



CURRICULUM

ENGLISH PROGRAM (EP) PRIMARY EDUCATION

.....

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Kasetsart University Laboratory School
Kamphaeng Saen Campus Educational
Research and Development Center



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PREFACE

The Kasetsart University Laboratory School, Kamphaeng Saen Campus Educational Research and Development Center English Program (KUSK EP) provides students with the opportunity to engage in intensive courses taught in English across various subjects, including English, Science, Mathematics, Technology, Health and Physical Education, and Occupational Studies. The program also includes Integrated Projects, Clubs, Camps, and other activities which are based on the School's the Basic Core Curriculum of 2008 (2551 B.E.), which aims to enhance the development of all learners—who represent the nation's future workforce—by fostering balanced growth in physical strength, knowledge, and morality.

This program aims to strengthen students' learning skills in various areas, including language skills for communication, academic knowledge, and the ability to think analytically, synthetically, critically, constructively, and creatively. These goals align with the English Program (EP) Learning Management Procedure and the Conceptual and Developmental Framework for the Primary Level (Grades 1 to 6). The framework was carefully developed by professors and committee members, whose expertise and time were dedicated to ensuring that the program supports both the school's vision and mission, as well as the vision and mission of the Basic Education Core Curriculum of the Ministry of Education, Thailand.

The English Program Department encourages students who are motivated to improve their communication skills in English by enrolling in this program. Through this, their speaking and communication abilities will be fully developed, refined, and confidently applied in a competitive global context.

EP Curriculum Planning and Development Committee

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Vision Mission Goals: Basic Education Core Curriculum

Vision

The Basic Education Core Curriculum is aimed at enhancing capacity of all learners, who constitute the major force of the country, so as to attain a balanced development in all respects - physical strength, knowledge and morality. They will fully realize their commitment and responsibilities as Thai citizens and members of the world community. Adhering to a democratic form of government under a constitutional monarchy, they will be endowed with basic knowledge and essential skills and favorable attitude towards further education, livelihood and lifelong learning. The learner-centered approach is therefore strongly advocated, based on the conviction that all are capable of learning and developing themselves to their highest potentiality.

Principles.

Notable principles underlying the Basic Education Core Curriculum are as follow.

1. The ultimate aim is the attainment of national unity; learning standards and goals are therefore set with a view of 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 high education quality.
3. The curriculum facilitates decentralization 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-centered approach is strongly advocated.
6. The curriculum is intended for education of all types - formal, non-formal and informal, covering all target groups and facilitating transfer of learning outcomes and experiences.

Goals

The Basic Education Core Curriculum is aimed at the full development of learners in all respects - morality, wisdom, happiness, and potentiality for further education and livelihood. The following goals have consequently been set for achievement upon completing basic education:

1. Morality, ethics, desired values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and applying principles of Sufficiency Economy Philosophy;
2. Knowledge and skills for communication, thinking, problem-solving, technological know-how, and life skills;
3. Good physical and mental health, hygiene, and preference for physical exercise;
4. Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under a constitutional monarchy.
5. Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious coexistence.

Vision, Mission and Goal of the School

Vision

The Kasetsart University Laboratory School, Kamphaeng Saen Campus, Educational Research and Development Center, aims to be a leading educational institution of international standards, fostering a community of Research and Innovation, and developing civilized leaders.

Mission

1. Develop students at the basic education level to acquire knowledge in science, mathematics, technology, and language skills for effective communication.
2. Develop curricula and learning management strategies that emphasize critical thinking, the use of technology, and the integration of wisdom within the university.
3. Develop children in all four areas to ensure development that is appropriate for their age.
4. Develop each student to become a well-rounded individual with the potential to improve themselves, their family, community, nation, and the global society, and to grow into a good leader and responsible global citizen.
5. Develop educational research and innovations.
6. Develop teacher practicum training centers to ensure they meet professional standards.
7. Preserve and promote the nation's arts and culture.
8. Develop faculty and staff to build a collaborative educational community and uphold professional standards.
9. Manage the organization and resources efficiently.

Goal

1. The curriculum meets international standards, and the learning management has been developed to achieve excellence.
2. Students possess strong knowledge and essential skills to live successfully and thrive in a creative economy.

3. Basic education students develop knowledge and skills in science, mathematics, technology, and language for effective communication.

4. Develop children in all four domains to achieve development that is appropriate for their age.

5. Students have good well-being and aesthetic values, enabling them to live happily and harmoniously in society.

6. Faculty, staff, and students possess ethics, morals, and desirable values.

7. Faculty and educational staff are capable of conducting high-quality educational research.

8. Create new knowledge through research and educational innovations that contribute to the benefit of society.

9. Be a center for learning and academic services in the community that brings benefits to society.

10. Be a center for teacher practicum training that upholds high standards.

11. Practicum Students are high-quality teachers with professional ethics and a passion for the teaching profession.

12. Preserve and promote the nation's arts, culture, and unique identity.

13. Faculty and staff possess the knowledge and skills that meet professional teacher standards.

14. Establish and expand academic and educational collaborations with institutions both locally and internationally.

15. There is proactive and effective organizational management based on the principles of good governance, capable of adapting to changing circumstances.

16. There is effective management in developing personnel.

17. There is effective management of the budget, revenue generation, and resource mobilization for education.

18. Manage buildings, facilities, and the environment to ensure they function as high-quality learning resources.

The Kasetsart University Laboratory School, Kamphaeng Saen Campus
Educational Research and Development Center English Program Curriculum
(KUSK EP)

KUSK English Program Curriculum

Introduction

Rapid economic and social changes, along with advancements in science and technology, have made it essential to adapt basic education to align with these developments. Innovative strategies must be identified to enhance the quality of education, ensuring that it meets the needs of both individuals and Thai society as a whole. Strengthening learners' capacities for competitiveness and creative collaboration will improve Thailand's international competitiveness. Additionally, there is an urgent need to foster an awareness of Thai identity, self-discipline, a commitment to the public good, and adherence to democratic principles under the constitutional monarchy, as outlined in Section 80 of the Constitution of the Kingdom of Thailand (2007) and the National Education Act of 1999, as amended in 2002 (Second National Education Act).

The Kasetsart University Laboratory School, Kamphaeng Saen Campus Educational Research and Development Center is committed to managing education for students at the basic education levels, in line with the guidelines set forth in the 2008 Core Curriculum for Basic Education by the Ministry of Education, Thailand. The curriculum includes fundamental courses across all eight subject areas, while also expanding learning content based on the students' potential, aptitudes, and interests. Innovative strategies and methods are employed in learning management to ensure the holistic development of students, in alignment with the school's vision, mission, and goals.

The Kasetsart University Laboratory School, Kamphaeng Saen Campus Educational Research and Development Center English Program (KUSK EP) in elementary education level aims to provide students with a strong foundation in reading, writing, and critical thinking in both Thai and English, along with the ability to understand and communicate in a third language, such as Chinese. The program is student-centered, focusing on the

development of students' social, emotional, intellectual, and physical potential. It emphasizes the cognitive process, encouraging students to analyze and apply knowledge gained from real-life experiences both inside and outside the classroom. In addition to academic knowledge, the IEP fosters an understanding of Thai culture, helping students develop national pride. Furthermore, it offers students the opportunity to explore and learn about other cultures, broadening their perspectives and encouraging a global outlook.

The courses in the KUSK English Program will focus on developing students' physical, emotional, social, mental, and intellectual domains through age-appropriate activities. Family and community involvement in the learning experience is encouraged and reflected through various activities, such as safe and healthy physical exercises, innovative and creative endeavors like art and project work, experiential learning, free time activities, and outdoor events like camps and extra-curricular activities. Additionally, the program includes activities that promote environmental awareness, as well as primary educational experiences in science, technology, and laboratory-based learning activities.

KUSK EP Curriculum Vision

Vision

To be the leading academic and language institution that cultivates learners as critical thinkers, creative communicators, and cutting-edge innovators in science; fosters an appreciation for aesthetics; and develops leaders who embody both skill and kindness, establishing ourselves as a center of excellence on a global scale.

KUSK EP Curriculum Mission

Our mission is to mold every KUSK EP learner to become an analytic-critical thinker, an innovator, a work value, moral and research-oriented citizen.

KUSK EP Curriculum Philosophy

Empowering students with confidence to succeed equipped with competitive skills, wisdom, responsibility, pride and honor.

Principles of the KUSK EP Curriculum

The curriculum of the Kasetsart University Laboratory School, Kamphaeng Saen Campus, Educational Research and Development Center, B.E. 2565, is based on the following main principles:

1. The curriculum aims to develop learners' abilities in ways that are appropriate for their age range, emphasizing the individual development of each learner (Personalization). It promotes holistic growth (Holistic Development) and fosters continuous ownership, learning, and self-development (Life-Long Learning).

2. The curriculum is standards-based and aligned with competency-based learning management, focusing on defining learning outcomes and equipping learners with the skills needed to apply them in real-life situations.

3. It is a curriculum designed to develop and organize a high-quality, diverse learning environment and resources that support and encourage learners to become critical thinkers, creative communicators, innovators, skilled individuals, kind and generous, happy learners, while preserving Thainess and embracing international perspectives.

4. The curriculum emphasizes the science and art of managing learning in the digital age through an active learning process. It incorporates various approaches tailored to the context, focus, and community, while remaining flexible to accommodate the interests and aptitudes of learners (Differentiated Instruction).

5. The curriculum aims to use assessment results to guide learning development, reflecting learning outcomes and learner competencies based on performance criteria that promote the transfer of learning and support advancement to higher levels of development.

Curriculum Objectives

The curriculum of the Kasetsart University Laboratory School , Kamphaeng Saen Campus, Educational Research and Development Center, B.E. 2565, (2022 A.D.), aims to help students develop their potential in six key areas, as outlined below:

1. To provide students with a strong foundation of knowledge in mathematics, science, technology, social studies, religion, languages, art, and physical education.
2. To help students develop the ability to select, apply, and seek the knowledge necessary to solve problems in real-life situations.
3. To help students develop diverse knowledge and experiences that align with their individual potential, aptitudes, and interests.
4. To develop students' skills in using English and information technology effectively and confidently.
5. To help students integrate knowledge and create innovations that align with their aptitudes and interests.
6. To help students develop key competencies, desirable characteristics, morality, ethics, resilience, compassion, teamwork, and a spirit of public service.

Curriculum Focus

The curriculum of the Kasetsart University Laboratory School, Kamphaeng Saen Campus, Educational Research and Development Center, B.E. 2565, (2022 A.D.) focuses on six key areas, as follows:

1. Focus on developing students' skills in mathematics, science, technology, and language for effective communication.
2. Focus on organizing additional learning content across a variety of subjects that aligns with each student's potential, aptitude, and interests.
3. Focus on applying knowledge, scientific process skills, and technology to integrate across related disciplines.
4. Focus on learning that reflects the core competencies of students at all levels.

5. Focus on organizing a variety of student development activities, both inside and outside the school, to help students develop the competencies and desirable characteristics outlined in the curriculum's objectives and goals.

Student quality standards

The curriculum of Kasetsart University Laboratory School , Kamphaeng Saen Campus, Educational Research and Development Center, B.E. 2565, (2022 A.D.) outlines five standards of learner quality that integrate Howard Gardner's Five Minds for the Future for success in work and life. These standards are as follows:

Standard 1: Well-Being

Promoting students' health and well-being, fostering self-worth and respect for others, encouraging responsibility, and helping them manage personal and social challenges, all leading to strong performance and responsible citizenship.

Standard 2: Belonging – Social Cohesion and Adaptability

Encouraging students to develop a sense of ownership, accept individual and group differences, respond with empathy to people from diverse backgrounds, foster mutual understanding, and collaborate creatively.

Standard 3: Participation and Public-Mindedness (Contribution)

Students are provided with equal learning opportunities, encouraged to develop social skills, and actively engaged in creating value for themselves, their families, and society. They demonstrate enthusiasm, commitment to their work, and a volunteer spirit in contributing to meaningful projects."

Standard 4: Communication

Students use a variety of methods to communicate their needs and ideas clearly, ensuring that others understand and respond effectively. Through continuous self-practice and skill development, they enhance their abilities and apply their knowledge in both work and daily life, leading to a happy and fulfilling life in society.

Standard 5: Exploration

Students' learning is driven by curiosity as they explore their environment, select relevant information from a variety of sources, and manage it logically. They understand, evaluate, and assess information impartially, integrating it into new, meaningful insights that are valuable to themselves and others."

Desired Characteristics

Desirable characteristics are shared values that are important for learners. They represent the qualities society seeks in terms of morality, ethics, values, and awareness, enabling individuals to live harmoniously both as Thai citizens and global citizens. These characteristics include:

1. Love for the Nation, Religion, and King

This characteristic reflects being a good citizen, with a correct attitude toward the country. It involves living in accordance with the principles of Buddhism or one's chosen religion, respecting the monarchy, and adhering to the way of life and governance under the democratic system with the King as the head of state."

2. Value of Honesty

Honesty is a characteristic that reflects adherence to truth and integrity, demonstrating truthful behavior toward oneself and others in body, speech, and mind. It involves following the principles of truth and righteousness in life, while also feeling shame and fear of wrongdoing.

3. Discipline

Discipline is a characteristic that demonstrates adherence to agreements, rules, and regulations—whether personal, familial, school-related, or societal—practiced consistently and without infringing on the rights of others.

4. Eager to learn

Being eager to learn is a characteristic that reflects a willingness to seek additional knowledge, work diligently on assigned tasks, show genuine interest in learning, and ask questions when in doubt.

5. Living Sufficiently

Living Sufficiently is a characteristic that reflects a balanced life, guided by reason, caution, and strong moral principles. It involves living harmoniously with others, taking responsibility without causing harm, valuing resources, planning to mitigate risks, and adapting to change. Additionally, it encompasses building personal resilience and the ability to adjust, leading to a fulfilling and happy life in society.

6. Commitment to work

Commitment to work is a characteristic that demonstrates diligence, patience in completing tasks, attention to detail, and the ability to improve one's work. It also involves teamwork, following work procedures, behaving in ways that benefit the community, and taking pride in one's abilities.

7. Love of Thainess

Love of Thainess is a characteristic that reflects knowledge and appreciation of Thai wisdom, arts, and culture. It involves valuing and preserving local traditions, supporting Thai arts, and giving importance to the public good, while continuing to pass on these cultural treasures.

8. Public-mindedness

Public mindedness is a characteristic that reflects active participation in activities or situations that benefit others, the community, and society, done with willingness and enthusiasm, without expecting anything in return.

9. Aesthetics

Appreciation for aesthetics is a characteristic that reflects a love for and interest in art, music, and sports. It involves regular participation in artistic, musical, and sporting activities, achieving success in these areas, being able to critique art and music, and demonstrating good sportsmanship.

10. Having good habits, along with physical and mental health

Having good habits, along with physical and mental health, are characteristics that reflect how one avoids harmful behaviors, such as drug use.

Important competencies of students

The Kasetsart University Laboratory School , Kamphaeng Saen Campus, Educational Research and Development Center English Program Curriculum (KUSK EP) focuses on developing five key competencies in learners, as outlined in the Basic Education Core Curriculum B.E. 2551 and the School's Curriculum of B.E. 2565. These competencies are as follows:

Communication Skills

Communication skills encompass the ability to receive and transmit messages effectively, using language to convey thoughts, knowledge, emotions, and perspectives. These skills are essential for exchanging information and experiences that foster both personal and societal development. They include negotiation skills for resolving or reducing conflicts, as well as the ability to critically assess and select information based on reason

and accuracy. Moreover, communication skills involve choosing methods that are effective and mindful of their impact on both oneself and society.

Thinking ability

Thinking ability is the capacity to think analytically, synthetically, creatively, critically, and systematically in order to generate knowledge or information that supports making appropriate decisions for both oneself and society.

Problem-solving skills

Problem-solving skills involve the ability to address challenges and obstacles effectively, based on reason, ethics, and relevant information. It includes understanding the relationships and changes in societal events, seeking knowledge, and applying that knowledge to prevent and resolve problems. Additionally, it involves making decisions that are effective while considering their impact on oneself, society, and the environment.

Life skills

Life skills involve the ability to apply various processes in daily life, such as self-directed learning, continuous education, work, and social interaction. These skills include building positive relationships, managing problems and conflicts effectively, adapting to societal and environmental changes, and avoiding harmful behaviors that could negatively affect oneself and others.

Technological competence

Technological competence is the ability to select and use various technologies effectively, along with the skills to apply technological processes for self-development and societal benefit. It involves using technology for learning, communication, work, and creative problem-solving, while ensuring accuracy, appropriateness, and ethical considerations.

Learner's Core competencies.

The Kasetsart University, Kamphaeng Saen Campus, Educational Research and Development Center English Program (KUSK EP), is designed to help students achieve six core competencies. These competencies are central to the development of learners at the basic education level, in accordance with the framework of the Basic Education Curriculum B.E. 2551 and the School's Curriculum of B.E. 2565 as outlined below:

1. Self-Management Competence

Self-management competence refers to the ability to recognize, value, and respect oneself and others. It involves developing inner wisdom, setting life goals, and guiding oneself in learning and living. This includes managing emotions and stress, as well as addressing problems and crises. It also encompasses the ability to recover and regain balance (Resilience) in order to achieve life goals, maintain good well-being, and build positive relationships with others. This competence consists of four key components:

1.1) Self-esteem

Self-esteem refers to the ability to know, love, and appreciate oneself, understanding one's strengths, limitations, interests, abilities, and aptitudes. It involves having confidence in oneself, empathizing with others, and honoring and respecting both one's own rights and those of others. Additionally, self-esteem includes taking responsibility for one's own actions and well-being.

1.2) Having goals in life

Having goals in life, Setting goals in life, having self-discipline, being able to manage time and resources, being able to rely on and control oneself to achieve life goals, and having good health.

1.3) Emotion and Stress Management

Emotion and stress management involves recognizing, understanding, and being aware of the emotions, feelings, thoughts, and stress experienced in daily life. It includes understanding their causes and effectively managing one's own emotions, feelings, and thoughts.

1.4) Problem and Crisis Management:

Problem and crisis management involves being aware of the changes brought about by problems and crises, and having the ability to restore balance. It includes preparing for, preventing, and solving problems to ensure the safety of both life and property.

2. Advanced Thinking Competence

Advanced thinking competence refers to the ability to analyze, synthesize, and make decisions with critical judgment, based on sound reasoning and guided by ethical principles. It involves thinking logically and systematically, with an understanding of the interconnectedness of all things. This competence also includes using imagination and knowledge to generate new alternatives for solving complex problems with clear, purposeful goals. It consists of four key components:

2.1) Critical Thinking (HOT-CTC)

Critical thinking is the process of deliberate reasoning aimed at determining what should be believed or done. It involves evaluating, interpreting, analyzing, summarizing, and explaining evidence based on relevant concepts, methods, rules, or contexts related to the information gathered or observed, as well as experiences, reasoning, reflection, communication, and argumentation. This process also considers additional factors, such as legal appropriateness, morality, ethics, values, beliefs, and social and cultural norms.

2.2) System Thinking (HOT-STM)

System thinking refers to the process of viewing an entire structure as a unified whole, recognizing the interconnections within it, and considering the contextual and environmental factors influencing the situation. It involves looking beyond the immediate events, identifying patterns and underlying causes, and understanding the various factors involved. This deeper understanding enables the design of systems, comparison of mental models, prediction of outcomes from system interventions, and evaluation of systems.

2.3) Creative Thinking (HOT-CRT)

Creative thinking is the process of generating diverse ideas, initiating, evaluating, refining, and expanding them to address problems or develop effective alternatives. It involves advancing knowledge or expressing creativity through imagination and fundamental thinking skills such as originality, fluency, flexibility, thoroughness, diversity, as well as the ability to analyze and synthesize. The goal is to create something new, improved, and distinct from existing ideas—something that is useful, valuable, and beneficial to oneself, others, and society. This 'new' can mean adapting or transforming existing concepts into new forms, building upon them, or creating entirely original solutions.

2.4) Problem-Solving Thinking (HOT-PRB)

Problem-solving thinking refers to the process of effectively addressing problems by first defining the issue, understanding its causes and effects, and planning a solution. This involves gathering relevant information, designing multiple approaches, and selecting the most effective method to resolve the issue. The process includes executing the solution in a systematic, step-by-step manner, collecting and analyzing data to evaluate the outcome, and making adjustments as needed until the problem is fully resolved.

3. Communication Competence

Communication competence refers to the ability to perceive, listen, interpret, and convey messages using both verbal and non-verbal languages, supported by thinking processes. This competence facilitates learning and understanding of value systems, collaborative problem-solving through effective communication strategies, and responsible engagement with society. It also emphasizes creative, impactful, and responsible communication. It consists of three key components:

3.1) Receiving Information Mindfully and Decoding It for Understanding

Receiving information mindfully means carefully processing information through the senses. It involves not only receiving but also interpreting the information—considering thoughts, feelings, intentions, and context. This process enables one to decode and understand the information, ultimately using it to contribute to personal growth and the betterment of society.

3.2) Communicating Based on Understanding and Respect for Diverse Opinions and Cultures

Communicating based on understanding and respect for different opinions and cultures involves using a variety of methods, such as negotiation or exchanging information, knowledge, and experiences. This communication takes place through diverse channels and media, including face-to-face communication, natural media, print media, electronic media, and mixed media. It is done without conflict and with awareness of the social context, recognizing the diversity of thoughts and cultures at the community, national, and global levels.

3.3) Choosing Appropriate Communication Strategies with Social Responsibility to Achieve Communication Objectives

Choosing appropriate communication strategies with social responsibility involves selecting diverse methods of communication, both verbal and non-verbal, and conveying meaning through various media forms to achieve communication goals. This

process should be done with consideration for the potential social and cultural impacts, recognizing the diversity of opinions at community, national, and global levels, and taking responsibility for the outcomes of the communication.

4. Teamwork Competence

Teamwork competence refers to the ability to organize and manage both individual and collaborative work, using a systematic approach to achieve goals. This includes having a clear plan and steps to ensure success. It involves demonstrating leadership, transparency, and accountability while effectively integrating different viewpoints for decision-making and problem-solving within the team. Additionally, it emphasizes building positive relationships and managing conflicts, especially in challenging situations. This competence consists of three key components.

4.1) Being a Good Team Member and Leader

Being a good team member and leader involves having strong teamwork skills, taking responsibility for both individual and team roles, and being flexible in working with diverse groups. It includes utilizing both personal strengths and those of team members to achieve goals. Additionally, it involves reflecting on both individual and team performance, promoting and developing the team's potential, and inspiring self-improvement to gain acceptance and trust. It also requires fostering cooperation within the team and between teams, creating new values for collaborative work, and developing a strong team. A good leader can serve as a role model for driving change.

4.2) Systematic Collaborative Teamwork Process

A systematic collaborative teamwork process involves organizing work, tasks, and activities, both individually and in cooperation with others. It includes jointly setting goals, creating work plans, defining steps, and working processes as a team, with a clear vision of team success. It requires prioritizing the team's benefit over personal interests,

appropriately assigning roles based on members' strengths, and taking responsibility for those roles with care. It also involves striving to achieve success, offering support, and helping the team achieve its goals. Team members should respect, listen to, and exchange differing opinions, applying advanced thinking skills for effective team decision-making. The process should be regularly evaluated and improved in a transparent and accountable manner. Team members share responsibility for the outcomes of their decisions and recognize the value of working together with collective strength.

4.3) Building Positive Relationships and Conflict Management

Building positive relationships and managing conflicts involves maintaining a positive attitude when working with others, recognizing the value of good relationships, and fostering trust within the team. It requires treating others with sincerity and empathy, respecting the diversity of perspectives, and acknowledging the benefits of different viewpoints. Team members should cultivate mutual trust, practice kindness, and recognize each other as fellow human beings. Additionally, it involves having the skills to prevent and manage conflicts systematically, ensuring harmony and understanding within the team.

5. Competence in Being a Strong Citizen

Competence in being a strong citizen refers to behaving responsibly as both a Thai citizen and a global citizen. It involves respecting one's own and others' rights and freedoms, abiding by rules and laws, and engaging in social participation with critical awareness. A strong citizen lives harmoniously with others amidst diversity, values human dignity, and plays an active role in decision-making and social change. This is guided by principles of equality, fairness, democratic values, and peaceful methods. It consists of four key components:

5.1) Respect for Rights and Freedoms

Citizens understand how to respect the rights and freedoms of others, while also being aware of their own freedoms. They offer help, honor, and show empathy toward others,

recognizing the principle of interdependence. This is done without prejudice or discrimination, promoting peaceful coexistence.

5.2) Responsibility and Accountability

Citizens take responsibility for their roles and duties by adhering to rules, regulations, agreements, and laws in a correct and appropriate manner. They fulfill their obligations both as Thai citizens and as global citizens.

5.3) Critical Participation and Awareness

Citizens engage critically with social situations and issues, participating actively with a strong sense of public consciousness and international awareness.

5.4) Citizens Who Create Change

Citizens who create change are proactive in driving positive social transformations, grounded in equality, justice, democratic values, and peace."

6. Competence in Coexisting with Nature and Sustainable Science

Competence in coexisting with nature and sustainable science refers to having a fundamental understanding of the phenomena of the world and the universe, and the relationship between mathematics, science, and nature in daily life. It involves using and being aware of scientific and technological advancements, with a curiosity and keen observation towards the natural world. This competence also includes recognizing the value of nature, solving problems, or creating innovations for sustainable living in harmony with the environment.

It consists of four key components:

6.1) Understanding Phenomena on Earth and in the Universe

This involves investigating and comprehending the facts, causes, processes, and effects of various phenomena that occur both on Earth and throughout the universe.

6.2) Connecting the Relationship between Mathematics, Science, and Sustainable Coexistence with Nature

This involves recognizing problems and linking, applying knowledge, skills, and processes from mathematics, science, and technology to solve issues or create innovations for sustainable living in harmony with nature.

6.3) Creating, Using, and Being Literate in Technology

This involves creating and using technology effectively, creatively, and with digital literacy, while considering its impact on life, the environment, and society.

6.4) Having Mathematical and Scientific Characteristics for Understanding Natural Systems and Sustainable Coexistence

This involves being curious and observant, understanding natural systems, and appreciating mathematics and science as essential tools for sustainable living and coexistence with nature.

Objectives for Student Development

Students will be nurtured and developed to become capable individuals with the following key desirable characteristics:

1. Recognize your own worth, practice self-discipline, follow the principles of Buddhism (or your own religion), and embody morality, ethics, a positive personality, and leadership.
2. Possess knowledge and understanding of fundamental principles in mathematics and science, in line with international standards, at an equivalent level.
3. Possess creative ideas and the spirit of a researcher, inventor, innovator, and developer in mathematics, science, and technology, in line with international standards.
4. Have a passion for learning, reading, and writing, enjoy conducting systematic research, and possess the ability to integrate knowledge across disciplines to solve real-world problems.

5. Possess knowledge and skills in effectively using foreign languages and information technology.

6. Have a strong sense of pride in being Thai, an understanding and appreciation of the nation's history, and a deep love for the country, its people, and local community. Be a responsible citizen who upholds the democratic system with the King as Head of State.

7. Have a strong sense of preserving the Thai language, arts, culture, traditions, and wisdom, as well as conserving natural resources and the environment. Cultivate a positive attitude towards others and nature.

8. Have a mindset focused on doing good and creating positive contributions to society. Feel a sense of responsibility towards the community and a desire to continuously give back to the country according to one's abilities.

9. Maintain good health, enjoy exercising, and know how to take care of yourself to stay strong both physically and mentally.

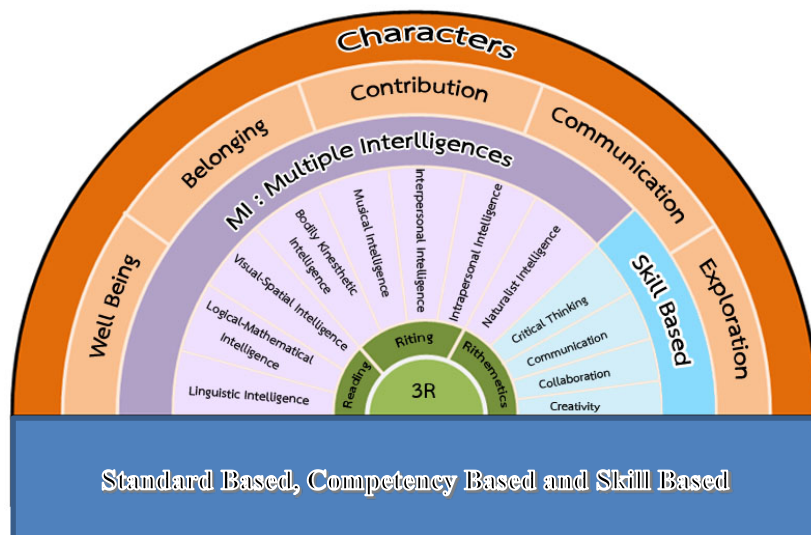
These aims to guide students toward the creation of knowledge, enabling them to become well-informed individuals who value themselves, exhibit self-discipline, demonstrate creative thinking, have a passion for learning, reading, writing, and systematic research. They will be knowledgeable, capable of integrating information, and proficient in using foreign languages and information technology effectively.

Have a strong sense of pride in being Thai, with an understanding and appreciation of the nation's history. Feel love and pride for the country, its people, and local communities. Be a good citizen who upholds the democratic system with the King as Head of State. Contribute to a society with increased value creation, fostering a culture of wisdom and lifelong learning. Build a high-quality, competitive society that is sustainable and self-sufficient. Promote unity and mutual care, leading to long-term sustainable development.

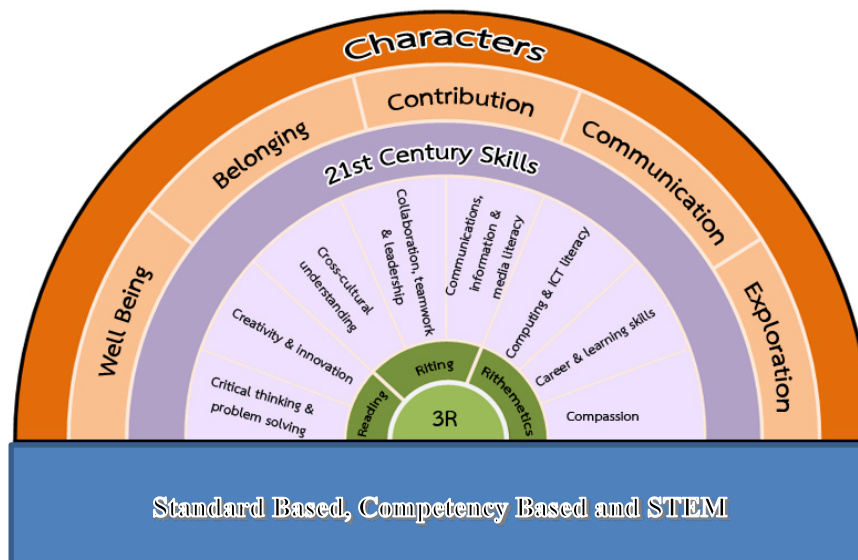
The KUSK EP Primary Education Curriculum Management.

1. Organize learning content for core subjects to align with the 2008 Basic Education Curriculum of the Ministry of Education.
2. Teaching and learning management in primary grades 1-6 focuses on utilizing the theory of multiple intelligences (MI), 21st Century Skills, and project-based learning to enhance students' competencies, enabling them to meet quality standards.
3. Aim to enable students to develop language and technological skills that allow them to create innovations.

Conceptual Framework of KUSK EP for Lower Elementary Curriculum



Conceptual Framework of KUSK EP for Upper Elementary Curriculum



English Program (EP)

Desired Learners Characteristics



(KUSK EP Gearing Towards World Class Standard School)

The contents of the Word-Class Curriculum

- To be expert in both local and international academic affairs
- Take responsibility for the well-being and development of the world
- Support creative innovation
- Strengthen the capabilities of thinking and communication
- Produce a new generation of learners who can communicate effectively in English as well as Standard Thai.

KUSK EP Curriculum
Management
for Primary Education Level

KUSK EP Primary Education Curriculum

1. Organize the Learning content in basic subjects to be comprehensive according to the Core Curriculum of Basic Education, BE 2551 of the Ministry of Education.

2. Teaching and Learning at Grade 1-3 focuses on the use of Multiple Intelligences (MI) and Skill-Based Teaching to enable learners to meet the quality standards of learners

3. Learning and Teaching at Grade 4-6 focuses on utilizing the theory of multiple intelligences (MI), 21st Century Skills and Project Based Learning (PBL) for learners in order to achieve the quality standards of learners.

4. Aims to encourage students to develop language and technological skills that allow them to create innovations and be able to apply the knowledge gained in real life situations.

KUSK EP
Primary Education Curriculum Learning Structure

Subject Areas/Activities	Learning Time (Period/Week)					
	G.1	G.2	G.3	G.4	G.5	G.6
Learning Areas						
Thai Language	5	5	5	5	5	5
Mathematics	6	6	6	6	6	6
Science and Technology	3	3	3	3	3	3
Social Studies, Religion and Culture	3	3	3	3	3	3
Health and Physical Education	2	2	2	2	2	2
Arts	2	2	2	2	2	2
Occupation	2	2	2	2	2	2
Foreign Languages	3	3	3	3	3	3
Total time (Basic)	26	26	26	26	26	26
Additional Subjects/Activities	6	6	6	6	6	6
Learner Development Activities	4	4	4	4	4	4
Overall Total Learning time/Week	36	36	36	36	36	36

Learning Structure for Grade 1

Course Code	Subject Name	Subjects taught in English	Subjects taught in Thai	Learning Time (Period/Week)
Core courses				
TH11102	Thai 1		5	5
MA11101	Mathematics 1	4	2	6
ST11101	Science and Technology 1	2	1	3
SO11101	Social Studies 1		2	2
SO11102	History 1		1	1
HP11101	Health and Physical Education 1	2		2
AR11101	Arts 1	1	1	2
OC11101	Occupations 1	2		2
EN11102	English 1	3		3
Additional Subjects/Activities				
Language and Technology Promotion Project				
ST11201	Basic Computer		1	1
ST11203	Life Skills	1		1
CH11201	Chinese for Beginners	1		1
EN11202	Intensive English 1	2		2
EN11203	English Academic Skills 1	1		1
Learner Development Activities				
Counseling Activities			1	1
Student Activities				
- Boy/Girls Scouts			1	1
- Clubs		2		2
Activities for Social Community and Public Interest *				-
Total Learning Time		21	15	36

Learning Structure for Grade 2

Course Code	Subject Name	Subjects taught in English	Subjects taught in Thai	Learning Time (Period/Week)
Core courses				
TH12102	Thai 2		5	5
MA12101	Mathematics 2	4	2	6
ST12101	Science and Technology 2	2	1	3
SO12101	Social Studies 2		2	2
SO12102	History 2		1	1
HP12101	Health and Physical Education 2	2		2
AR12101	Arts 2	1	1	2
OC12102	Occupations 2	2		2
EN12102	English 2	3		3
Additional Subjects/Activities				
Language and Technology Promotion Project				
ST12201	Computer System		1	1
ST12203	Life Skills	1		1
CH12201	Basic Chinese	1		1
EN12202	Intensive English 2	2		2
EN12203	English Academic Skills 2	1		1
Learner Development Activities				
Counseling Activities			1	1
Student Activities				
- Boy/Girls Scouts			1	1
- Clubs		2		2
Activities for Social Community and Public Interest *				-
Total Learning Time		21	15	36

Learning Structure for Grade 3

Course Code	Subject Name	Subjects taught in English	Subjects taught in Thai	Learning Time (Period/Week)
Core courses				
TH13102	Thai 3		5	5
MA13101	Mathematics 3	4	2	6
ST13101	Science and Technology 3	2	1	3
SO13101	Social Studies 3		2	2
SO13102	History 3		1	1
HP13101	Health and Physical Education 3	2		2
AR13101	Arts 3	1	1	2
OC13101	Occupations 3	2		2
EN13102	English 3	3		3
Additional Subjects/Activities				
Language and Technology Promotion Project				
ST13201	Internet and information search		1	1
ST13203	Life Skills	1		1
CH13201	Fun with Speaking Chinese	1		1
EN13202	Intensive English 3	2		2
EN13203	English Academic Skills 3	1		1
Learner Development Activities				
	Counseling Activities		1	1
	Student Activities			
	- Boy/Girls Scouts		1	1
	- Clubs	2		2
	Activities for Social Community and Public Interest *			
Total Learning Time		21	15	36

Learning Structure for Grade 4

Course Code	Subject Name	Subjects taught in English	Subjects taught in Thai	Learning Time (Period/Week)
Core courses				
TH14101	Thai 4		5	5
MA14102	Mathematics 4	4	2	6
ST14101	Science and Technology 4	2	1	3
SO14101	Social Studies 4		2	2
SO14102	History 4		1	1
HP14101	Health and Physical Education 4	2		2
AR14101	Arts 4	1	1	2
OC14102	Occupations 4	2		2
EN14102	English 4	3		3
Additional Subjects/Activities				
Language and Technology Promotion Project				
ST14203	STEM 1	1		1
ST14204	Computer 1		1	1
CH14201	Chinese in Real Life	1		1
EN14202	Intensive English 4	2		2
EN14203	English Academic Skills 4	1		1
Learner Development Activities				
Counseling Activities			1	1
Student Activities				
- Boy/Girls Scouts			1	1
- Clubs			2	2
Activities for Social Community and Public Interest *				-
Total Learning Time				
		19	17	36

Learning Structure for Grade 5

Course Code	Subject Name	Subjects taught in English	Subjects taught in Thai	Learning Time (Period/Week)
Core courses				
TH15101	Thai Language 5		5	5
MA15102	Mathematics 5	4	2	6
ST15101	Science and Technology 5	2	1	3
SO15101	Social Studies 5		2	2
SO15102	History 5		1	1
HP15101	Health and Physical Education 5	2		2
AR15101	Arts 5	1	1	2
OC15101	Occupations 5	2		2
EN15102	English 5	3		3
Additional Subjects/Activities				
Language and Technology Promotion Project				
ST15203	STEM 2	1		1
ST15204	Computer 2		1	1
CH15201	Chinese Reading and Writing	1		1
EN15202	Intensive English 5	2		2
EN15203	English Academic Skills 5	1		1
Learner Development Activities				
Counseling Activities			1	1
Student Activities				
- Boy/Girls Scouts			1	1
- Clubs			2	2
Activities for Social Community and Public Interest *				-
Total Learning Time		19	17	36

Learning Structure for Grade 6

Course Code	Subject Name	Subjects taught in English	Subjects taught in Thai	Learning Time (Period/Week)
Core courses				
TH16101	Thai Language 6		5	5
MA16102	Mathematics 6	4	2	6
ST16101	Science and Technology 6	2	1	3
SO16101	Social Studies 6		2	2
SO16102	History 6		1	1
HP16101	Health and Physical Education 6	2		2
AR16101	Arts 6	1	1	2
OC16101	Occupations 6	2		2
EN16102	English 6	3		3
Additional Subjects/Activities				
Language and Technology Promotion Project				
ST16203	STEM 3	1		1
ST16204	Computer 3		1	1
CH16201	Chinese for Communication	1		1
EN16202	Intensive English 6	2		2
EN16203	English Academic Skills 6	1		1
Learner Development Activities				
Counseling Activities			1	1
Student Activities				
- Boy/Girls Scouts			1	1
- Clubs			2	2
Activities for Social Community and Public Interest *				-
Total Learning Time		19	17	36

KUSK EP Primary Education Curriculum

1. Assessment and Evaluation of Grades

Core curriculum for basic education in 2008 (according to the school's curriculum) has allotted the study time structure, learning standards/indicators for reading, thinking, analyzing and writing. Desirable characteristics and development activities that the school must provide for learners to learn with full quality as per the potential and allowing the educational institution to set the criteria for measuring and evaluating learning process and to assess the learners aptitude the following criteria had been developed

- 1) Learners must have at least 80 percent of their total study time
- 2) Learners must be evaluated for every indicator and have an assessment result of not less than 60 percent of all indicators.
- 3) Learners must be assessed in all subjects areas
- 4) Learners must pass the reading, thinking, analyzing and writing assessment criteria.
- 5) Learners must pass the evaluation criteria for desirable characteristics
- 6) Learners must pass the assessment criteria for all learners development activities.

2. Grading System

⦿ Evaluation of the learning outcomes of each course in all subject areas are presented by the institution using 8 level numerical system

Evaluating the learning outcomes in the basic education level the pass or fail system is used and by determining the passing grade for each subject at 50%. Then the levels of results are presented in numerical system which reflects the standards as shown in the table below.

The learning outcomes level	Meanings	Percent
4	Excellent	80 – 100
3.5	Very Good	75 – 79
3	Good	70 – 74
2.5	Moderately Good	65 – 69
2	Average	60 – 64
1.5	Fair	55 – 59
1	Pass the Minimum Criteria	50 – 54
0	Below	0 – 49

④ Assessment in the reading, analytical thinking, writing and desired characteristics outcomes are graded as Pass or Fail. In case of pass, the assessment of outcomes are graded as: Excellent, Good or Pass.

1. In summary, evaluation of reading, analytical thinking and written assessment for promotion and graduation Set the criteria for judgment into 4 levels and the meaning of each level as follows.

Excellent	Meaning	Having excellent quality work performance in reading, critical thinking and writing
Good	Meaning	There is a work that demonstrates the ability to read, think analyze and write with acceptable quality
Pass	Meaning	The works demonstrate the ability to read, think and analyze and write with acceptable quality but there are still some drawbacks
Fail	Meaning	There are no work that show the abilities to read, think, analyze and write, or if there are works there still many aspects that need to be improved.

2. In summary, the evaluation of all desired characteristics including all characteristics needed for promotion to higher level and graduation, judging criteria are defined into 4 levels and the definition of each level are as follows;

Excellent	Meaning	The learners follow the desired characteristics habitually and apply them in their daily lives for their own and social benefits. By considering the assessment outcomes in excellent level and don't have any desired characteristics assessed lower than good level.
Good	Meaning	The learners have the desired characteristics to comply with the rules in order to be accepted by the society.

Pass	Meaning	The learners learn to recognize and comply with regulations and conditions set by the institution.
Fail	Meaning	The learners have not been able to comply with the regulations and conditions set by the institution and Fail assessment level is based considering from the evaluation starting from the first attribute.

⦿ Assessment of the learner’s development activities must be considered both on the attendance to participate in the activity and the activity work output of the learners according to the criteria set by educational institution and the evaluation results are Pass or Fail.

Students’ Development Activities are categorized into 3 types which are:

- 1) Guidance and Counseling Activities
- 2) Students Activities which include
 - ◆ Boy Scouts and Girl Guide Activities
 - ◆ Various Club Activities (Learners must choose only one Club)
- 3) Social (Civic) Activities and Public benefits

Letters in the Alphabet are used to show the evaluation results as follows:

“P”	Meaning	the learner has the time to participate in the students’ development activities, perform the activities and has the activity work outputs as specified by the school
“F”	Meaning	the learner has time to participate in students’ development activities performed the activities and the work outputs does not meet the criteria set by the school
“I”	Meaning	the learner has time to participate in the students’ development activities, performed the activities but the work does not meet the criteria set by the school.

In case that the learner receives the grade of “F” or “I” the school must provide additional remedies for the students to complete the activities according to the time specified, or perform activities to develop features that need improvement and then change the academic results from “F” to “P”. However, the process must be completed within that academic year, except there is a reason beyond control, it will depend on the discretion of the school

3. Promotion

The school set up promotion criterias in accordance with the criterias for learning outcome evaluation by setting up criterion for promotion as follows:

- 1) The students must have at least 80% of the attendance throughout the academic year.
- 2) The students must be assessed on all indicators and have passed with the results of not less than 60% of all indicators.
- 3) The students are required to be evaluated on the results of all basic courses passing the minimum criteria (i.e. 1.00 up)
- 4) The Average Grade in that academic year must not be less than 1.00.
- 5) The students must pass the reading evaluation criteria, analytical thinking and writing
- 6) The students must Pass the desired characteristic criterion.
- 7) The Students must pass the evaluation for all student development activities

Consideration for promotion, if the student has only just some flaws which the institution considers and sees that it can be developed and taught to fix the problem it is in the discretion of the School Director to grant a waiver for promotion.

In the case that the learner has excellent intelligence and a special ability to learn fast Schools may give students the opportunity to upgrade during the academic year. The school has appointed a committee consisting of an academic committee. And at least 1 representative of the educational service area or jurisdiction of the school when the students meet all the following 3 conditions

1. Having academic records in the past academic year and academic performance during the year in excellent condition
2. Having the appropriate maturity to study at a higher level
3. Pass the assessment of knowledge and competency according to all annual indicators in the current semester 2 and semester 1 of the next academic year.

Approval for promotion to higher education is 1 level. This class requires the consent of students and parents and must be completed before the start of the second semester of that academic year.

4. Primary education completion criteria

1) Learners learn basic courses and additional courses / activities According to the study time structure specified by the program

2) Students must have the results of the basic course assessment pass the minimum assessment criteria (from 1.00 upwards).

3) Students are evaluated from "passed" or higher in assessing reading, analytical thinking and writing.

4) Students are evaluated from "passed" or above in the evaluation of desirable characteristics.

5) Learners participate in the learner development activities and have a "pass" evaluation in all activities of the student development activities.

KUSK

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