature of the

metamorph
osis.

4. **Alteration**

- **Meaning:** The action or process of changing something. Refers to the change in appearance during metamorphosis.

5. **Spectacle**

- **Meaning:** A visually striking performance or display. Refers to the dramatic change that occurs.

Week 12

Bruno

Chapter 12

Chapter 12: Bruno

1. **Despondent**
 - **Meaning:** In low spirits from loss of hope or courage. Describes Bruno's mood after his transformation.
2. **Consequence**
 - **Meaning:** A result or effect of an action or condition. Refers to the consequences of the potion on Bruno.
3. **Dismay**
 - **Meaning:** Consternation and distress, typically caused by something unexpected. Refers to the reaction to Bruno's new state.

4.

Rehabilitation

- **Meaning:** The action of restoring someone to health or normal life. Refers to efforts to help Bruno after his transformation.

5. **Confide**

- **Meaning:** To share or discuss private matters with someone. Refers to Bruno's conversations about his predicament.

Hello Grandmamma

Chapter 13

Chapter 13: Hello Grandmamma

1. **Ailment**
 - **Meaning:** An illness or injury. Refers to the protagonist's condition or worries after the transformation.
2. **Exasperated**
 - **Meaning:** Intensely irritated or frustrated. Describes the feelings of the grandmother towards the situation.
3. **Observant**
 - **Meaning:** Quick to notice or perceive things. Refers to the grandmother's keen observations about the situation.
4. **Reproach**

- **Meaning:** To address someone in such a way as to express disapproval or disappointment. Refers to the grandmother's reactions.

5. **Vehemently**

- **Meaning:** In a forceful, passionate, or intense manner. Describes how the grandmother expresses her concerns.

The Mouse-Burglar

Chapter 14

Chapter 14: The Mouse-Burglar

1. **Audacious**
 - **Meaning:** Showing a willingness to take bold risks. Refers to the protagonist's daring actions.
2. **Intricate**
 - **Meaning:** Very detailed or complicated . Describes the complexity of the plan to outwit the witches.
3. **Hurdle**
 - **Meaning:** An obstacle or difficulty. Refers to the challenges faced in the plan.
4. **Subterfuge**
 - **Meaning:** Deceit used to achieve one's goal. Refers to the tricks and tactics

used in the plan.

5. **Nimble**

- **Meaning:**
Quick and light in movement. Describes the agility needed to execute the plan.

Mr. and Mrs. Jenkins Meet Bruno

Chapter 15

Chapter 15: Mr. and Mrs. Jenkins Meet Bruno

1. **Perplexed**
 - **Meaning:** Completely baffled or puzzled. Describes the confusion of Mr. and Mrs. Jenkins about Bruno's condition.
2. **Incredulous**
 - **Meaning:** Unwilling or unable to believe something. Refers to Mr. and Mrs. Jenkins' disbelief regarding the situation.
3. **Muddle**
 - **Meaning:** To confuse or mix up. Describes the state of confusion experienced by the characters.

4. **Desperate**

- **Meaning:** Feeling or showing a hopeless sense that a situation is so bad as to be impossible to deal with. Refers to the desperation of the characters.

5. **Clarify**

- **Meaning:** To make a statement or situation less confused and more comprehensible. Refers to the efforts to understand Bruno's situation.

The Plan

Chapter 16

· **Ingenious**

- **Meaning:** Clever, original, and inventive. Describes the creative nature of the plan to defeat the witches.

· **Adversary**

- **Meaning:** One's opponent in a contest, conflict, or dispute. Refers to the witches as the protagonist's adversaries.

· **Conceal**

- **Meaning:** To hide or keep something secret. Refers to the plan to keep the strategy hidden from the witches.

· **Foil**

- **Meaning:** To prevent something from succeeding. Refers to the plan's aim to foil the witches' schemes.

· **Ambush**

- **Meaning:** A surprise attack from a hidden position. Describes the strategic elements of the plan.

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Week

17

In the Kitchen

Chapter 17

Chapter 17: In the Kitchen

1. **Culinary**
 - **Meaning:** Relating to cooking or the kitchen. Refers to the activities and preparations in the kitchen.
2. **Subdue**
 - **Meaning:** To overcome or bring under control. Refers to the attempt to control or neutralize the witches.
3. **Menacing**
 - **Meaning:** Threatening or suggesting danger. Refers to the dangerous atmosphere in the kitchen.
4. **Ambience**
 - **Meaning:** The character and atmosphere

of a place.
Describes
the mood
and setting
in the
kitchen.

5. **Confound**

- **Meaning:** To cause surprise or confusion in someone. Refers to the effect of the plan on the witches.

Week

18

Mr. Jenkins and His Son

Chapter 18

· **Discrepancy**

- **Meaning:** A lack of compatibility or similarity between two or more facts. Refers to inconsistencies in the story or plan.

· **Discretion**

- **Meaning:** The quality of behaving or speaking in such a way as to avoid causing offense or revealing private information. Refers to the careful handling of sensitive information.

· **Dreadful**

- **Meaning:** Causing or involving great suffering, fear, or unhappiness; extremely bad or serious. Describes the severity of the situation.

· **Perilous**

- **Meaning:** Full of danger or risk. Describes the dangerous nature of the plan or situation.

· **Evasive**

- **Meaning:** Tending to avoid commitment or self-revelation, especially by

responding only indirectly. Refers to the avoidance of direct confrontation with the witches.

Week

19

The Triumph

Chapter 19

The Heart of a Mouse

Chapter 20

Chapter 19: The Triumph

1. **Triumphant**
 - **Meaning:** Feeling or expressing jubilation after a victory or achievement. Refers to the sense of victory after defeating the witches.
2. **Exultant**
 - **Meaning:** Marked by great joy or jubilation. Describes the feelings of success and happiness.
3. **Vindicate**
 - **Meaning:** To clear someone of blame or suspicion. Refers to the protagonist's sense of vindication after the victory.
4. **Rejoice**
 - **Meaning:** To feel or show

great joy or delight.
Describes the celebration following the triumph.

5. **Resolution**

- **Meaning:** A firm decision to do or not to do something; the action of solving a problem. Refers to the final resolution of the conflict with the witches.

Chapter 20: The Heart of a Mouse

1. **Resilient**

- **Meaning:** Able to recover quickly from difficult conditions. Refers to the protagonist's ability to adapt and overcome challenges.

2. **Endearing**

- **Meaning:**
Inspiring affection. Refers to the qualities that make the protagonist and his mouse heart appealing.

3. **Fortitude**

- **Meaning:**
Courage in facing difficulties. Describes the bravery and strength required to deal with the aftermath.

4. **Consolidate**

- **Meaning:** To make something physically stronger or more solid. Refers to solidifying the triumph and future plans.

5. **Reconciliation**

- **Meaning:**
The action of making one view or belief

compatible
with
another.
Refers to
the process
of coming to
terms with
the changes
and moving
forward.

Week 20	Exam	Exam
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Teacher **Mr. Christopher C. Morgan**

Subject **Public Speaking** **Subject Code** **EN 30219**

UNIT	At the end of unit the students will be able to	Text / Resource
Week 1	<p>Week 1: Introduction to Public Speaking</p> <p>Lesson 1: Understanding Public Speaking</p> <ul style="list-style-type: none"> • Topics: Importance of speaking skills, types of speaking • Vocabulary: Articulate, Engaging, Audience, Context <p>Lesson 2: Overcoming Fear of Speaking</p> <ul style="list-style-type: none"> • Topics: Identifying fears, strategies to overcome anxiety • Vocabulary: Nervousness, Composure, Technique, Confidence 	
Week 2	<p>Week 2: Structuring a Presentation</p> <p>Lesson 3: Organizing Ideas</p> <ul style="list-style-type: none"> • Topics: Introduction, body, conclusion structure • Vocabulary: Thesis, Outline, 	

	<p style="text-align: center;">Coherence, Transition</p> <p>Lesson 4: Creating an Engaging Opening</p> <ul style="list-style-type: none"> ● Topics: Hooks, anecdotes, and attention-grabbing techniques ● Vocabulary: Hook, Anecdote, Intrigue, Captivate 	
<p style="text-align: center;">Week 3</p>	<p>Week 3: Developing Content</p> <p>Lesson 5: Researching Your Topic</p> <ul style="list-style-type: none"> ● Topics: Finding credible sources, gathering information ● Vocabulary: Research, Credibility, Evidence, Validate <p>Lesson 6: Crafting Key Messages</p> <ul style="list-style-type: none"> ● Topics: Identifying main points, supporting details ● Vocabulary: Message, Core, Emphasis, Articulation 	
<p style="text-align: center;">Week 4</p>	<p>Week 4: Using Visual Aids</p> <p>Lesson 7: Designing Effective Visuals</p> <ul style="list-style-type: none"> ● Topics: PowerPoint basics, effective visuals ● Vocabulary: Visuals, Infographics, Clarity, Illustrate <p>Lesson 8: Integrating Visuals into</p>	

	<p>Presentations</p> <ul style="list-style-type: none"> • Topics: Using visuals to enhance the message • Vocabulary: Complement, Enhance, Synchronize, Demonstrate 	
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UNIT	At the end of unit the students will be able to	Text / Resource
Week 5	<p>Week 5: Delivery Techniques</p> <p>Lesson 9: Voice and Tone</p> <ul style="list-style-type: none"> • Topics: Importance of voice modulation, pace, and tone • Vocabulary: Modulate, Intonation, Resonance, Cadence <p>Lesson 10: Body Language and Eye Contact</p> <ul style="list-style-type: none"> • Topics: Non-verbal communication, gestures • Vocabulary: Gestures, Posture, Engagement, Presence 	
Week 6	<p>Week 6: Engaging the Audience</p> <p>Lesson 11: Encouraging Participation</p> <ul style="list-style-type: none"> • Topics: Questions, polls, interactive techniques • Vocabulary: Engagement, Participation, Facilitate, Inquiry 	

	<p>Lesson 12: Handling Questions and Feedback</p> <ul style="list-style-type: none"> • Topics: Responding to audience questions, managing feedback • Vocabulary: Feedback, Clarify, Reiterate, Adapt 	
<p>Week 7</p>	<p>Formula 86 Delayed Action Mouse-Maker</p> <p>Lesson 13: Peer Presentations</p> <ul style="list-style-type: none"> • Topics: Presenting in pairs/small groups, peer feedback • Vocabulary: Critique, Constructive, Assessment, Improvement <p>Lesson 14: Refining Your Delivery</p> <ul style="list-style-type: none"> • Topics: Practice sessions, working on weaknesses • Vocabulary: Refine, Enhance, Practice, Execute 	
<p>Week 8</p>	<p>Week 8: Cultural Sensitivity in Speaking</p> <p>Lesson 15: Understanding Cultural Differences</p> <ul style="list-style-type: none"> • Topics: Different communication styles, adapting to audiences • Vocabulary: Cultural, Adaptation, Nuance, Sensitivity <p>Lesson 16: Respectful Communication</p> <ul style="list-style-type: none"> • Topics: Being respectful and inclusive in presentations • Vocabulary: Inclusivity, Respect, 	

	Consideration, Empathy	
Week 9	<p>Week 9: Advanced Presentation Skills</p> <p>Lesson 17: Persuasion Techniques</p> <ul style="list-style-type: none"> ● Topics: Persuasive language, techniques to influence ● Vocabulary: Persuasion, Rhetoric, Influence, Conviction <p>Lesson 18: Storytelling in Presentations</p> <ul style="list-style-type: none"> ● Topics: Using stories to enhance presentations ● Vocabulary: Narrative, Anecdote, Engage, Relate 	
Week 10	<p>Week 10: Final Presentations and Reflection</p> <p>Lesson 19: Final Presentation Preparation</p> <ul style="list-style-type: none"> ● Topics: Last-minute tips, preparation for final presentations ● Vocabulary: Preparation, Finalize, Rehearsal, Polish <p>Lesson 20: Delivering Final Presentations</p> <ul style="list-style-type: none"> ● Topics: Presenting to the class, providing feedback ● Vocabulary: Presentation, Deliver, Evaluate, Reflect 	Exam final presentation

Teacher**Mr. Kevin Baker****Subject****English Listening
& Speaking****Subject Code****EN 30213**

UNIT	At the end of unit the students will be able to	Text / Resource
1st	Getting to know the class Talking about interests and hobbies Quiz question rounds	Google Classroom Worksheets Smart Screen
2nd	IELTS part 1 speaking practice Speaking about a given topic Confidence in speaking out strategies	Google Classroom Worksheets Smart Screen
3rd	Pronunciation test and practice Debating various topics Questioning given viewpoints	Google Classroom Worksheets Smart Screen
4th	Food: likes and dislikes Preferences for flavours and textures Describing places	Google Classroom Worksheets Smart Screen
5th	Describing restaurants and atmospheres Quiz for listening practice Intonation	Google Classroom Worksheets Smart Screen
6th	Using tone to change moods in conversation Question tags review Preferences	Google Classroom Worksheets Smart Screen

UNIT	At the end of unit the students will be able to	Text / Resource
7th	Descriptions of people Describing clothing and textures Group work: Interviews	Google Classroom Worksheets Smart Screen

Teacher

Mr. Mahesh Kumar

Subject

F. Mathematics

Subject Code

MA 30102

UNIT	At the end of unit the students will be able to	Text / Resource
3 Probability	Understand/ compute <ol style="list-style-type: none"> 1. Sample Space and probability 2. Experimental Probability 3. Theoretical Probability and Algebra of Events 4. Comparing Experimental Probability and Theoretical Probability 5. Axioms of Probability 	Work sheets on Google Classroom Exercise 3-1 to 3-5.

Teacher

Mr. Mahesh Kumar

Subject

S. Mathematics

Subject Code

MA 30202

UNIT	At the end of unit the students will be able to	Text / Resource
3. Functions	understand/ describe/compute : 1. Definition of a function and types of functions 2. Graph functions 3. Algebra of functions 4. Composition of functions 5. Inverse of a function	Worksheets on google classroom Exercises 3-1 to 3-5.

Teacher

Mr. Xavier Perez-Hall

Subject

F. Earth, Space &
Astro

Subject Code

ST 30261

UNIT	At the end of unit the students will be able to	Text / Resource
Unit 1: The Earth's Atmosphere	<p>Structure and Composition: Explore the layers of the atmosphere, including the troposphere, stratosphere, mesosphere, thermosphere, and exosphere, along with their key characteristics and roles.</p> <p>Weather and Climate: Investigate weather patterns, factors influencing climate, and how human activities impact weather and climate systems.</p> <p>Atmospheric Circulation: Understand how heat energy from the sun drives global wind patterns and ocean currents.</p>	Resources: Textbook, classroom discussion, videos
Unit 2: Natural Disasters	<p>Earthquakes and Volcanoes: Study the causes of earthquakes and volcanic eruptions, the role of plate tectonics, and the impact of these events on the Earth's surface and human life.</p> <p>Tsunamis and Hurricanes: Analyze the formation and effects of tsunamis and hurricanes, focusing on how they reshape coastal environments and pose risks to populations.</p> <p>Preparedness and Mitigation: Discuss strategies for reducing the damage from natural disasters, including early warning systems and disaster preparedness plans.</p>	Resources: Textbook, classroom discussion, videos

UNIT	At the end of unit the students will be able to	Text / Resource
<p>Unit 3: Earth's Resources and Sustainability</p>	<p>Renewable vs. Nonrenewable Resources: Examine Earth's natural resources, differentiating between renewable (e.g., solar, wind, geothermal) and nonrenewable resources (e.g., fossil fuels, minerals).</p> <p>Sustainable Practices: Discuss sustainable development, resource management, and the role of environmental policies in conserving Earth's resources.</p> <p>Human Impact on the Environment: Explore how human activities, such as deforestation, mining, and pollution, affect ecosystems, biodiversity, and the atmosphere.</p>	
<p>Unit 4: Space Exploration and Astronomy</p>	<p>The Solar System: Study the planets, moons, comets, and asteroids in our solar system, including the classification of celestial bodies and the role of gravity in orbital dynamics.</p> <p>Space Missions and Technologies: Review major space exploration missions and the technology developed to explore space, such as satellites, space stations, and rovers.</p> <p>The Universe Beyond the Solar System: Investigate stars, galaxies, black holes, and the expanding universe, including the study of light years, the Big Bang Theory, and the life cycle of stars.</p>	<p>Resources: Textbook, classroom discussion, videos</p>

Teacher**Ms. Shashi Saihgal****Subject****F. Chemistry****Subject Code****ST 30221**

UNIT	At the end of unit the students will be able to	Text / Resource
3 Stoichiometry	State the formulae of the elements and compounds named in the subject content 2 Define the molecular formula of a compound as the number and type of different atoms in one molecule 3 Define the empirical formula of a compound as the simplest whole number ratio of the different atoms or ions in a compound 4 Deduce the formula of a simple compound from the relative numbers of atoms or ions present in a model or a diagrammatic representation	Text book google classroom worksheets
	Deduce the formula of an ionic compound from the charges on the ions 6 Construct word equations, symbol equations and ionic equations to show how reactants form products, including state symbols 7 Deduce the symbol equation with state symbols for a chemical reaction, given relevant information	Text book google classroom worksheets

UNIT	At the end of unit the students will be able to	Text / Resource
<p style="text-align: center;">4 Electrochemistry</p>	<p>Define electrolysis as the decomposition of an ionic compound, when molten or in aqueous solution, by the passage of an electric current</p> <p>2 Identify in simple electrolytic cells:</p> <ul style="list-style-type: none"> (a) the anode as the positive electrode (b) the cathode as the negative electrode (c) the electrolyte as the molten or aqueous substance that undergoes electrolysis <p>3 Describe the transfer of charge during electrolysis to include:</p> <ul style="list-style-type: none"> (a) the movement of electrons in the external circuit (b) the loss or gain of electrons at the electrodes (c) the movement of ions in the electrolyte 	<p>Text book google classroom worksheets</p> <p>Text book google classroom worksheets</p>
	<p>Identify the products formed at the electrodes and describe the observations made during the electrolysis of:</p> <ul style="list-style-type: none"> (a) molten lead(II) bromide (b) concentrated aqueous sodium chloride (c) dilute sulfuric acid <p>using inert electrodes made of platinum or carbon / graphite</p> <p>5 Identify the products formed at the electrodes and describe the observations made during the electrolysis of aqueous copper(II) sulfate using inert carbon / graphite electrodes and when using copper electrodes</p>	<p>Text book google classroom worksheets</p>

Teacher**Ms. Mary Vatrál****Subject****F. Biology****Subject Code****ST 30241**

UNIT	At the end of unit the students will be able to	Text / Resource
Chapter 3	A gene is a heritable factor A gene occupies a specific position The various specific form of genes are alleles New alleles are formed by mutation	Textbook p.141-187
Chapter 3.4	Gametes are haploid so contain one allele of each gene Dominant alleles mask the effects of recessive alleles but co-dominant alleles have joint effects.	Textbook p. 168-186

Teacher

Mr. Qu Yubin

Subject

Chinese Business

Subject Code

CH 30208

UNIT	At the end of unit the students will be able to	Text / Resource
Unit 5 打电话 make a call	<ul style="list-style-type: none">● 掌握打电话的基本用语 Learn basic phone call vocabulary and phrases.● 学会如何接电话和拨打电话 Learn how to answer and make phone calls.● 学习如何表达错打电话和转接电话 Learn how to express wrong numbers and how to transfer calls.● 理解在不同情境下的电话礼仪 Understand phone etiquette in various situations.	打电话 – Make a phone call dǎ diànhuà 接电话 – Answer the phone jiē diànhuà 喂 – Hello (on the phone) wéi 号码 – Phone number hàomǎ 占线 – The line is busy zhànxiàn 打错了 – Dialed the wrong number dǎ cuò le 留言 – Leave a message liúyán 回电话 – Return a call huí diànhuà 请稍等 – Please hold qǐng shāo děng 挂电话 – Hang up the phone guà diànhuà 转接 – Transfer the call zhuǎnjiē 语音信箱 – Voicemail yǔyīn xìnxiāng 打不通 – Unable to get through dǎ bù tōng

Unit 6 住宾馆
The topic related
to staying at a
hotel.

- 掌握与住宾馆相关的基础词汇和句型
Learn basic vocabulary and sentence structures related to staying at a hotel.
- 学会如何预订房间、办理入住和退房
Learn how to book a room, check in, and check out.
- 能够应对住宾馆时常见的问题和要求
Be able to handle common issues and requests during a hotel stay.
- 理解与宾馆服务相关的对话和表达
Understand conversations related to hotel services.

宾馆 – Hotel
bīnguǎn
房间 – Room
fángjiān
预订 – Reservation/Booking
yùdìng
入住 – Check-in
rùzhù
退房 – Check-out
tuìfáng
单人间 – Single room
dānrénjiān
双人间 – Double room
shuāngrénjiān
空房 – Available room
kōngfáng
入住登记 – Registration
rùzhù dēngjì
押金 – Deposit
yājīn
房卡 – Room key/card
fángkǎ
早餐 – Breakfast
zǎocān
退房时间 – Check-out time
tuìfáng shíjiān
前台 – Reception
qiántái
行李 – Luggage
xínglǐ
无线网络 – Wi-Fi
wúxiàn wǎngluò

Teacher**Mr. Sviatoslav Blokhin****Subject****Graphic Design****Subject Code****ST 30106**

UNIT	At the end of unit the students will be able to	Text / Resource
Introduction to Motion Graphics	Create basic motion graphics using Adobe Software. Explain the principles of motion graphics, including timing, pacing, and easing.	Adobe Software, sample projects, presentations, graphics
Animating Infographics	Animate static infographic designs into engaging motion graphics. Break down infographic components for smooth transitions and flow.	Adobe Software, sample projects, presentations, graphics

Teacher**Mr. Sviatoslav Blokhin****Subject****Computer for Graphic****Subject Code****ST 30271**

UNIT	At the end of unit the students will be able to	Text / Resource
UX vs UI	Differentiate between UX (User Experience) and UI (User Interface) in digital products.	Education materials, design software, design assets, design guidelines
Foundation of Good UX Design	Implement good UX design principles in a project.	Education materials, design software, design assets, design guidelines

Teacher

New Science Teacher

Subject

Physics

Subject Code

ST 30201

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



Year 10 Content Summaries

Semester 2 Academic Year 2024

WEEKS 1 - 10

Teacher

Ms. Natnaree Pattaramandkongskul

Subject

F. Social Studies

Subject Code

SO 30102

UNIT	At the end of unit the students will be able to	Text / Resource
หน่วยที่ 5 ระบอบการเมือง การปกครอง	เรียนรู้เกี่ยวกับลักษณะการเมืองการปกครอง รูปแบบรัฐ ประมุขของรัฐ รัฐธรรมนูญ การเมืองและการเลือกตั้ง	หนังสือหน้าที่พลเมือง ม.4-6

Teacher

Ms. Natnaree Pattaramandkongskul

Subject

History

Subject Code

SO 30108

UNIT	At the end of unit the students will be able to	Text / Resource
หน่วยที่ 5 การสร้างสรรค์ ภูมิปัญญาและ วัฒนธรรมไทย	เรียนรู้เกี่ยวกับภูมิปัญญาและวัฒนธรรมไทย การสร้างสรรค์ภูมิปัญญาและวัฒนธรรมไทย การส่งต่อและสืบทอดภูมิปัญญาและวัฒนธรรมไทย	หนังสือประวัติศาสตร์ไทย ม.4-6

Teacher

Ms. Atikan Puyodploy

Subject

Citizenship Edu.

Subject Code

SO 30207

UNIT	At the end of unit the students will be able to	Text / Resource
หน่วยการเรียนรู้ที่ 2 เรียนรู้วัฒนธรรม	<ol style="list-style-type: none">1. ความหมายและความสำคัญของวัฒนธรรม2. ลักษณะและความสำคัญของวัฒนธรรมไทย3. การปรับปรุงเปลี่ยนแปลง และแนวทางอนุรักษ์วัฒนธรรมไทยที่ดีงาม4. วิธีการเลือกรับวัฒนธรรมสากล5. ความแตกต่างระหว่างวัฒนธรรมไทยกับวัฒนธรรมสากล	
หน่วยการเรียนรู้ที่ 4 สิทธิมนุษยชน ในสังคมไทยและ สังคมโลก	<ol style="list-style-type: none">1. ความหมาย ความสำคัญ แนวคิดและหลักการของสิทธิมนุษยชน2. บทบาทขององค์การระหว่างประเทศในเวทีโลก ที่มีผลต่อประเทศไทย3. ปฏิญญาสากลว่าด้วยสิทธิมนุษยชน4. บทบัญญัติเกี่ยวกับสิทธิมนุษยชนของรัฐธรรมนูญ แห่งราชอาณาจักรไทย5. องค์การส่งเสริมและคุ้มครองสิทธิมนุษยชน6. ปัญหาสิทธิมนุษยชนในประเทศไทยและแนวทาง แก้ไขปัญหาและพัฒนา	

Teacher**Mr. Tanutchai Phumnak****Subject****Design with Nature****Subject Code****-**

UNIT	At the end of unit the students will be able to	Text / Resource
ออกแบบลวดลาย จากธรรมชาติ	เรียนรู้หลักการออกแบบจากธรรมชาติ ฝึกการสังเกต คิดวิเคราะห์และสังเคราะห์ สามารถสื่อความหมายได้อย่างสร้างสรรค์ ฝึกทักษะการใช้วัสดุอุปกรณ์	
ออกแบบกระถางต้นไม้	สามารถสร้างสร้งงานออกแบบ และ DIY จากวัสดุธรรมชาติรอบตัว ให้เกิดประโยชน์และความสวยงาม มีการวางแผน มีระเบียบวินัย ฝึกทักษะการใช้วัสดุอุปกรณ์ เสริมสร้างจินตนาการอย่างสร้างสรรค์	
ออกแบบงาน Handmade จากวัสดุธรรมชาติ และวัสดุสังเคราะห์	ฝึกการใช้วัสดุอุปกรณ์ในงานหล่อ 3 มิติ สร้างสร้งงานจากธรรมชาติให้เกิดประโยชน์และสวยงาม มีสมาธิจดจ่อ สามารถนำไปประยุกต์ใช้ในชีวิตประจำวันได้	
ออกแบบลายผ้า (AI)	สร้างสร้งงานออกแบบให้เกิดประโยชน์ สามารถประยุกต์สิ่งของเครื่องใช้จากเดิมให้มีมูลค่ามากขึ้น ปลุกฝึ้งความคิดต่อยอด มีความคิดสร้างสร้ง	

Teacher

Ms. Nantaporn Boonjaroen

Subject

Drawing & Composition

Subject Code

AR 30203

UNIT	At the end of unit the students will be able to	Text / Resource
การปฐมนิเทศ รายวิชา	แนะนำรายวิชา จุดมุ่งหมาย ข้อตกลงในรายวิชา ลักษณะ/แนวทางการจัดการเรียนการสอน การวัดประเมินผล กิจกรรมการเรียนรู้ รวมถึงวัสดุอุปกรณ์ที่ใช้ในการสร้างสรรค์ผลงาน	
การใช้เส้น และทิศทางของเส้น	<ul style="list-style-type: none">● นักเรียนสามารถอธิบายความหมายความสำคัญ และลักษณะของการวาดเส้น (Drawing)● นักเรียนสามารถปฏิบัติกรวาดเส้นพื้นฐาน เส้นตรง แนวตั้ง แนวนอน แนวเฉียง เส้นโค้ง เส้นที่มีลักษณะเป็นวงกลม และวงรี ความถี่- ห่างของเส้นเพื่อฝึกถ่ายทอดขบวนการทางทักษะ ที่สัมพันธ์กันระหว่างมือ สายตาได้● นักเรียนได้ตระหนักถึงคุณค่าและความสำคัญของ การวาดเส้น (Drawing)	
ความอ่อน-แก่ ของน้ำหนักแสงและเงา	<ul style="list-style-type: none">● นักเรียนสามารถอธิบายความหมายความสำคัญความ อ่อน-แก่ของน้ำหนักแสงและเงา● นักเรียนสามารถฝึกปฏิบัติการไล่ค่าน้ำหนักแสงเงา ด้วยวิธีการระบาย และการไล่ค่าระดับความอ่อน- แก่ของน้ำหนักแสงและเงาด้วยการสานเส้น ด้วยดินสอ EE	

UNIT	At the end of unit the students will be able to	Text / Resource
	<ul style="list-style-type: none"> ● นักเรียนได้ตระหนักถึงคุณค่าและความสำคัญของการวาดเส้น (Drawing) 	
<p>โครงสร้างของรูปทรงเรขาคณิต</p>	<ul style="list-style-type: none"> ● นักเรียนสามารถอธิบายหลักการวาดโครงสร้างรูปทรงเรขาคณิต ● นักเรียนสามารถฝึกปฏิบัติการร่างภาพลายเส้นโครงสร้างของรูปทรงเรขาคณิตให้มีความสมจริงตามหลักทัศนียภาพ ● นักเรียนได้ตระหนักถึงคุณค่าและความสำคัญของการวาดเส้น (Drawing) 	
<p>โครงสร้างของกลุ่มรูปทรงเรขาคณิต (รูปทรงสี่เหลี่ยม พีระมิตฐานสี่เหลี่ยมจัตุรัส ทรงกระบอก และ ทรงกลม)</p>	<ul style="list-style-type: none"> ● นักเรียนสามารถอธิบายหลักการวาดโครงสร้างและการจัดองค์ประกอบของกลุ่มรูปทรงเรขาคณิต ● นักเรียนสามารถฝึกปฏิบัติการร่างภาพลายเส้นโครงสร้างของกลุ่มรูปทรง เรขาคณิต ประกอบด้วยรูปทรงสี่เหลี่ยม พีระมิตฐาน สี่เหลี่ยมจัตุรัส ทรงกระบอก และ ทรงกลมให้มีความสมจริงตามหลักทัศนียภาพ ● การจัดองค์ประกอบให้เหมาะสมกับหน้ากระดาษ, คำนี้ถึงความสมดุลของภาพ เอกภาพ การทับซ้อนของรูปทรง และระยะใกล้-ไกล ● นักเรียนได้ตระหนักถึงคุณค่าและความสำคัญของการวาดเส้น (Drawing) 	

UNIT	At the end of unit the students will be able to	Text / Resource
การร่างภาพและการลงน้ำหนักแสงเงา	<ul style="list-style-type: none"> นักเรียนสามารถอธิบายหลักการวาดโครงสร้างของกลุ่มรูปทรงเรขาคณิตและลักษณะของแสงเงาที่ใช้ในการวาดภาพ นักเรียนสามารถฝึกปฏิบัติการร่างภาพลายเส้นโครงสร้างของกลุ่มรูปทรงเรขาคณิตและการใช้น้ำหนักอ่อน-แก่ ของเส้น สร้างมวลปริมาตรให้กับรูปทรง นักเรียนได้ตระหนักถึงคุณค่าและความสำคัญของการวาดเส้น (Drawing) 	

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 :
1	คุณค่าของเงินและเวลา	Powerpoint
2	รักใสๆ ใสใจคิด	Powerpoint
3	การฟังอย่างเข้าใจ	Powerpoint
4	เครียด ภัยใกล้ตัว	Powerpoint
5	อาชีพของฉัน	Powerpoint
6	เรียนรู้อย่างเข้าใจ	Powerpoint
7	ทางออกของชีวิต	Powerpoint
8	ประเมินตนเพื่อผลการเรียน	Powerpoint
9	อาชีพยุคใหม่	Powerpoint
10	บุคลิกกับอาชีพ	Powerpoint

Teacher

Mr. Ruttapon Tuntinijakul

Subject

Health Studies

Subject Code

HP 30102

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
ปฐมนิเทศ	<ul style="list-style-type: none">- ระเบียบข้อตกลงในการเรียน- จุดมุ่งหมายในการเรียนรู้พลศึกษา- การวัดและการประเมินผล	
กีฬาแชร์บอล	<ul style="list-style-type: none">- นักเรียนได้เรียนรู้ประวัติและประโยชน์ของกีฬาแชร์บอล รวมถึงกฎและกติกาของกีฬาแชร์บอล- นักเรียนได้เรียนรู้หลักการสร้างเสริมร่างกายในการเล่นแชร์บอล- นักเรียนสามารถปฏิบัติกรสร้างควมคุ้นเคยกับลูกบอล- นักเรียนสามารถปฏิบัติทักษะการเล่นแชร์บอล การส่งบอลสองมือระดับอก การส่งบอลกระดอนพื้น การส่งบอลสองมือเหนือศีรษะ และการส่งบอลมือเดียวเหนือไหล่	กีฬาแชร์บอล

Teacher

Mr. Shinnawat Saengungsumalee

Subject

Basic Human Anatomy and
Physiology

Subject Code

ST 30247

UNIT	At the end of unit the students will be able to	Text / Resource
1	<p>Introduction to Human Anatomy and Physiology</p> <ul style="list-style-type: none">- What is anatomy and physiology?- Type of anatomy study- Body organization: cell, tissue, organs, systems, and body <p>Homeostasis and feedback mechanism Properties of Cell</p> <ul style="list-style-type: none">- Cell Theory- Cell membrane & transport	
2	<p>Skeleton and muscular system</p> <ul style="list-style-type: none">- Bone and joint- Muscle physiology- Clinical correlation (Osteoporosis, sports injury, etc.)- Pharmacology	

3	<p>Nervous system</p> <ul style="list-style-type: none">- Anatomy of the nervous system- Central nervous system and Peripheral nervous system- CSF and blood-brain barrier- Nerve cells and synapse- Neurotransmitter- Reflex- Clinical correlation (Dementia, Parkinson's disease, Epilepsy etc.) <p>Pharmacology</p>	
4	<p>Special Sense organs</p> <ul style="list-style-type: none">- Eye- Ear- Olfactory epithelium- Taste organs- Clinical correlation (Color blindness, Glaucoma, Allergic rhinitis etc.) <p>Pharmacology</p>	

Teacher**Dr. Sipnarong Kanchanawongpaisan****Subject****Problem &
Opportunities****Subject Code****SO 30212**

UNIT	At the end of unit the students will be able to	Text / Resource
1. Introduction to Business Challenges and Opportunities	<ul style="list-style-type: none"> Define business problems and opportunities. Explain the importance of identifying these early on. 	Problem definition, opportunity recognition, impact on business success.
2. Market Trends and Business Environment	<ul style="list-style-type: none"> Analyze market trends and their impact on business decisions. Conduct a basic SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. 	Market analysis, competition, consumer behavior.
3. Innovation and Opportunity	<ul style="list-style-type: none"> Identify innovative solutions to common business problems. Generate creative business ideas and evaluate their feasibility. 	Innovation, entrepreneurial thinking, creativity in business.
4. Strategic Problem-Solving	<ul style="list-style-type: none"> Apply problem-solving frameworks to case studies. Develop structured strategies for solving business challenges. 	Problem-solving frameworks decision-making tools.
5. Risk Management in Business	<ul style="list-style-type: none"> Assess the risks involved in business decisions. Create a risk management plan for a business scenario. 	Risk analysis, mitigation strategies, contingency planning.
6. Ethical Decision-Making and Corporate Responsibility	<ul style="list-style-type: none"> Evaluate ethical challenges in business. Propose ethical solutions for real-world business problems. 	Business ethics, corporate social responsibility (CSR), ethical leadership.
7. Business Growth and Sustainability	<ul style="list-style-type: none"> Analyze how sustainability creates opportunities in business. Develop a sustainability strategy for a business model. 	Sustainability, corporate responsibility, green business.
8. Financial Challenges and Opportunities	<ul style="list-style-type: none"> Identify financial problems that affect business growth. Develop a plan for financial management and investment. 	Budgeting, financial risk, investment opportunities.
9. Globalization and Business Opportunities	<ul style="list-style-type: none"> Explore opportunities in global markets. Assess the challenges of operating internationally. 	Global markets, international trade, cultural differences.

UNIT	At the end of unit the students will be able to	Text / Resource
10. Presenting Business Solutions	<ul style="list-style-type: none"> • Prepare and present a business strategy to address a given problem. • Use persuasive techniques to pitch business ideas. 	Pitching, presentation skills, persuasive communication.

Teacher	Dr. Narong Aphiratsakun		
Subject	Engineering Design Process	Subject Code	ST 30283

UNIT	At the end of unit the students will be able to	The following Vocabulary Will help your child Understand the unit :
<h1 style="color: red;">Please Contact Teacher</h1>		

Teacher

Mr. Yodsapon Wonglamtong / Mr. Puwin Kongpibala

Subject

Music

Subject Code

AR 30102

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

Ms. Pinkeaw Subsanong

Subject

F. Thai

Subject Code

TH 30102

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

Ms. Pinkeaw Subsanong

Subject

Reading

Subject Code

SO 30201

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