



Thailand Mathematics Curriculum Framework

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The meaning of curriculum

- not a list of topics
- Includes all instructional materials, equipment, and other learning resources
- attempt to help teachers to teach the course



Curriculum Format

There are 5 main sections:

- 1) Why study mathematics?
- 2) What is to be learned in mathematics?
- 3) Learning Standards
- 4) Quality of learners
- 5) Indicators and Core Content



Learning Standards

Strand 1: Numbers and Operations

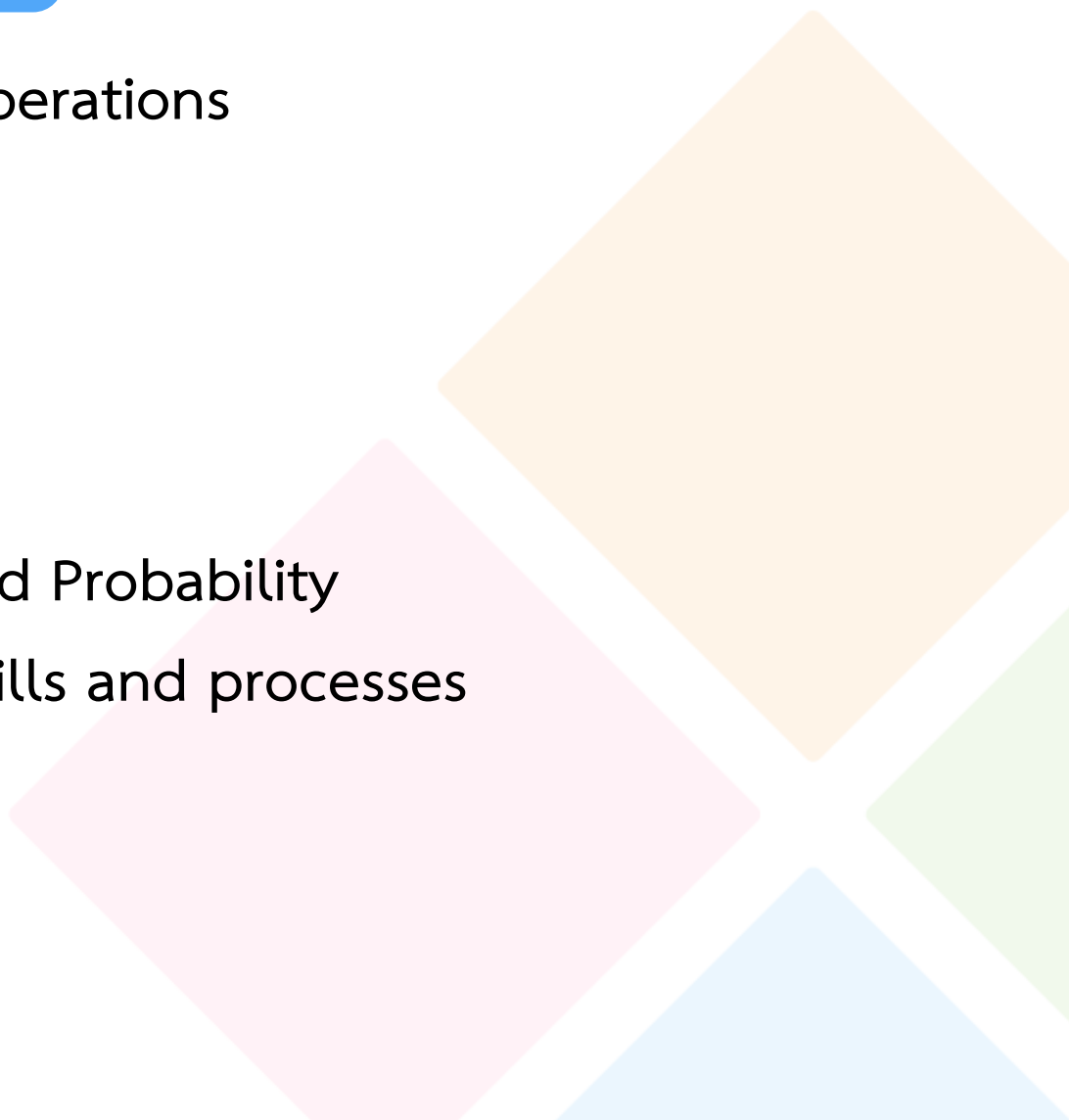
Strand 2: Measurement

Strand 3: Geometry

Strand 4: Algebra

Strand 5: Data Analysis and Probability

Strand 6: Mathematical skills and processes





Learning Standards

Strand 1: Numbers and Operations

Students should be able to:

Standard M 1.1: Understand various ways numbers are represented and used in the real world.

Standard M 1.2: Understand the effects of operations on numbers and the relationships among the operations, and use the number operations in solving problem.



Learning Standards

Strand 1: Numbers and Operations

Students should be able to:

Standard M 1.1: understand various ways numbers are represented and used in the real world.

Grade	Indicators	Core Content
1	1. Read and write whole numbers up to 100 in Hindu-Arabic numerals and Thai numerals to represent quantities.	<ul style="list-style-type: none">Counting to tell the number of objectsWriting Hindu-Arabic numerals and Thai numeralsReading numbers represented in Hindu-Arabic numerals and Thai numeralsCounting forward by 1s and 2sCounting backward by 1s
	2. Compare and order whole numbers up to 100.	<ul style="list-style-type: none">Place value and the value of each digit in a numberUsing expanded forms to represent numbersComparing numbers by the using the symbols =, \neq, $>$ and $<$



Suggestions for SEA-BAS

1. Since some concepts in Measurement Domain such as length, weight, and volume need understanding of some Geometry concepts and visualization ability, therefore Domain Framework Measurement and Geometry should be combined into one domain.



Suggestions for SEA-BAS

2. The contents under the domain (hierarchy) are quite repetitive. We may not need all three columns; topics, subtopics, and learning standards. For example, we could eliminate subtopic column and rearrange the learning standards.



Next Step for SEA-BAS

- identify whether CCRLS are broadly comparable to each of the country's national standards within appropriate contexts