



Curriculum

Social Studies Lesson Plan

Grade 7 Semester 1

Karntida Muansudjai

Learning Unit 1 : Geographical Instruments

1. Learning Standard

Standard 5.1 Understand the fundamental topographic and relationship of geography. Able to put theoretical, methodological and instrumental knowledge into practice.

2. Learning Objectives

- To ensure a general grounding of the fundamental knowledge of geography, its epistemological development and its research methods.
- To ensure that students are able to put theoretical, methodological and instrumental knowledge into practice, make comprehensive analyses, interpret spatial problems and processes, and make territorial diagnoses.
- To be able to explain territorial diversity and complexity, and the interrelations of natural environmental phenomena with economical, social and cultural phenomena.
- To ensure that students are able to act and take part in the management of territory by drawing on their training in geography.
- To develop the specific skills related to work techniques, particularly those related to the obtention, analysis, process and representation of geographical information and fieldwork.

- To ensure that the necessary knowledge to teach geography at secondary school level is given, in accordance with the current legislation.

3. Skills during the process

- Ability to put scientific methods into practice.
- Ability to analyze and summarize.
- Ability to reason critically.
- Ability to solve problems and make decisions.
- Ability to take initiatives.
- Ability to understand the principles and implications of professional ethics.

4. Desirable Characteristics

- Work Systematically
- Dedication and commitment to learning

5. Learners' key Competencies

- Communication Capacity
- Thinking Capacity

6. Learning Process

Lesson plans applied constructivist teaching approach' which consist of orientation, elicitation, turning restructuring of ideas (clarification and exchange of ideas, construction of new ideas, and evaluation of new ideas), application of Ideas, and review.

This step are as follows:

Step 1 : Orientation

Teacher identifies learning objectives to the student and reviews previous knowledge to prepare students for the lesson.

Step 2 : Elicitation (Applied Open-Ended Question)

Teachers presented current knowledge through various activities by using examples and used open-ended questions to prepare students for the lesson. Students showed their ideas or answers by using a diagram, map, discussion, and etc.

Step 3 : Activities (Following the SSRU Social Studies, Religion, and Cultural Department's road map)

1. Students use Google Maps and search for a place of interest.
 - a. An alternative is to use Google Street View, in which students can find and view places and literally walk around them.
 - b. Choose to explore a busy city, take a boat journey down the important places such as a capital city, or tourist hotspots. Let the children explore the place and present their interest to the class.
2. Teaching Students How to Use a Compass
 - a. Bring in a real compass, and arrange students into pairs or small groups, and solicit their ideas as to how this device works.
 - b. Segue into the informational part of the lesson, which deals with explaining the function and parts of a compass and how it is used.
 - c. Assign the students to record how many steps they take before reaching a certain point given by the teacher.

Learning material or learning sources

Institution of Academic Development (IAD). (2017). *Fundamental Subject Secondary Geography Mathayomsuksa 2*.

Measurement and evaluation of learning

Target	Methods of Measurement and Evaluation	Tools of Measurement and Evaluation	Measurement criteria
Knowledge 1. How to use maps 1.2 Type of maps	Activity 1: Compass & Mapping	Assessment form: Worksheet1	Appendix
Desirable Characteristics 6. Dedication and commitment to work	Activity 1: Compass & Mapping	Desirable Characteristics Observation Form	Appendix

<p>Learners' key Competencies</p> <p>1. Communication Capacity</p> <p>2. Thinking Capacity</p> <p>3. Problem-solving Capacity</p>	<p>Activity 1: Compass & Mapping</p>	<p>Learners' key Competencies Observation Form</p>	<p>Appendix</p>
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M 22101 Geographical Instruments (Grade 7) Semester 1 Academic year 2022

Unit Geographical Instruments (4 Hours) Teacher: Karntida Muansudjai

Date.....

Post – Lesson Report

- Results of using lesson plan

Reasonable level

<p>Very good (5)</p>	<p>Good (4)</p>	<p>Fair (3)</p>	<p>Little (2)</p>	<p>Least (1)</p>
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Using the lesson plans

Purpose Classroom Content

Teaching activities Instruction media Tool

Learning Outcome from purposes of learning. (Assessment after learning)

Learning level

Students Very good Good Quite good Not that good Total

Number of students studied in classroom					
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3. Result of the teaching

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problem occurred during in teaching

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Guidelines to solving problems or improving lesson plans next time.

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Learning Unit 2 : Europe

7. Learning Standard

Standard 5.1 M.2/1 Understand the fundamental topographic and the relationship of geography and society of Europe, and Africa according to the geographical instruments.

Standard 5.1 M.2/2 Able to demonstrate, and analyze the relationship between geographical characteristics and social aspects of Europe, and Africa.

Standard 5.2 M.2/1 Able to analyze the causes and consequences of the social environment influenced by the environmental changes in Europe, and Africa.

8. Learning Objectives

- To ensure a general grounding of the fundamental knowledge of geography, its epistemological development and its research methods.
- To ensure that students are able to put theoretical, methodological and instrumental knowledge into practice, make comprehensive analyses, interpret spatial problems and processes, and make territorial diagnoses.
- To be able to explain territorial diversity and complexity, and the interrelations of natural environmental phenomena with economical, social and cultural phenomena.

- New concepts must be explained to learners as they work through the knowledge focus framework for Social Sciences. Use the terminology that would be used in the assessment tasks.
- The Social Sciences learning area is based on the enquiry skills learning process. The process should encourage learners to work with evidence and consider the logic of arguments and give them opportunities to consider their own values, opinions and judgements in relation to those of their peers.
- The construction of knowledge and the development of interpretation skills are based on the foundation of enquiry. Teachers and learners are encouraged to always ask questions. The use of Key Questions is important to the development of critical thinking. Learners need to be encouraged to create and frame their own questions. Encourage critical thinking by doing the following:
 - Challenge learners to question
 - Develop the learners' questioning skills
 - Ask learners for their own understanding
 - Encourage learners to seek alternatives before deciding on an answer
 - Encourage learners to give reasons for saying or suggesting certain things
 - Ask learners to justify their choices
 - Provide opportunities for learners to classify, analyse and create

- Engage learners in dialogue
- Provide opportunities for focussed discussion with their peers
- Challenge stereotypes and prejudice
- To ensure that the necessary knowledge to teach geography at secondary school level is given, in accordance with the current legislation.

9. Skills during the process

- Ability to put scientific methods into practice.
- Ability to analyze and summarize.
- Ability to reason critically.
- Ability to solve problems and make decisions.
- Ability to take initiatives.
- Ability to understand the principles and implications of professional ethics.

10. Desirable Characteristics

- Work Systematically
- Dedication and commitment to learning

11. Learners' key Competencies

- Communication Capacity
- Thinking Capacity

12. Learning Process

Lesson plans applied constructivist teaching approach' which consist of orientation, elicitation, turning restructuring of ideas (clarification and exchange of ideas, construction of new ideas, and evaluation of new ideas), application of Ideas, and review.

This step are as follows:

Step 1 : Orientation

Teacher identifies learning objectives to the student and reviews previous knowledge to prepare students for the lesson, especially the geographical aspects such as climate zones.

Step 2 : Elicitation (Applied Open-Ended Question)

Teachers presented current knowledge through various activities by using examples and used open-ended questions to prepare students for the lesson. Students showed their ideas or answers by using a diagram, map, discussion, and etc.

Step 3 : Activities (Following the SSRU Social Studies, Religion, and Cultural Department's road map)

3. Students use Google Maps and search for a place of interest.
 - a. An alternative is to use Google Street View, in which students can find and view places and literally walk around them.
 - b. Specifically, choose the city in Europe to analyze using in class knowledge which are the topographic data, climate zones, natural disasters, and etc.
Let the students work in groups and give a presentation to the class.

Learning material or learning sources

Institution of Academic Development (IAD). (2017). *Fundamental Subject Secondary Geography Mathayomsuksa 2*.

Measurement and evaluation of learning

Target	Methods of Measurement and Evaluation	Tools of Measurement and Evaluation	Measurement criteria
<p>Knowledge</p> <p>1. What are the geographical characteristics of Europe ?</p> <p>1.2 Explain how geographical aspects have massive influences over the continent ?</p>	<p>Activity 3: Quiz 1</p>	<p>Assessment form: Quiz 1</p>	<p>Appendix</p>
<p>Desirable Characteristics</p>	<p>Activity 3: Quiz 1</p>	<p>Desirable Characteristics Observation Form (At least give some</p>	<p>Appendix</p>

6. Dedication and commitment to work		explanations if not all)	
Learners' key Competencies 1. Communication Capacity 2. Thinking Capacity 3. Problem-solving Capacity	Activity 3: Quiz 1	Learners' key : Competencies Observation Form	Appendix

M 22101 Geographical Instruments (Grade 7) Semester 1 Academic year 2022

Unit Geographical Instruments Teacher: Karntida Muansudjai

Date.....

Post – Lesson Report



- Results of using lesson plan

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