

Citizenship

Course Description	A high-quality citizenship education helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.
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Course Aims	<p>The Citizenship course should ensure that all students:</p> <ul style="list-style-type: none">• acquire a good knowledge and understanding of how Thailand is governed, its political system and how citizens participate actively in its system of government.• develop the students' positive civic attitudes and a sense of belonging to the family, the community and the state so that they are ready to lead to the betterment of the family, the community and the world.• develop a comprehensive knowledge and understanding of the role of law and the judicial system in Thai society and how laws are shaped and enforced.• develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.• are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.
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Course Content	<p>The students should be taught about:</p> <ul style="list-style-type: none">• the liberties enjoyed by citizens of Thailand• the various functions and uses of money, the important practice of budgeting and money management• the development of the political system in Thailand, including the roles of citizens, the government and the monarchy• the various rules and laws and the justice system, including the police, the courts and tribunals• the roles of public institutions and voluntary groups in society, and the way citizens work together to improve their communities• the operation of the government, including voting and elections and the role of political parties <p>The students should be educated about issues regarding:</p> <ul style="list-style-type: none">• The meaning of citizenship• The importance of family• Neighbouring communities• Regional communities• The national community• The International community• Current issues• Life, dignity and equality• Freedom• Citizenship and civil society• Love and concern for the country and society• Voluntary work• Issues pertaining within the province• Democracy• Fairness and justice• Critical thinking <p>Truancy: Why schools and education are important Parents responsibilities regarding truancy The laws regarding truancy The reasons for truancy The history of schools How schools now differ from schools in the past The differences in law in various countries Expulsion</p>
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	<p>Reasons for expulsion The laws regarding expulsion The parents' role in their child's education Injuries while at school The law regarding injuries at school</p> <p>Parents: The roles and responsibilities of parents What makes a good parent?</p> <p>Punishment: The laws regarding punishing young children How should parents punish their children Corporal punishment</p> <p>Rights and responsibilities: Politics Marriage The ageing process</p> <p>Bullying: What is bullying How should teachers deal with bullying? How can bullying be stopped?</p> <p>Crime: Criminal damage Criminal responsibility Murder Criminal charges</p> <p>Racism: Racist crime The law regarding racism</p> <p>Working lives: The age laws regarding young children Working wages Work times and breaks</p> <p>A Duty of Care: Trading standards The law</p>
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<p>Assessment Objectives</p> <p>(Specifications and Standards)</p>	<p>AO1: Knowledge and understanding Students shall be able to recall, select and communicate knowledge and demonstrate understanding in design and technology including their wider effects.</p> <p>AO2: Skills and application: Students shall be able to apply knowledge, understanding and skills in a variety of contexts and in designing and making products.</p> <p>AO3: Analysis and evaluation: Analyse and evaluate products, including their design and production</p>
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<p>Scheme of Assessment</p> <p>(Evaluation of Student Performance)</p>	<p>The evaluation of the students' skills in communication, problem-solving, data collection and evaluating events, should be carried out through debates, discussions and essays.</p> <p>To evaluate their attitude and competence, the students should be encouraged to develop their evaluation skills by keeping a portfolio representing their work, such as, homework assignments, records and activity reports.</p> <p>The students should participate in opinion surveys:</p> <p>Multiple choice Open-ended questions Questionnaires</p> <p>By using role plays the teacher will be able to detect the level of student understanding, their analytical power and attitudes towards certain issues.</p> <p>Through teacher-student discussion, teachers can identify the skills that the students need to strengthen and their weaknesses that need to be built upon.</p> <p>Approximate weighting of assessment objectives for qualification: AO1: 30 % AO2: 50 % AO3: 20 %</p> <p>Weighting of formative and summative assessments (Y7-9):</p>
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	Formative (progressive) assessments: Before midterm: 20% After midterm: 20% Midterm Examination: 30% Final Examination: 30%
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Grading Policy	<u>Years 7-8-9</u> All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher's term projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group. Formative assessments may be given a mark, a grade or a comment. It values teacher judgement and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy. 90-100%: A* 80-89%: A 75-79%: B+ 70-74%: B 65-69%: C+ 60-64%: C 55-59%: D+ 50-54%: D 0-49%: F
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