



| Unit Name and Number | Week No. | Content Headings | Key Sub-Topics / Context / Vocabulary | Projects / Graded Assignments | Question Style for Exam | Justification for Exam Content: Bloom's Taxonomy | Government Objectives |
|---|----------|---|--|-----------------------------------|---|---|--|
| Economics Unit 1. Producers and Consumers | 1 | 1. Roles of producers 2. Roles of consumers | 1. Roles of producers 2. Attitudes to the effective and efficient use of resources 3. Qualification of good consumers 4. Value and benefits to consumer awareness | workbook activity on pages 39-42 | Write the roles of producers, consumers, banks and the government into diagram. | Create | SO3.1 Explain the roles and responsible of producers. SO3.1 Explain the roles of sharp consumers. |
| | | Activities: Summarize the roles and consumers in a conceptual map. | role, producers, consumers | | | Students are going to create a diagram of the relationship of between producers, consumers, banks and the government. | |
| Unit 2. Sustainable uses of resources | 2 | 1. Principles and methods to maximize the use of resources 2. Benefits of sustainable use of resources 3. Awareness of the value and limits of available resources. | | workbook activity on pages 46-47. | Multiple choice | Understand | SO3.1 Tell the methods and benefits of sustainable utilization of resources. |
| | | Activities: Draw or choose one item of resources then tell the methods and principles of maiming the product. | principles, methods, maximize, reduction, repeated, processing, refusal, repair | | | Students read and understand the sentences of the methods and benefits of sustainable use of resources. | |



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| Unit 2 / | 3 | Unit quiz | | | | | |
| Unit 3. Economic relations | 4 | 1. Relationships between the producers, the consumers, the banks and the government | 1. Definition of economic system, economic units and economic relations 2. Earnings, expenses, savings, and investments | Read the news story about economy then answer the questions on page 52. (workbook) | Multiple choice | Understand | SO3.2 Explain the relationships between the producers, the consumers, the banks and the government. |
| | | Activities: Draw a chart showing the relationships between economic units and the banks | economic system, economic units, household units, business units, government units, earn income, purchase, savings | | | Students would be able to read and understand of the relationship of economic relations. | |
| | 5 6 | 2. Taxes | 1. Definition and importance 2. Types of taxes 3. Taxation collection agencies 4. Benefits of taxes | Exercises on pages 53-54 activity book. | Multiple choice | Understand | |
| | | Activities: Bring different receipts of purchases in class as reference in studying taxation. | tax, direct taxation, indirect taxation, value-added tax, receipt, customs duty, excise | | | Students choose the letter of the best answer of the correct meaning of the terms. | |



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| Unit. 4 Economic integration within the local area | 7 | 1. Saving group 2. Housewives group 3. Village fund | | | Multiple choice | Understand | SO3.2 Cite examples of economic grouping in the local area. |
| | | Activities: Do learning activities on page 65 number 1. | Saving group, housewives group, encourage, | Do activity book on pages 59-61 | | Students choose the letter of the best answer of the correct meaning of the terms. | |
| | 8 | Unit quiz | | | | | |
| | 9 | Midterm Exam | | | | | |
| | 10 | Christmas Holiday | | | | | |
| Geography: Geographical Instruments | 11 12 | Geographical instruments | 1. Maps 2. Aerial photographs 3. satellite photographs | | Multiple choice | Apply | SO5.1 Use geographical instruments to specify the physical and social characteristics of the country. |
| | | Activities: Do the learning activities on page 78 number 1. present it to the class. | geographical instruments, maps, aerial photographs, Satellite photographs | | | Students choose the letter of the best answer of the correct meaning of the terms. | |



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| Geography: Physical characteristics and natural phenomena | 13 | 1. Physical characteristics of Thailand | 1. Topography 2. Soil 3. Climate | Do activity on pages 74, 75. | | Analyse | SO5.1 Explain the relationships between the physical characteristics and natural phenomena of the country. |
| | | Activities: Give examples of physical characteristics of Thailand | physical characteristics, natural phenomena, floods, severe storms, mudslides, earthquake, tsunami, drought, extreme weather | | True or false | Identify the relationship between physical characteristics and natural phenomena | |
| | 14 15 | 2. Relationships between the physical characteristics and the natural phenomena of Thailand | 1. Floods 2. Severe storms or windstorms 3. Mudslides 4. Earthquakes 5. Water waves or Tsunamis 6. Drought 7. Extreme Weather | List 5 examples of natural phenomena and write the cause and effect. | Multiple choice | Analyse | |
| | | Activities: Find one piece of news about natural phenomenon and present it in front of the class. | | | | Students choose the letter of the best answer of the correct meaning of the terms. | |



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| Geography: The natural transformation from the past to the present | 16 | Transformation of natural conditions in Thailand and the effects of their transformations from the past to the present. Activities: Give examples of the transformations that is caused by nature-made and man-made. | 1. Causes of transformations | Do activity on pages 86-88 | Multiple choice | Analyse Students choose the letter of the best answer of the correct meaning of the terms. | SO5.2 Explain the natural transformation in Thailand from the past to the present and the result of such changes. |
| | 17 | Activities: | 2. Effects of transformations of the natural conditions in Thailand | | | | |
| | 18 | Unit quiz/Review for exam Activities: | | Unit quiz page 89-90 | | | |
| | | Activities: | | | | | |
| | 19 | Final Exam | | | | | |