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<tr>
<th>Unit Name and Number</th>
<th>Week No.</th>
<th>Content Headings</th>
<th>Key Sub-Topics / Context / Vocabulary</th>
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<th>Government Objectives</th>
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<tbody>
<tr>
<td>1. How does religion relate to our daily lives?</td>
<td>1</td>
<td>1. Why religions are important to us?</td>
<td>Why religions are important to us? Quiz</td>
<td>True or False</td>
<td>Understand</td>
<td>SO1.1 Observe the moral principles of learners own religions for harmonious coexistence in the nation.</td>
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<td>Activities: Identify the picture whether Islam, Buddhist or Christianity</td>
<td>important, develop, pillar</td>
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<td>Read the sentences then write True or False.</td>
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<td>2</td>
<td>2. Story of Buddhism</td>
<td>Answer the questions regarding the story of Buddhism in by choosing the correct letter of your answer.</td>
<td>Multiple choice</td>
<td>Understand</td>
<td>SO1.1 Explain in brief the lives of the Masters of other religions.</td>
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<td>Activities: Make a poster about the life of Buddha</td>
<td>enlightenment, Nirvana, disciples, servants, monks</td>
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<td>Read the sentences carefully then choose the letter of the correct answer.</td>
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<td>3</td>
<td>Teachings of Buddhism</td>
<td>Write at least 5 teachings of Buddhism</td>
<td>True or False Matching type</td>
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<td>Apply</td>
<td>SO1.2 Have the manners of good believers as prescribed.</td>
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<td>Activities: How do Buddhist teachings relate to your life?</td>
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<td>4</td>
<td>Story of Christianity</td>
<td>founder, God, era, religious principles, kind, generous, forgive</td>
<td>Group reporting Quiz</td>
<td>Multiple choice</td>
<td>Understand</td>
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<td>Activities: Show videos of the founder of Christianity.</td>
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<td>Read the sentences then encircle the letter of the correct answer.</td>
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<td>5</td>
<td>Teachings of Christianity</td>
<td>respect, steal, greedy, respect</td>
<td>Write at least 5 teachings of Christianity</td>
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<td>Apply</td>
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<td>Activities: Group reporting about the different religions</td>
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<td>Read the sentences about the teachings then write True or false.</td>
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<td>Match the symbols of different religions to the correct word.</td>
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<td>6</td>
<td>Story of Islam</td>
<td>originate, founder, born, travel, spread</td>
<td>Quiz about the story of Islam</td>
<td>Multiple choice</td>
<td>Understand</td>
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<td>Activities: Group reporting about the different religions</td>
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<td>Read the sentences then encircle the letter of the correct answer.</td>
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<td>7</td>
<td>Teachings of Islam</td>
<td>vow, pray, fasting, faithful, prophets, judgments, ceremony</td>
<td>Identify the teachings of Islam. Quiz</td>
<td>True or false</td>
<td>Apply</td>
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<td>Activities: Group reporting about the different religions</td>
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<td>Read the sentences about the teachings then write True or false.</td>
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<td>Unit quiz</td>
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<td>9</td>
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<td>Project activity</td>
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<td>Poster making: Students are group into 3 groups. Students make a poster about the story of the founder, symbols and teachings of each religion then present it to the class.</td>
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<td>Review for Midterm Exam</td>
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<td><strong>Unit 1: Civics, Culture and living in society</strong></td>
<td>12</td>
<td>1. Peaceful communities in a democracy</td>
<td>1. Conduct ourselves to be good citizens 2. Conduct ourselves as good leaders and good followers</td>
<td>Answer pages 6-10 pages. Workbook</td>
<td>Multiple choice</td>
<td>Apply</td>
<td>SO2.1 Be good citizens and community members. SO2.1 Be good leaders and good followers. SO2.1Propose methods of peaceful coexistence in daily life.</td>
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<td>Activities: Teacher show or ask what are the people doing in the community.</td>
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<td>Unit 2: Children's rights</td>
<td>14</td>
<td>Children's rights</td>
<td>1. Children have the right to life</td>
<td>True or False</td>
<td>Apply</td>
<td>SO2.1 Analyse the children's fundamental rights provided by law.</td>
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<td>2. Children have the right to be protected</td>
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<td>Activities: Students draw a picture showing an example of children's rights. Present it to the class.</td>
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<td>right to life, cause harm, disability, torture, punish</td>
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<td>Activities: Teacher asks students to share their own experiences on having conflicts. Students analyse the causes and present ideas for resolution.</td>
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<td>3. Children have the right to develop</td>
<td>Answer the activity on pages 15-18</td>
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<td>4. Children have the right to participate</td>
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<td>development, foster, , participate, ideas</td>
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<td>Unit 3: Thai Politics</td>
<td>16</td>
<td>Thai politics</td>
<td>1. Status of the monarchy in democracy</td>
<td>Answer pages 22-23</td>
<td>Analyse</td>
<td>SO2.2 Explain the importance of the monarchy in the democratic form of government under a constitutional monarchy. SO2.2 Explain the sovereign power and the importance of the democratic system. SO2.2 Explain the people's roles and duties in the election process.</td>
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<td>monarchical duties, democratic duties, moral virtue, ethics, donation, gentleness, diligence, inflicting harm, patience, fairness</td>
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<td>Read the sentences then put a mark to the correct answer.</td>
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<td>17</td>
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<td>2. Democratic government with the monarchy under the constitution</td>
<td>Do activity on pages 24-25</td>
<td>Analyse</td>
<td>Read the texts about the role of citizens then put a mark to the correct answer.</td>
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<td>constitution, supreme law, legislative, executive, judiciary, parliament, ministers, court, equality, freedom</td>
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<td>18</td>
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<td>3. Roles of the citizen in the election process</td>
<td>Do exercises on pages 25-27</td>
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<td>roles, election, vote, candidate, eligible fill out, ballot, sign a petition</td>
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<td>Activities:</td>
<td>Create an election slogan for a friend running for president in class.</td>
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<td>Review for Midterm Exam</td>
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