

## Social Studies, Religion and Culture

### Why it is necessary to learn social studies, religion and culture

The learning area of social studies, religion and culture enables learners to acquire knowledge and understand the lives of human beings as individuals and coexisting members of a society. The area addresses self-adjustment in accord with exigencies of environmental situations and management of limited resources. Learners acquire the understanding of development and changes in accord with exigencies of various periods, times and factors, leading to understanding of oneself and others. Learners also acquire patience, forbearance and acceptance of differences. They are endowed with morality and the ability to adjust knowledge gained for application in leading their lives as good citizens of the country and desired members of the world community.

### What is learned in social studies, religion and culture

The learning area of social studies, religion and culture focuses on coexistence in societies that are interlinked and that have many differences, enabling the learners to adjust themselves to various environment. They will thus become good, responsible citizens with knowledge, skills, morality and desired values. The main strands prescribed are as follow:

- **Religion, Morality and Ethics:** the fundamental concepts about religion, morality, ethics and the principles of Buddhism or those of learners' religions; the application of religions, the principles and teachings for self-development and peaceful and harmonious coexistence; the ability to do good deeds; acquisition of desired values; continuous self-development as well as provision of services for the community
- **Civics, Culture and Living:** political and administrative systems of the present society; the democratic form of government under a constitutional monarchy; the characteristics and the importance of good citizenship; cultural differences and diversity; values under a constitutional monarchy; rights, duties and freedoms to achieve a peaceful existence in Thai society and the world community

- **Economics:** the production, distribution and consumption of goods and services; management of limited resources available; a balanced lifestyle and the application of the principles of Sufficiency Economy in daily life

- **History:** the historical times and periods; the historical methodology; the development of mankind from the past to the present; the relationships and the changes of various events; the effects of important events in the past; the personalities that influenced various changes in the past; the historical development of the Thai nation; the culture and Thai wisdom; the origins of the important civilizations of the world

- **Geography:** the physical characteristics of the earth; the physical characteristics, resources and climate of Thailand and various other regions of the world; the utilization of maps and geographical instruments; the inter-relationship of various things in the natural system; the relationship between man and the natural environment and man-made objects; the presentation of geo-data and information; the preservation of the environment for sustainable development

## Learners' Quality

### Grade 3 graduates

- Know about themselves and those around them as well as the local environment, the places where they live, can link the experiences to the wider world

- Have skills, and necessary knowledge to develop morality, ethics, behaviour and practices in accord with the principles and teachings of their religions; be good citizens and have a sense of responsibility; live and work with others; participate in the classroom activities, and put decision-making into practice

- Know about themselves, and their families, schools and communities on an integrated basis; understand concepts about the present and the past; have fundamental economic knowledge; have been given ideas about family income and expenses understand the roles of producers and consumers; know basic saving and the methodology of Sufficiency Economy

- Know and understand the basic concepts of religion, morality, ethics, civics, economics, history and geography, so as to provide foundation for nigher understanding

### Grade 6 graduates

- Know about their own provinces, regions and the country regarding history, physical characteristics, societies, traditions and culture as well as politics, administration and economic situations, with emphasis on Thai nationhood

- Understand the religion, morality and ethics; observe the principles and teachings of their religions, as well as exhibit greater participation in the religious rites and ceremonies

- Conduct themselves well in accord with the status, roles, rights and duties as well as exhibit greater participation in their customs, traditions and culture activities

- Compare the information of provinces in Thailand with neighbouring countries; develop the sociological concepts regarding to religions, morality, ethics, civics, economics, history and geography in order to gain experiences and understanding of the eastern and western worlds regarding to religions, morality, ethics, values, beliefs, customs, traditions, culture and way of life; develop the concepts of organisation of social order and social change from the past to the present

### Grade 9 graduates

- Know about world affairs through comparative studies of Thailand and countries in various regions of the world in order to develop the concepts of peaceful coexistence

- Gain essential skills in order to become critical thinkers; develop the concepts and widened experiences in comparing Thailand with other countries i.e., Asia, Australia, Oceania, Africa, Europe, North America and South America, regarding religions, morality, ethics, values, beliefs, customs, traditions, culture, politics, administration, history and geography using historical and sociological methods

- Know and understand the concepts and future events analysing, and put it into practice

## Grade 12 graduates

- Have wider and more profound knowledge about the world affairs
- Be good citizens, morality and ethics; observe the principles of their religions as well as desired values; live happily with others in the society; have potentiality to further their education
- Know about This wisdom, pride in Thai nationalism, the history of the Thai nation; adhere to the way of life and the democratic form of government under a constitutional monarchy
- Have good consumption habits; appropriately choose and decide on consumption; be aware of and participate in preservation of Thai traditions, culture and the environment, love their local areas and the country; be dedicated to providing services and good things for the society
- Have knowledge and capability of managing their own learning; be able to guide themselves and seek knowledge from various learning sources lifelong

## Strand 1: Religion, Morality and Ethics

Standard SO1.1: Knowledge and understanding of the history, the importance, the Masters and the moral principles of Buddhism or those of one's faith and other religions; having the right faith; adherence to and observance of the moral principles for peaceful coexistence

### Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>1. Recount in brief the life of the Buddha or the lives of the Masters of learners' own religions.</p> <p>2. Appreciate and tell the models of living and the insights from the disciples, lives, the Buddha's previous lives, the tales and exemplary believers as prescribed.</p>	<p>1. Tell the importance of Buddhism or that of learners' own religions.</p> <p>2. Summarise the life of the Buddha from birth to ordination or the lives of the Masters of learners' own religions as prescribed.</p>	<p>1. Explain the importance of Buddhism or that of learners' own religions as a significant foundation of Thai culture.</p> <p>2. Summarise the life of the Buddha from the practice of self-mortification to the Great Decease or the lives of the Masters of learners' own religions as prescribed.</p>	<p>1. Explain the importance of Buddhism or that of learners' own religions as the spiritual focal point for believers.</p> <p>2. Summarise the life of the Buddha from enlightenment to propagation or the lives of the Masters of learners' own religions as prescribed.</p>	<p>1. Analyse the importance of Buddhism or that of learners' own religions as cultural heritage and a pivot for developing the Thai nation.</p> <p>2. Summarise the life of the Buddha from arrival at the town of Kapilavastu to his important deeds or the lives of the Masters of learners' own religions as prescribed.</p>	<p>1. Analyse the importance of Buddhism as the national religion or the importance of learners' own religions.</p> <p>2. Summarise the life of the Buddha from the announcement of his coming death to the Four Holy Places of Buddhism or the lives of the Masters of learners' own religions as prescribed.</p>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> <li>1. Explain the dissemination of Buddhism or learners' own religions to Thailand.</li> <li>2. Analyse the importance of Buddhism or learners' own religions for the Thai social environment as well as self-development and family development.</li> <li>3. Analyse the life of the Buddha from birth to the practice of self-mortification or the lives of the Masters of learners' own religions as prescribed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the dissemination of Buddhism or learners' own religions to neighbouring countries.</li> <li>2. Analyse the importance of Buddhism or that of learners' own religions in contributing to mutual understanding with neighbouring countries.</li> <li>3. Analyse the importance of Buddhism or that of learners' own religions as a foundation of culture, national identity and national heritage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the dissemination of Buddhism or learners' own religions to various countries worldwide.</li> <li>2. Analyse the importance of Buddhism or that of learners' own religions in contributing to civilisation and world peace.</li> <li>3. Discuss the importance of Buddhism or that of learners' own religions and the principles of the Sufficiency Economy Philosophy and the sustainable development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse Indian society and religious beliefs before the period of the Buddha or the past societies of the Masters of learners' own religions.</li> <li>2. Analyse the Buddha as a human being with high self-training in enlightenment, founding, teaching methods and dissemination of Buddhism or analyse lives of the Masters of learners' own religions as prescribed.</li> <li>3. Analyse the life of the Buddha regarding religious administration or analyse the lives of the Masters of their religions as prescribed.</li> <li>4. Analyse the practices of the Middle Path in Buddhism or the concepts of learners' own religions as prescribed.</li> <li>5. Analyse the development of proper faith and wisdom in Buddhism or the concepts of learners' own religions as prescribed.</li> </ol>

## Strand 1: Religion, Morality and Ethics

Standard SO1.1: Knowledge and understanding of the history, the importance, the Masters and the moral principles of Buddhism or those of one's faith and other religions; having the right faith; adherence to and observance of the moral principles for peaceful coexistence

### Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>3. Tell the meaning and respect the Triple Gems, observe the principles of the Three Admonitions of the Buddha, or the moral principles of learners' own religions as prescribed.</p> <p>4. Appreciate and pray to extend loving-kindness to all and be conscious or the spiritual development in accord with the guidelines of learners' own religions as prescribed.</p>	<p>3. Appreciate and tell the models of living and the insights from the the disciples' lives, the Buddha's previous lives, the tales and exemplary believers as prescribed.</p> <p>4. Tell the meaning, the importance and respect the Triple Gems and observe the principles of the Three Admonitions in Buddhism, or the moral principles of learners' own religions as prescribed.</p>	<p>3. Appreciate and tell the models of living and the insights from the the disciples' lives the Buddha's previous lives, the tales and exemplary believers.</p> <p>4. Tell the meaning and the importance of the Tipitaka (the three divisions of the Buddhist Canon) or the scriptures of learners' own religions.</p>	<p>3. Appreciate and conduct themselves in accord with the models of living and the insights from the the disciples' live, the Buddha's previous lives, the tales and exemplary believers as prescribed.</p> <p>4. Pay respect to the Triple Gems, observe the principles of the Threefold Learning and the Three Admonitions in Buddhism, or the moral principles of learners' own religions as prescribed.</p>	<p>3. Appreciate and conduct themselves in accord with the models of living and the insights from the the disciples' live, the Buddha's previous lives, the tales and exemplary believers as prescribed.</p> <p>4. Explain the components and the importance of the Tipitaka (the three divisions of the Buddhist Canon) or the scriptures of learners' own religions.</p>	<p>3. Appreciate and conduct themselves in accord with the models of living and the insights from the the disciples' live, the Buddha's previous lives, the tales and exemplary believers as prescribed.</p> <p>4. Analyse the importance and respect the Triple Gems, observe the principles of the Threefold Learning and the Three Admonitions of the Buddha or the principles</p>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<p>4. Analyse and conduct themselves in accord with the models of living and the insights from the disciples' lives, the Buddha's previous lives, the tales and exemplary believers as prescribed.</p> <p>5. Explain the Buddha's virtues and the important teachings within the framework of the Four Noble Truths or explain the principles of learners' own religions as prescribed; appreciate and apply the teaching for solving their own problems and those of their families.</p>	<p>4. Analyse the importance of Buddhism or that of learners' own religions for community development and for organising social order.</p> <p>5. Analyse the life of the Buddha or the lives of the Masters of learners' own religions as prescribed.</p> <p>6. Analyse and conduct themselves in accord with the models of living and the insights from the disciples' lives, the Buddha's previous lives, the tales and exemplary believers as prescribed.</p>	<p>4. Analyse the life of the Buddha from various poses of Buddha images or analyse the lives of the Masters of learners' own religions as prescribed.</p> <p>5. Analyse and conduct themselves in accord with the models of living and the insights from the disciples' lives, the Buddha's previous lives, the tales and exemplary believers as prescribed.</p> <p>6. Explain the virtues of the Sangha and the important teachings within the framework of the Four Noble Truths or the moral principles of learners' own religions as prescribed.</p>	<p>6. Analyse the democratic characteristics in Buddhism or the democratic concepts in learners' own religions as prescribed.</p> <p>7. Analyse the Buddhist principles and the scientific principles or the concepts of learners' own religions as prescribed.</p> <p>8. Analyse self-training and self-development, self-reliance and determination to attain liberation in Buddhism or similar concepts in the learners' own religions as prescribed.</p> <p>9. Analyse Buddhism as the science of education that emphasises the relationship between the causes and problem-solving methods or similar concepts in learners' own religions as prescribed.</p> <p>10. Analyse Buddhism regarding self-training to avoid heedlessness; aim to achieve the benefits and the personal, social and world peace or the concepts of learners' own religions as prescribed.</p>

## Strand 1: Religion, Morality and Ethics

Standard SO1.1: Knowledge and understanding of the history, the importance, the Masters and the moral principles of Buddhism or those of one's faith and other religions; having the right faith; adherence to and observance of the moral principles for peaceful coexistence

### Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	5. Appreciate the family members' and other people's good deeds in accord with the religious principles. 6. Appreciate and pray to extend loving-kindness to all, and be conscious or spiritual development in accord with the guidelines of learners' own religions as prescribed.	5. Pay respect to the Triple Gems and observe the principles of the Three Admonitions in Buddhism, or the moral principles of learners' own religions as prescribed. 6. Appreciate and pray to extend loving-kindness to all, and be conscious or spiritual development in accord with the guidelines of learners' own religions as prescribed.	5. Appreciate family members' and other people's good deeds in accord with the religious principles, as well as tell the guidelines for living. 6. Appreciate and pray to extend loving-kindness to all, and be conscious or spiritual development in accord with the guidelines of learners' own religions as prescribed.	5. Pay respect to the Triple Gems and observe the principles of the Threefold Learning and the Three Admonitions in Buddhism, or the moral principles of learners' own religions as prescribed. 6. Appreciate and pray to extend loving-kindness to all, and be conscious or spiritual development in accord with the guidelines of learners' own religions as prescribed.	of learners' own religion as prescribed. 5. Appreciate their countrymen's good deeds in accord with the religious principles and put it into practice. 6. Appreciate and pray to extend loving-kindness to all, train their spirit and acquire wisdom; be conscious or spiritual development in accord with the guidelines of learners' own religions as prescribed.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<p>6. Appreciate the values of spiritual development for learning and living by adopting the Yonisonamasikara way of thinking, i.e., through the approach of true-false values, benefits-harms and solutions, or spiritual development in accord with the guidelines of learners' own religions.</p> <p>7. Pray to extend loving-kindness to all, train their spirit and acquire wisdom through conscious breathing or in accord with the guidelines of learners' own religions as prescribed.</p>	<p>7. Explain in brief the structure and the areas of the Tipitaka (the three divisions of the Buddhist Canon) or the scriptures of learners' own religions.</p> <p>8. Explain the Buddha's virtues and the important teachings within the framework of the Four Noble Truths, or explain the principles of learners' own religions as prescribed; appreciate and put it into practice.</p>	<p>7. Appreciate and analyse self-conduct in accord with the moral principles of self-development to prepare themselves for work and for family life.</p> <p>8. Appreciate the values of spiritual development for learning and living by adopting the Yonisonamasikara way of thinking, i.e., through the approach of the Four Noble Truths and through investigation for root causes, or the spiritual development in accord with guidelines of learners' own religions.</p>	<p>11. Analyse Buddhism and Sufficiency Economy Philosophy and the national sustainable development or the concepts of learners' own religions as prescribed.</p> <p>12. Analyse the importance of Buddhism regarding the perfect education, politics and peace or the concepts of learners' own religions as prescribed.</p> <p>13. Analyse the principles within the framework of the Four Noble Truths or the principles of the teachings of learners' own religions.</p> <p>14. Analyse the insights and the models of living from the disciples' lives, the Buddha's previous lives, the tales and exemplary believers as prescribed.</p> <p>15. Analyse the values and the importance of settling questions of doctrine and fixing the text of the Tipitaka (the three divisions of the Buddhist Canon) or the scriptures of learners' own religions and dissemination of doctrine.</p>

**Strand 1: Religion, Morality and Ethics**

Standard SO1.1: Knowledge and understanding of the history, the importance, the Masters and the moral principles of Buddhism or those of one's faith and other religions; having the right faith; adherence to and observance of the moral principles for peaceful coexistence

**Grade-level Indicators**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	7. Tell the names of the religions, the Masters and the importance of the scriptures of learners' own religions and those of other religions.	7. Tell the names and the importance of, and behave appropriately towards the religious objects, places and people of learners' own religions.	7. Observe the moral principles of learners' own religions for harmonious coexistence in the nation. 8. Explain in brief the lives of the Masters of other religions.	7. Observe the principles of learners' own religions to develop themselves and the environment.	7. Observe the moral principles of learners' own religions to solve problems of the evil paths and addictive substances. 8. Explain in brief the important principles of other religions. 9. Explain the important characteristics of religious rites and ceremonies of other religions and conduct themselves appropriately when participating in such rites and ceremonies.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<p>8. Analyse and observe the moral principles of learners' own religions based on the principles of Sufficiency Economy, and care for and protect the environment for peaceful coexistence.</p> <p>9. Analyse the reasons using to learn other religions.</p> <p>10. Treat other religion believers appropriately.</p> <p>11. Analyse actions of the exemplary figures in religious relations and present guidelines for their own actions.</p>	<p>9. Appreciate the values of spiritual development for learning and living by adopting the Yonisonamasikara way of thinking, i.e., through the means of stimulating morality and the relationships of spiritual teachings, or spiritual development in accord with the guidelines of learners' own religions.</p> <p>10. Pray to extend loving-kindness to all, train their spirit and acquire wisdom through conscious breathing or in accord with the guidelines of learners' own religions.</p>	<p>9. Pray to extend loving-kindness to all, train their spirit and acquire wisdom through conscious breathing or in accord with the guidelines of learners' own religions.</p> <p>10. Analyse the differences and accept the ways of life of other religion believers.</p>	<p>16. Firmly believe in the effects of doing good deeds and evil; analyse situations and decide to take action or conduct themselves reasonably and appropriately in accord with the moral and ethical principles, and set goals and roles in life for peaceful coexistence and harmonious coexistence in the nation.</p> <p>17. Explain in brief the lives of the Masters of other religions.</p> <p>18. Appreciate and realise the importance of ethical values that determine the different beliefs and behaviours of believers of various religions for eliminating conflicts and for peaceful coexistence in society.</p>

**Strand 1: Religion, Morality and Ethics**

Standard SO1.1: Knowledge and understanding of the history, the importance, the Masters and the moral principles of Buddhism or those of one's faith and other religions; having the right faith; adherence to and observance of the moral principles for peaceful coexistence

**Grade-level Indicators**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
	<p>11. Analyse self-conduct in accord with the moral principles of learners' own religions for appropriate behaviour amidst the tide of global change and for peaceful coexistence.</p>		<p>19. Appreciate the values of, firmly believe and show determination for personal improvement through the spiritual and learning development by adopting the Yonisonamasikara way of thinking, or the spiritual development in accord with the guidelines of learners' own religions.</p> <p>20. Pray to extend loving-kindness to all, train their spirit and acquire wisdom in accord with the principles of the foundations of consciousness or the guidelines of their religions.</p> <p>21. Analyse the major moral principles for peaceful coexistence of other religions, persuade, encourage and provide support others to recognise the importance of mutually doing good deeds.</p> <p>22. Propose the guidelines to organise cooperative activities of all religions for problem-solving and social development.</p>

**Strand 1: Religion, Morality and Ethics**

Standard SO1.2: Understanding, awareness and personal conduct of devout believers; and furtherance of Buddhism or one's faith

**Grade-level Indicators**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<ol style="list-style-type: none"> <li>1. Provide services to temples or places of worship of their religions.</li> <li>2. Profess themselves as Buddhists or believers of their religions.</li> <li>3. Conduct themselves correctly in religious rites and ceremonies and on important religious days as prescribed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct themselves appropriately and correctly towards the disciples of their religions as prescribed.</li> <li>2. Conduct themselves correctly in religious rites and ceremonies as prescribed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct themselves appropriately and correctly towards the disciples, places of worship, and religious objects of their religions as prescribed.</li> <li>2. Appreciate the values of and conduct themselves correctly in religious rites and ceremonies and on important religious days as prescribed.</li> <li>3. Profess themselves as Buddhists or believers of their religions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss about the importance of and participate in maintaining places of worship of their religions.</li> <li>2. Have the manners of good believers as prescribed.</li> <li>3. Conduct themselves correctly in religious rites and ceremonies and on important religious days as prescribed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organise simple and useful ceremonies of their religions and conduct themselves correctly.</li> <li>2. Conduct themselves in religious rites and ceremonies and on important religious days as prescribed, and discuss the benefits obtained from participation in these activities.</li> <li>3. Have the manners of good believers as prescribed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain their knowledge of various parts of places of worship and conduct themselves appropriately.</li> <li>2. Have the manners of good believers as prescribed.</li> <li>3. Explain the benefits obtained from participation in religious rites and ceremonies and activities on important religious days as prescribed, and conduct themselves correctly.</li> <li>4. Profess themselves as Buddhists or believers of their religions.</li> </ol>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> <li>1. Provide services to places of worship of their religions.</li> <li>2. Explain the disciples' behaviour so as to serve as a model for personal conduct, and treat the disciples of their religions appropriately.</li> <li>3. Treat other people appropriately in accord with the principles of their religions as prescribed.</li> <li>4. Organise religious ceremonies and conduct themselves correctly in religious rites and ceremonies.</li> <li>5. Explain the history and the importance of the religious days as prescribed, and conduct themselves correctly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Treat other people appropriately in accord with the principles of their religions as prescribed.</li> <li>2. Have the manners of good believers as prescribed.</li> <li>3. Analyse the values of religious rites and conduct themselves correctly.</li> <li>4. Explain the teachings related to important religious days and conduct themselves correctly.</li> <li>5. Explain the differences of religious rites and ceremonies in accord with the practices of other religions with a view to attaining mutual acceptance and understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse the disciples' duties and roles and treat the disciples correctly as prescribed.</li> <li>2. Treat other people appropriately in accord with the religious principles as prescribed.</li> <li>3. Do the duties of good believers.</li> <li>4. Conduct themselves correctly in religious rites and ceremonies.</li> <li>5. Explain the history of important religious days as prescribed, and conduct themselves correctly.</li> <li>6. Profess themselves as Buddhists or believers of their religions.</li> <li>7. Present the guidelines to the uphold their religions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Treat the disciples, family members and those around them appropriately.</li> <li>2. Conduct themselves correctly in religious rites and ceremonies in accord with the principles of their religions.</li> <li>3. Profess themselves as Buddhists or believers of their religions.</li> <li>4. Analyse the moral principles and doctrines related to the important days and the festivals of their religions, and conduct themselves correctly.</li> <li>5. Organise the seminars and propose the guidelines to uphold their religions resulting the development of themselves, of the nation and of the world.</li> </ol>

**Strand 2: Civics, Culture and Living in Society**

Standard SO2.1: Understanding and personal conduct in accord with the duties and the responsibilities of good citizens; observance and preservation of Thai tradition and culture; and enjoying peaceful coexistence in Thai society and the world community

**Grade-level Indicators**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<ol style="list-style-type: none"> <li>Specify the advantages and be a good member of the family and the school.</li> <li>Cite examples of their own goodness and that of others and tell the effects of those goodnesses.</li> </ol>	<ol style="list-style-type: none"> <li>Observe the agreements, rules, regulations, orders and duties required in daily life.</li> <li>Observe Thai manners.</li> <li>Show behaviour of accepting different ideas, beliefs and practices without prejudice.</li> <li>Respect their own rights and those of others.</li> </ol>	<ol style="list-style-type: none"> <li>Summarise the benefits of and observe family and local traditions and culture.</li> <li>Tell their own way of life and that of others in diversified cultures.</li> <li>Explain the significance of the important official holidays.</li> <li>Cite examples of people whose achievements are beneficial to their communities.</li> </ol>	<ol style="list-style-type: none"> <li>Be good citizens and community members.</li> <li>Be good leaders and good followers.</li> <li>Analyse the children's fundamental rights provided by law.</li> <li>Explain the cultural differences of various groups of local people.</li> <li>Propose methods of peaceful coexistence in daily life.</li> </ol>	<ol style="list-style-type: none"> <li>Cite examples and conduct themselves in accord with the status, roles, rights, freedoms and duties of good citizens.</li> <li>Propose methods of protecting themselves and others from the violation of children rights.</li> <li>Appreciate the values of Thai culture that affect the way of life in Thai society.</li> </ol>	<ol style="list-style-type: none"> <li>Abide by the laws relating to the daily life of their families and communities.</li> <li>Analyse the cultural changes over time and preserve the fine culture.</li> <li>Show Thai manners appropriately.</li> <li>Explain the different cultural values of various groups of people in Thai society.</li> </ol>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> <li>1. Abide by the laws in protecting personal rights.</li> <li>2. Specify their own capacity of providing services to the society and the nation.</li> <li>3. Discuss about the cultural values which either are the factors of gaining good relationship or may lead to mutual misunderstanding.</li> <li>4. Show respect their own rights and freedoms and those of others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain and abide by the laws relating to themselves, their families, communities and the country.</li> <li>2. Appreciate the values of self-conduct in accord with the status, roles, duties, freedoms and duties of good citizens along the democratic path.</li> <li>3. Analyse the roles, the importance and the relationships of social institutions.</li> <li>4. Explain the similarities and the differences between Thai culture and those of other countries in the Asian region in order to gain creating mutual understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the differences of committing misdeeds in criminal and civil cases.</li> <li>2. Participate in protecting others in accord with the principles of human rights.</li> <li>3. Preserve Thai culture and choose to absorb appropriate universal culture.</li> <li>4. Analyse the factors of conflicts in the country, and propose ideas to mitigate the conflicts.</li> <li>5. Propose the concepts of living happily in the country and in the world community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse and abide by the laws relating to themselves, their families, communities, the nation and the world community.</li> <li>2. Analyse the importance of social structure, social refinement and social changes.</li> <li>3. Conduct themselves and participate in encouraging others to conduct themselves so as to be good citizens of the nation and the world community.</li> <li>4. Evaluate the human rights situations in Thailand and propose the developmental guidelines.</li> <li>5. Analyse the necessity to improve, change and preserve Thai culture and choose to absorb universal culture.</li> </ol>

**Strand 2: Civics, Culture and Living in Society**

Standard SO2.1: Understanding and personal conduct in accord with the duties and the responsibilities of good citizens; observance and preservation of Thai tradition and culture; and enjoying peaceful coexistence in Thai society and the world community

**Grade-level Indicators**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				4. Participate in the preservation and dissemination of the local wisdom of their communities.	5. Follow various, information and events in daily life, and choose to receive and utilise the information appropriately.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12

**Strand 2: Civics, Culture and Living in Society**

Standard SO2.2: Understanding of the political and administrative systems of the present society; adherence to, faith in, and upholding of the democratic form of government under a constitutional monarchy

**Grade-level Indicators**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> <li>1. Tell the structure, roles and duties of the family and the school members.</li> <li>2. Specify their own roles, rights and duties in the family and in the school.</li> <li>3. Participate in decision-making and take part in the family and the school activities through democratic processes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the relationship between themselves and the family members as part of the community.</li> <li>2. Specify those with the authority in decision-making in school and in community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Specify the roles and duties of community members in participating in various activities through democratic processes.</li> <li>2. Analyse the differences of decision-making processes in class, school and community by means of direct voting and by electing representatives to vote.</li> <li>3. Cite examples of changes in classroom, school and community resulting from individual and group decisions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the sovereign power and the importance of the democratic system.</li> <li>2. Explain the people's roles and duties in the election process.</li> <li>3. Explain the importance of the monarchy in the democratic form of government under a constitutional monarchy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the structure, power, duties and importance of local administration.</li> <li>2. Specify the roles, duties and methods of assuming posts in local administrations.</li> <li>3. Analyse the community benefits received from the local administration organizations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the roles and duties of the local administrations and those of the central government.</li> <li>2. Participate in the democracy activities in local areas and in the country.</li> <li>3. Discuss about the roles and the importance of exercising electoral rights in the democratic system.</li> </ol>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> <li>1. Explain in brief the principles, intents, structure and important substance of the current Constitution of the Kingdom of Thailand.</li> <li>2. Explain the roles of balancing sovereign powers in the current Constitution of the Kingdom of Thailand.</li> <li>3. Observe the provisions of the current Constitution of the Kingdom of Thailand concerning themselves.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the legislative process.</li> <li>2. Analyse the political and administrative information affecting the present Thai society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain various forms of government adopted at present time.</li> <li>2. Make a comparative analysis of Thailand's form of government and those of other countries with democratic systems of government.</li> <li>3. Analyse various provisions of the current Constitution relating to elections, participation and checking application of state power.</li> <li>4. Analyse problematic issues that hamper democratic development of Thailand and propose remedial guidelines.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse the important political issues of various countries from various sources of information as well as propose remedial guidelines.</li> <li>2. Propose political and administrative guidelines leading to creating understanding and mutual benefits among countries.</li> <li>3. Analyse the importance and necessity to uphold the democratic form of government under a constitutional monarchy.</li> <li>4. Propose the guidelines and participate in checking application of state power.</li> </ol>

**Strand 3: Economics**

Standard SO3.1: Understanding and ability of managing resources for production and consumption; efficient and cost-effective utilization of limited resources available; and understanding the principles of Sufficiency Economy for leading a balanced life

**Grade-level Indicators**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> <li>Specify goods and services utilised in daily life.</li> <li>Cite examples of daily economical expenses and appreciate the benefits of saving.</li> <li>Cite examples of economical consumption resources in daily life.</li> </ol>	<ol style="list-style-type: none"> <li>Specify the resources utilised for producing goods and services in daily life.</li> <li>Tell their own income and expenses sources and those of their families.</li> <li>Keep records of their own income and expenses.</li> <li>Specify the advantages of appropriate expenses to the income and those of saving.</li> </ol>	<ol style="list-style-type: none"> <li>Distinguish between desire and necessity in utilising goods and services.</li> <li>Analyse their own expenses.</li> <li>Explain the limited resources available affecting goods production, goods consumption and services.</li> </ol>	<ol style="list-style-type: none"> <li>Specify the factors affecting choices in buying goods and services.</li> <li>Tell the consumers' fundamental rights and protect their own benefits as consumers.</li> <li>Explain the principles of Sufficiency Economy and apply them in their own daily lives.</li> </ol>	<ol style="list-style-type: none"> <li>Explain the factors of producing goods and services.</li> <li>Apply the concepts of the Sufficiency Economy Philosophy in organising various activities in the family, the school and the community.</li> <li>Explain the main principles and the advantages of a cooperative.</li> </ol>	<ol style="list-style-type: none"> <li>Explain the roles of responsible producers.</li> <li>Explain the roles of sharp consumers.</li> <li>Tell the methods and benefits of sustainable utilization of resources.</li> </ol>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> <li>1. Explain the meaning and the importance of economics.</li> <li>2. Analyse the values and the consuming behaviour of people in society affecting the economies of communities and the country.</li> <li>3. Explain the historical development, the principles and the importance of the Sufficiency Economy Philosophy for Thai society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse the factors affecting the investment and the saving.</li> <li>2. Explain the factors of goods production and services and the influencing factors of goods production and services.</li> <li>3. Propose the guidelines to develop local production along the lines of the Sufficiency Economy.</li> <li>4. Discuss about the guidelines to protect their own rights as consumers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the price mechanism in the economic system.</li> <li>2. Participate in problem-solving and in local development along the lines of Sufficiency Economy.</li> <li>3. Analyse the relationship between the concepts of Sufficiency Economy and those of the cooperative system.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss about fixing of prices and wages in the economic system.</li> <li>2. Realise the importance of the Sufficiency Economy Philosophy to the socio-economic system of the country.</li> <li>3. Realise the importance of the cooperative system to economic development at community and national levels.</li> <li>4. Analyse economic problems of the community and propose the remedial guidelines.</li> </ol>

**Strand 3: Economics**

Standard SO3.2: Understanding of various economic systems and institutions; the economic relations; and the necessity for economic cooperation in the world community

**Grade-level Indicators**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
1. Explain the reasons and the necessity to work legally.	1. Explain various ways of exchanging goods and services. 2. Tell the relationship between buyers and sellers.	1. Identify the goods and services procured by the state for people. 2. Identify the importance of taxes and the people's roles in paying taxes. 3. Explain the reasons in trade competition resulting the reduction of goods prices.	1. Explain the economic relationships of people in the community. 2. Explain the basic functions of money.	1. Explain the basic roles and the functions of banks. 2. Identify the advantages and the disadvantages of taking out loans.	1. Explain the relationships between the producers, the consumers, the banks and the government. 2. Cite examples of economic grouping in the local area.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> <li>1. Analyse the roles, the functions and the differences of types of financial institutions and the central bank.</li> <li>2. Cite examples of economic dependence and the competition in the country.</li> <li>3. Specify the factors influencing determination of demand and supply.</li> <li>4. Discuss about the effects of intellectual property laws.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss about various economic systems.</li> <li>2. Cite examples of the economic dependence and the competition in the Asian region.</li> <li>3. Analyse the distribution of resources in the world affecting the international economic relations.</li> <li>4. Analyse the internal and the external trade competition affecting the production quality, and quantity and the prices of goods.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the government's roles and functions in the economic system.</li> <li>2. Express the opinions about the government's economic policies and activities affecting individuals, groups of people and the nation.</li> <li>3. Discuss about the roles and the importance of international economic groupings.</li> <li>4. Discuss the effects of inflation and the liquidity shortage.</li> <li>5. Analyse the disadvantages of unemployment and the guidelines to solve unemployment problems.</li> <li>6. Analyse the causes and methods of international trade discrimination.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the government's roles concerning financial and local policies in the national economic development.</li> <li>2. Analyse the effects of economic liberalisation affecting Thai society.</li> <li>3. Analyse the advantages and the disadvantages of the international economic cooperation in various forms.</li> </ol>

**Strand 4: History**

Standard SO4.1: Understanding of the meaning and the significance of historical times and periods; and ability to use historical methodology for systematic analysis of various events

**Grade-level Indicators**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<ol style="list-style-type: none"> <li>1. Tell the days, months, year and the counting of time period, based on the calendar used in daily life.</li> <li>2. Make a sequence of the events in daily life, based on the day and time of the events.</li> <li>3. Tell their own origins and those of their families by asking those concerned.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use specific terms for the times of events in the past, present and future.</li> <li>2. Make sequences of the events in their families or in their own lives using relevant evidence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the important eras, based on the calendar used in daily life.</li> <li>2. Make sequences of the important events in school and in community using relevant evidence and data sources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Count the time period by decade, century and millennium.</li> <li>2. Explain the ages in studying the brief history of mankind.</li> <li>3. Categorise the evidence used in studying historical development of the local area.</li> </ol>	<ol style="list-style-type: none"> <li>1. Investigate historical development of the local area using a variety of evidence.</li> <li>2. Collect data from various sources in order to reasonably answer the historical questions.</li> <li>3. Explain the differences between truths and facts concerning the history of the local area.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the importance of historical methodology in making a simple study of historical events.</li> <li>2. Present data from a variety of evidence in order to understand events of the past.</li> </ol>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> <li>1. Analyse the importance of time in studying history.</li> <li>2. Compare the eras used in the various systems for studying history.</li> <li>3. Apply the historical methodology to study historical events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate the reliability of historical evidence in various forms.</li> <li>2. Analyse the differences between truths and facts of historical events.</li> <li>3. Recognise the importance of interpreting the reliable historical evidence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reasonably analyse the historical matters and the important events using historical methodology.</li> <li>2. Apply historical methodology to study various matters of their interests.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be aware of the importance of the historical times and the periods indicating the changes in the development of mankind.</li> <li>2. Create new bodies of historical knowledge through the systematic application of historical methodology.</li> </ol>

**Strand 4: History**

Standard SO4.2: Understanding of the development of mankind from the past to the present; realising the importance of the relationships and the continuous changes of events, and ability to analyse their effects

**Grade-level Indicators**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> <li>1. Tell the changes in environmental conditions, objects, utensils and lifestyles between their own time and the times of their parents and grandparents.</li> <li>2. Tell the events of the past affecting themselves at present.</li> </ol>	<ol style="list-style-type: none"> <li>1. Search for the changes in the ways of daily life of their community members from the past to the present.</li> <li>2. Explain the effects of the changes on the community members' ways of life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Specify the factors influencing the settling and development of the community.</li> <li>2. Summarise the important characteristics of the customs, traditions and culture of the community.</li> <li>3. Compare the cultural similarities and differences of their own community and other communities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain in brief the settling and the development of human beings in the pre-historic and historic ages.</li> <li>2. Cite examples of the historical evidence found in the local area that show mankind development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain in brief the influence of Indian and Chinese civilisations on Thailand and on Southeast Asia.</li> <li>2. Discuss in brief the influence of foreign cultures on the present Thai society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the present social, economic and political situations of Thailand neighbouring countries.</li> <li>2. Tell in brief the relationship of the ASEAN Group.</li> </ol>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> <li>1. Explain the social, economic and political development of the countries in the Southeast Asian region.</li> <li>2. Specify the importance of the origins of the civilisations in the Southeast Asian region.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the social, economic and political development of the Asian region.</li> <li>2. Specify the importance of the origins of the ancient civilisations in the Asian region.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain in brief the social, economic and political development of the various regions of the world.</li> <li>2. Analyse the effects of change leading to cooperation and conflicts in the 20<sup>th</sup> century as well as the attempts to solve these problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse the importance of the ancient civilisations and the communication between the Eastern and Western worlds affecting the development and the changes in the world.</li> <li>2. Analyse various important events affecting social, economic and political changes leading to the present world.</li> <li>3. Analyse the effects of expansion of influence of European countries to the continents of America, Africa and Asia.</li> <li>4. Analyse the 21<sup>st</sup> century world situation.</li> </ol>

**Strand 4: History**

Standard SO4.3: Knowledge of the historical development of Thailand as a nation; culture; Thai wisdom; cherishing, pride in and preservation of Thai nationalism

**Grade-level Indicators**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<ol style="list-style-type: none"> <li>1. Explain the meaning and the significance of the important symbols of Thai nation and conduct themselves well.</li> <li>2. Tell the important cultural places in the community.</li> <li>3. Specify what in the local area they cherish and be proud of.</li> </ol>	<ol style="list-style-type: none"> <li>1. Specify the benefactors of the local area or the nation.</li> <li>2. Cite examples of culture, tradition and Thai wisdom that should be preserved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Specify the names and brief the achievements of the Thai kings who founded the Kingdom of Thailand.</li> <li>2. Explain in brief the life and the achievements of the current king.</li> <li>3. Relate heroic deeds of the Thai ancestors who participated in defending the nation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain in brief the development of the Sukhothai kingdom.</li> <li>2. Tell the lives and the achievements of the important people of the Sukhothai period.</li> <li>3. Explain important Thai wisdom of the Sukhothai period that should be preserved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain in brief the development of the Ayutthaya and Thonburi kingdoms.</li> <li>2. Explain the factors contributing to economic prosperity and the administrative achievements of the Ayutthaya kingdom.</li> <li>3. Tell the lives and the achievements of the important people of the Ayutthaya and the Thonburi periods.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain in brief Thailand's development during the Rattanakosin period.</li> <li>2. Explain the factors contributing to Thailand's economic prosperity and the administrative achievements during the Rattanakosin period.</li> <li>3. Cite examples of achievements of the important people in various respects during the Rattanakosin period.</li> </ol>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> <li>1. Explain in brief the historical development of the Thai territory during the pre-Sukhothai period.</li> <li>2. Analyse various aspects of development of the Sukhothai kingdom.</li> <li>3. Analyse the influence of culture and Thai wisdom of the Sukhothai period and of the present Thai society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain various aspects of development of the Ayutthaya and the Thonburi kingdoms.</li> <li>2. Analyse the factors contributing to security and prosperity of the Ayutthaya kingdom.</li> <li>3. Specify Thai wisdom and culture of the Ayutthaya and the Thonburi periods and the influence of such wisdom on the development of the Thai nation in the subsequent period.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse various aspects of Thailand's development during the Rattanakosin period.</li> <li>2. Analyse the factors contributing to Thailand security and prosperity during the Rattanakosin period.</li> <li>3. Analyse Thai wisdom and culture of the Rattanakosin period and their influence on the development of the Thai nation.</li> <li>4. Analyse the roles of Thailand in the period of democracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse the important issues of Thai history.</li> <li>2. Analyse the importance of the monarchy to the Thai nation.</li> <li>3. Analyse the factors conducive to creation of Thai wisdom and Thai culture that affect the present Thai society.</li> <li>4. Analyse the achievements of the important people, both Thai and foreign, who have contributed to creating Thai culture and Thai history.</li> <li>5. Plan, set guidelines and participate in preservation of Thai wisdom and Thai culture.</li> </ol>

**Strand 4: History**

Standard SO4.3: Knowledge of the historical development of Thailand as a nation; culture; Thai wisdom; cherishing, pride in and preservation of Thai nationalism

**Grade-level Indicators**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				4. Explain the important Thai wisdom of the Ayutthaya and the Thonburi periods that should be preserved.	4. Explain the importance of Thai wisdom of the Rattanakosin period that should be preserved.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12

**Strand 5: Geography**

Standard SO5.1: Understanding of the physical characteristics of the earth and the inter-relationship of various things in the natural system which affect one another; the utilization of maps and geographical instruments for searching, analysing, drawing conclusions and efficient utilization of geo-data and information

**Grade-level Indicators**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> <li>Differentiate various things in the surroundings, both natural and man-made.</li> <li>Specify the relationships of position, distance and direction of various things in the surroundings.</li> <li>Specify the main directions and positions of various things.</li> <li>Use simple diagrams to show positions of various things in the classroom.</li> <li>Observe and tell the changes of weather in a day.</li> </ol>	<ol style="list-style-type: none"> <li>Specify various natural and man-made things seen at home and at school.</li> <li>Specify the simple positions and the physical characteristics of various things on the globe, maps, diagrams and photographs.</li> <li>Explain the relationships of phenomena between the earth, the sun and the moon.</li> </ol>	<ol style="list-style-type: none"> <li>Use maps, diagrams and photographs in efficiently searching for geo-data in the community.</li> <li>Draw simple diagrams to show locations of the important places in school and in community areas.</li> <li>Tell the relationships of the physical and the social characteristics of the community.</li> </ol>	<ol style="list-style-type: none"> <li>Use maps and photographs; specify the important physical characteristics of their own province.</li> <li>Specify sources of resources and various things in their own province using maps.</li> <li>Use maps to explain the relationships of various things in the province.</li> </ol>	<ol style="list-style-type: none"> <li>Know the positions (geographical specifications, latitude, longitude), distance and direction of their own region.</li> <li>Specify the important marks and the geographical characteristics of their own region on a map.</li> <li>Explain the relationships of the physical and the social characteristics of their own region.</li> </ol>	<ol style="list-style-type: none"> <li>Use geographical instruments (various kinds of maps, photographs) to specify the important physical and social characteristics of the country.</li> <li>Explain the relationships between the physical characteristics and the natural phenomena of the country.</li> </ol>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> <li>1. Select geographical instruments (globe, maps, graphs, charts) in searching for data to analyse the physical and the social characteristics of Thailand, Asia, Australia and Oceania.</li> <li>2. Explain the international date line and compare the days and the times of Thailand with those of other continents.</li> <li>3. Analyse the causes of the natural disasters and link the guidelines for preventing the natural disasters and the disaster warning in Thailand, Asia, Australia and Oceania.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use geographical instruments to collect, analyse and present data on the physical and social characteristics of Europe and Africa.</li> <li>2. Analyse the relationships between the physical and social characteristics of Europe and Africa.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use geographical instruments to collect, analyse and present the physical and social characteristics of North and South America.</li> <li>2. Analyse the relationships between the physical and social characteristics of North and South America.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use geographical instruments to collect, analyse and efficiently present geo-data and information.</li> <li>2. Analyse the influence of geographical conditions causing the physical problems or natural disasters in Thailand and other regions of the world.</li> <li>3. Analyse the changes in the area influenced by the geographical factors in Thailand and in various continents.</li> <li>4. Analyse whether the natural changes in the world result from human or natural actions.</li> </ol>

**Strand 5: Geography**

Standard SO5.2: Understanding of the interrelationship between man and the physical environment leading to cultural creativity; the awareness of and the participation in conservation of resources and the environment for sustainable development

**Grade-level Indicators**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> <li>1. Tell various things of natural origin affecting human life.</li> <li>2. Observe and compare the environmental changes in the surroundings.</li> <li>3. Participate in organising environmental order of their house and classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the importance and the value of natural and social environments.</li> <li>2. Distinguish and cost-effectively use the depleting and the non-depleting natural resources.</li> <li>3. Explain the relationship of seasons and human life.</li> <li>4. Participate in rehabilitating and improving the environment of school and of the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the environmental changes in the community from the past to the present.</li> <li>2. Explain the dependence on the environment and the natural resources in meeting the basic needs and livelihood of human beings.</li> <li>3. Explain about pollution caused by man.</li> <li>4. Explain the differences between urban and rural areas.</li> <li>5. Be aware of the environmental changes in the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the physical environment of the community affecting the people in the province.</li> <li>2. Explain the environmental changes in the province and the results of such changes.</li> <li>3. Participate in conservation of the environment in the province.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse the physical environment influencing the characteristics of the settling and the migration of people in the region.</li> <li>2. Explain the influence of natural environment leading to lifestyles and cultural creativity in the region.</li> <li>3. Present examples reflecting the results of conservation and destruction of the environment, and propose the concepts for environment conservation in the region.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse the relationship between the natural and the social environments in the country.</li> <li>2. Explain the natural transformation in Thailand from the past to the present and the results of such changes.</li> <li>3. Plan to use utilising the natural resources in the community.</li> </ol>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> <li>1. Explain the effects of natural changes in Asia, Australia and Oceania.</li> <li>2. Analyse the cooperation between various countries affecting natural resources in Asia, Australia and Oceania.</li> <li>3. Explore and explain the locations of economic and social activities in Asia, Australia and Oceania using a variety of data sources.</li> <li>4. Analyse the physical and the social factors affecting the flow of thoughts, technologies, goods and populations in Asia, Australia and Oceania.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse the formation of the new social environment resulting from the natural and the social changes of Europe and Africa.</li> <li>2. Specify the guidelines for conservation of the natural resources and the environment in Europe and Africa.</li> <li>3. Explore and discuss about the environmental issues and problems in North and South America.</li> <li>4. Analyse the causes and the effects on Thailand from the environmental changes in Europe and Africa.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse the formation of the new social environment resulting from the natural and the social changes of North and South America.</li> <li>2. Specify the guidelines for conservation of the natural resources and the environment in North and South America.</li> <li>3. Explore and discuss about the environmental issues and the problems in North and South America.</li> <li>4. Analyse the causes and the continuing effects of the environmental changes in North and South America on Thailand.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyse the situations and the crisis relating to the natural resources and the environment of Thailand and of the world.</li> <li>2. Specify preventive and problem-solving measures, roles of organisations and coordinating internal and external cooperation relating to laws on environment and management of natural resources and environment.</li> <li>3. Specify the guidelines for conservation of the natural resources and the environment in various regions of the world.</li> <li>4. Explain the utilization of the environment for cultural creativity representing local identities both in Thailand and around the world.</li> <li>5. Participate in problem-solving and leading lives along the line of conservation of the resources and the environment for sustainable development.</li> </ol>