



Niva International School

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First Grade

History

History Standard 1 – Describe patterns and chronological order of events of the recent past

Students can:

- a) Arrange life events in chronological order
- b) Identify the components of a calendar. Topics to include but not limited to days of the week, months, and notable events
- c) Identify past events using a calendar
- d) Use words related to time, sequence, and change

Inquiry Questions:

1. Why is it important to know the order of events?
2. How are current patterns similar to and different from those experienced by people who lived in a community in the past?

Relevance and Application:

1. Events are recorded in sequential order to increase understanding, see relationships, understand cause and effect, and organize information. For example, scientists record information about experiments in sequential order so they can replicate them, and law enforcement re-creates timelines to find missing people or solve crimes.
2. Groups of individuals use similar tools for the organization of sequential information in order to communicate in a clear manner.

Nature of History:

1. Historical thinkers understand the importance of comparing and contrasting in identifying patterns and trends.
2. Historical thinkers use chronology to sequence events.

Prepared Graduates:

Develop an understanding of how people view, construct, and interpret history



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History Standard 2 – Family and cultural traditions in Thailand in the past

Students can:

- Identify similarities and differences between themselves and others
- Discuss common and unique characteristics of different cultures using multiple sources of information
- Identify famous Thais from the past who have shown courageous leadership
- Identify and explain the meaning of Thai national symbols. Symbols to include but not limited to the Thai flag, elephant, Royal Palace, the King & Queen, Democracy Monument, and Ayutthaya

Inquiry Questions:

- What are national symbols and their relationship to traditions in the Thailand?
- What are family and cultural traditions and how have they changed over time?
- How have individuals made a difference in their community?

Relevance and Application:

- The understanding of family and cultural traditions informs decisions and creates knowledge that is used throughout life. For example, rice and the elephant are used to represent Thailand.
- Knowledge of cultural traditions of various groups helps to gain insight, have new experiences, and collaboratively interact with society. For example, bowing is a sign of respect that Thai businesspersons would use when working in Japan.

Nature of History:

- Historical thinkers understand the importance of comparing and contrasting in identifying patterns and trends.
- Historical thinkers use chronology to sequence events.

Prepared Graduates:

Analyze key historical periods and patterns of change over time within and across nations and cultures

Geography

Geography Standard 1 – Geographic tools such as maps and globes represent places



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Students can:

- Explain that maps and globes are different representations of Earth
- Use terms related to directions - forward and backward, left and right – and distance – near and far – when describing locations
- Recite address including city, state, and country and explain how those labels help find places on a map
- Distinguish between land and water on a map or globe
- Create simple maps showing both human and natural features

Inquiry Questions:

- How would an individual describe how to get somewhere without an address?
- What if we had no geographic tools?
- How could a flat map truly represent a round globe?
- Why do people not carry globes to help find their way?

Relevance and Application:

- People use geographic terms, tools, and technology in work and play to describe and find places. For example, pilots use maps to make flight plans, hikers use compasses to determine directions, and vacationers use maps to find unfamiliar places.
- Individuals create and memorize addresses to help locate places. For example, knowing an address is necessary for an ambulance to find it or for an individual to receive mail.

Nature of Geography:

Spatial thinkers use geographic tools to study and represent places.

Prepared Graduates:

Develop spatial understanding, perspectives, and personal connections to the world

Geography Standard 2 – People in different groups and communities interact with each other and with the environment

Students can:

- Identify examples of boundaries that affect family and friends
- Give examples of how people use and interrelate with Earth's resources



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- c) Identify how community activities differ due to physical and cultural characteristics
- d) Give examples of how schools and neighborhoods in different places are alike and different
- e) Identify cultural and family traditions and their connections to other groups and the environment

Inquiry Questions:

1. How are places like communities similar to and different from where you live?
2. How do people celebrate traditions?
3. What celebration or tradition would you create?
4. How do people use resources in the local community?
5. How do individuals in the community use the environment?

Relevance and Application:

1. Maps change over time.
2. People from various cultures are both similar and different and these differences are reflected in clothing, language, culture influencing social interactions.
3. Boundaries and the need for boundaries affect everyday life. For example, boundary lines determine who owns a piece of property.

Nature of Geography:

1. Spatial thinkers study resources, their availability, and use as a key to understanding human interactions with their environment and each other.
2. Spatial thinkers study human and environmental interactions and consequences of those interactions.

Prepared Graduates:

Examine places and regions and the connections among them

Economics

Economics Standard 1 – People work at different types of jobs and in different types of organizations to produce goods and services and receive an income

Students can:



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- Give examples of different types of business and the goods and services they produce for the community
- Give examples of types of jobs people in your family have
- Recognize that people have a choice about what kinds of jobs they do

Inquiry Questions:

- What kinds of jobs do people that you know perform?
- Where do they go to do those jobs?
- Why do people choose different jobs?
- What do workers receive for their work?
- What types of businesses are in the community?
- What is the difference between income and money?

Relevance and Application:

- Different forms of technology are used to perform jobs such as scanners for the market checkers, GIS for geographers, machines for industrial work, and computers in offices.
- Individuals make decisions about careers or jobs based on factors such as education, skills, and interests.

Nature of Economics:

- Economic thinkers investigate the influence of different jobs and businesses in their community.
- Economic thinkers study the choices about what kinds of jobs people perform.

Prepared Graduates:

Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Economics Standard 2 – Identify short-term financial goals (PFL)

Students can:

- Define a short-term financial goal
- Identify examples of short-term financial goals
- Discuss sources of income needed to meet short-term goals such as but not limited to gifts, borrowing, allowances, and income



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Inquiry Questions:

1. How does an individual earn money to meet a goal?
2. Why do people donate to charity?
3. How does an individual know a good short-term goal?
4. Why is personal financial goal setting important?

Relevance and Application:

1. Short-term financial goals can be met through planning. For example, an individual divides income between current expenses, saving for the future, and philanthropic donations.
2. Individuals and organizations track their progress toward meeting short-term financial goals. For example, the food bank creates a chart tracking how much food has been donated toward reaching its goal.

Nature of Economics:

1. Financially responsible individuals create goals and work toward meeting them.
2. Financially responsible individuals understand the cost and the accountability associated with borrowing.

Prepared Graduates:

Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Civics

Civics Standard 1 – Effective groups have responsible leaders and team members

Students can:

- a) Describe the characteristics of responsible leaders
- b) Identify the attributes of a responsible team member
- c) Demonstrate the ability to be both a leader and team member

Inquiry Questions:

1. How do you know if you are a responsible team member?
2. How do you know if you are a responsible leader?



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3. What qualities make a responsible leader and can they change?
4. How do you know when you are working with an effective team?

Relevance and Application:

1. Groups work as a team toward a collective goal that honors the views of its members. For example, a family decides to save money toward a vacation or a student cleans the house to help the family.
2. Good leadership skills involve being able to plan, collaborate, investigate, listen, and problem solve. For example, teachers listen to the needs of students when trying to make a decision about what is best for the class and a student is able to help mediate a conflict between two friends.

Nature of Civics:

Responsible community members know how to be a good leader and good team member.

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens

Civics Standard 2 – Notable people, places, holidays and patriotic symbols

Students can:

- a) Give examples of notable leaders of different communities leaders to include but not limited to the president, mayor, governor, and law enforcement
- b) Give examples of various patriotic symbols to include but not limited to the flag, elephant, the King, and the national anthem
- c) Identify significant places. Places to include but not limited to the Democracy Monument, Royal Palace, Ayutthaya, and important community sites
- d) Identify significant civic holidays: Labor Day, Wai Kru Day, Chakri Day, Mother's day, and Father's Day
- e) Identify significant religious holidays: Songkran & Loi Krathong
- f) Identify the Thai flag and the royal colors

Inquiry Questions:

1. Why do we have national, community, and local celebrations and holidays?
2. Who are important people in the development of our country?



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3. How are new national symbols, songs, or holidays created?

Relevance and Application:

Symbols, songs, holidays, traditions, places, and people help to provide identity for the community and nation. For example individuals may bow their head to the flag of the country and the picture of the King, and the national anthem is sung at 8:00 A.M. and 6:00 P.M. every day.

Nature of Civics:

1. Responsible community members understand the responsibilities of being a member of a community.
2. Responsible community members see communities as multi-dimensional entities.
3. Responsible community members investigate responsibility as a central part of group membership.

Prepared Graduates:

Analyze origins, structure, and functions of governments and their impacts on societies and citizens



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Second Grade

History

History Standard 1 – Identify historical sources and utilize the tools of a historian

Students can:

- a) Identify community and regional historical artifacts and generate questions about their function and significance
- b) Explain the past through oral or written firsthand accounts of history
- c) Explain the information conveyed by historical timelines
- d) Identify history as the story of the past preserved in various sources
- e) Create timelines to understand the development of important community traditions and events

Inquiry Questions:

1. How can two people understand the same event differently?
2. Why is it important to use more than one source for information?
3. How can putting events in order by time help describe the past?
4. What kinds of tools and sources do historical thinkers use to investigate the past?

Relevance and Application:

1. The ability to identify reliable historical sources is essential to searching for and communicating information. For example, individuals searching on the Internet must find reliable sources for information; reporters must find reliable information for news stories; and historians must use scholarly sources when writing nonfiction pieces.
2. The tools of historians are used to share thoughts and ideas about the past such as selecting a historical name for a building, school, park, or playground; recounting a news event in the neighborhood; and using a timeline to gauge progress toward the completion of a project.

Nature of History:

1. Historical thinkers gather firsthand accounts of history through oral histories.
2. Historical thinkers use artifacts and documents to investigate the past.



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Prepared Graduates:

Develop an understanding of how people view, construct, and interpret history

History Standard 2 – People have influenced the history of neighborhoods and communities

Students can:

- a) Organize the historical events of neighborhoods and communities chronologically
- b) Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation
- c) Give examples of people and events, and developments that brought important changes to the community
- d) Compare how communities and neighborhoods are alike and different
- e) Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities

Inquiry Questions:

1. How can understanding the past impact decision-making today?
2. How have events and ideas from the past shaped the identity of communities and neighborhoods today?

Relevance and Application:

1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding current issues. For example, the history of a city determines how it might advertise for tourism purposes.
2. Philosophies and ideas from history continue to inform and impact the present. For example, filial piety and Confucius ideas affect how local government works.
3. Technological developments continue to evolve and affect the present. An example of this would be the way communication is now almost instantaneous and thus, speeds up the nature of events.

Nature of History:

1. Historical thinkers investigate relationships between the past and present.



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2. Historical thinkers organize findings in chronological order as one way to examine and describe the past.

Prepared Graduates:

Analyze key historical periods and patterns of change over time within and across nations and cultures

Geography

Geography Standard 1 – Geographic terms and tools are used to describe space and place

Students can:

- a) Use map keys ,legends, symbols, intermediate directions, and compass rose to derive information from various maps
- b) Identify and locate various physical features on a map
- c) Identify the hemispheres, equator, and poles on a globe
- d) Identify and locate cultural, human, political, and natural features using map keys and legends

Inquiry Questions:

1. How do you define, organize, and think about the space around you?
2. What is a human feature versus a physical feature?
3. Why do we use geographical tools such as maps, globes, grids, symbols, and keys?
4. How would you describe a setting without using geographic words?
5. How can using the wrong geographic tool or term cause problems?

Relevance and Application:

1. Individuals use geographic tools and technology such as observations, maps, globes, photos, satellite images, and geospatial software to describe space and uses of space.
2. Individuals and businesses use maps to give directions.

Nature of Geography:

1. Spatial thinkers use visual representations of the environment.
2. Spatial thinkers identify data and reference points to understand space and place.

Prepared Graduates:



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Develop spatial understanding, perspectives, and personal connections to the world

Geography Standard 2 – People in communities manage, modify and depend on their environment

Students can:

- a) Identify how communities manage and use nonrenewable and renewable resources
- b) Identify local boundaries in the community
- c) Explain why people settle in certain areas
- d) Identify examples of physical features that affect human activity
- e) Describe how the size and the character of a community change over time for geographic reasons

Inquiry Questions:

1. How do available resources and their uses create change in a community?
2. Are renewable and nonrenewable resources managed well? How do you know?
3. Why are physical features often used as boundaries?
4. What are the various groups in a community and how are they alike and different?
5. How do you choose if you should recycle, reduce, reuse, or throw something away?

Relevance and Application:

1. Individuals and businesses understand that they must manage resources in the environment such as conserving water, safeguarding clean air, managing electricity needs, and reducing the amount of waste.
2. Communities collaborate to modify, manage, and depend on the environment. For example, elected officials decide how to manage resources, and communities may limit hunting, water usage, or other activities.
3. Geographic technology is used to gather, track, and communicate how resources might be managed or modified. For example, ski areas track snowfall rates, analyze data for avalanche danger and even create snow.

Nature of Geography:

1. Spatial thinkers compare information and data, and recognize that environmental factors influence change in communities.
2. Spatial thinkers study the uneven distribution and management of resources.



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Prepared Graduates:

Examine places and regions and the connections among them

Economics

Economics Standard 1 – The scarcity of resources affects the choices of individuals and communities

Students can:

- a) Explain scarcity
- b) Identify goods and services and recognize examples of each
- c) Give examples of choices people make when resources are scarce
- d) Identify possible solutions when there are limited resources and unlimited demands

Inquiry Questions:

1. How does scarcity affect purchasing decisions?
2. What goods and services do you use?
3. How are resources used in various communities?
4. What are some ways to find out about the goods and services used in other communities?

Relevance and Application:

1. Comparison of prices of goods and services in relationship to limited income helps to make informed and financially sound decisions.
2. Decisions must be made if there is a limited amount of income and the need for a costly good or service. For example, you may borrow, save, or get a new job to make the purchase. (PFL)
3. Scarcity of resources affects decisions such as where to buy resources based on cost or where to locate a business.

Nature of Economics:

1. Economic thinkers analyze how goods and services are produced and priced.
2. Economic thinkers analyze scarcity of resources and its impact on cost of goods and services.

Prepared Graduates:



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Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Economics Standard 2 – Apply decision-making processes to financial decisions **(PFL)**

Students can:

- Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision
- Differentiate between a long-term and a short-term goal

Inquiry Questions:

- How do individuals make and analyze the consequences of financial decisions?
- How do individuals meet their short- and long-term goals?

Relevance and Application:

- Personal financial decisions are based on responsible evaluation of the consequences.
- Purchase decisions are based on such things as quality, price, and personal goals. For example, you decide whether to spend money on candy or the movies.

Nature of Economics:

Financially responsible individuals use good decision-making tools in planning their spending and saving.

Prepared Graduates:

Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Civics

Civics Standard 1 – Responsible community members advocate for their ideas

Students can:

- List ways that people express their ideas respectfully
- Identify how people monitor and influence decisions in their community



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- c) Describe ways in which you can take an active part in improving your school or community
- d) Identify and give examples of civic responsibilities that are important to individuals, families, and communities
- e) Describe important characteristics of a responsible community member

Inquiry Questions:

1. What are beliefs that help people live together in communities?
2. What civic responsibilities do you think are important?
3. How can different cultures and beliefs influence a community?
4. What are responsible ways to advocate ideas in a community?

Relevance and Application:

1. Ideas are promoted through the use of various media such as blogs, websites, flyers, and newsletters.
2. Individuals collaborate to responsibly advocate for the ideas they think will improve society. For example, a group lobbies the city council to create a new park or employ more firefighters.

Nature of Civics:

Responsible community members influence the rules, policies, and law in their communities.

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens

Civics Standard 2 – People use multiple ways to resolve conflicts or differences

Students can:

- a) Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility
- b) Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority
- c) Identify and give examples of appropriate and inappropriate uses of power and the consequences
- d) Demonstrate skills to resolve conflicts or differences

Inquiry Questions:



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1. What happens when someone uses power unwisely?
2. What are good ways to solve differences?
3. What would it be like if everyone was friends?
4. What do equality, justice, and responsibility look like in the world?

Relevance and Application:

1. Conflict can arise for many reasons, including lack of information, or value or personality differences, and conflict may be resolved through compromise, competition, collaboration or avoidance. For example, parents may compromise about where to live.
2. Various forms of conflict resolution are used to solve conflicts and differences. For example, city councils may call for a public hearing to learn what the community thinks about a new jail or library.

Nature of Civics:

1. Responsible community members know democratic and undemocratic principles and practices and how they are used in diverse communities.
2. Responsible community members examine how culture influences the disposition of rules, laws, rights, and responsibilities.
3. Responsible community members understand that power and authority shape individual participation.

Prepared Graduates:

Analyze origins, structure, and functions of governments and their impacts on societies and citizens



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Third Grade

History

History Standard 1 – Use a variety of sources to distinguish historical fact from fiction

Students can:

- a) Compare factual historical sources with works of fiction about the same topic
- b) Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence
- c) Compare information from multiple sources recounting the same event

Inquiry Questions:

1. How do historical fact, opinion and fiction uniquely influence an individual's understanding of history?
2. How do historical thinkers determine the accuracy of history?
3. What types of questions do historians ask about the past?
4. Why do historians use multiple sources in studying history?

Relevance and Application:

1. The ability to distinguish fact from fiction is used to make informed decisions. For example, consumers must critically analyze advertisements for facts, and nonfiction writers must verify historical accuracy.
2. The ability to distinguish historical fact from fiction allows local museums and other tourist attractions to relate truthful accounts of the past.

Nature of History:

1. Historical thinkers evaluate historical sources for purpose and context.
2. Historical thinkers use sources to distinguish fact from fiction.

Prepared Graduates:

Develop an understanding of how people view, construct, and interpret history



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History Standard 2 – People in the past influence the development and interaction of different communities or regions

Students can:

- a) Compare past and present situations and events
- b) Chronologically sequence important events in a community or region
- c) Give examples of people and events, and developments that brought important changes to a community or region
- d) Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region

Inquiry Questions:

1. How have different groups of people both lived together and interacted with each other in the past?
2. What types of questions do people ask to learn about the past?
3. How has the region changed and yet remained the same over time?

Relevance and Application:

1. The context and information from the past is used to make connections and inform decisions in the present. For example, the development and traditions of various groups in a region affect the economic development, tourist industry and the cultural make-up of a community.
2. Technological developments continue to evolve and affect the present and permit innovation in a region. For example, Khmer influence Isaan and the western borders of Thailand via agriculture; the rubber industry affects the culture in the southern region; and the logging affects the eastern border.

Nature of History:

1. Historical thinkers ask questions to guide their research into the past.
2. Historical thinkers analyze the interaction, patterns, and contributions of various cultures and groups in the past.

Prepared Graduates:

Analyze key historical periods and patterns of change over time within and across nations and cultures



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Geography

Geography Standard 1 – Use various types of geographic tools to develop spatial thinking

Students can:

- Read and interpret information from geographic tools and formulate geographic questions
- Find oceans and continents, major countries, bodies of water, mountains, and urban areas, Thailand, and neighboring countries on maps
- Locate the community on a map and describe its natural and human features
- Identify geography-based problems and examine the ways that people have tried to solve them

Inquiry Questions:

- What questions do geographers ask?
- How does the geography of where we live influence how we live?
- How do physical features provide opportunities and challenges to regions?
- How have the cultural experiences of groups in different regions influenced practices regarding the local environment?

Relevance and Application:

- Individuals and businesses use geographic tools to answer questions about places and locations such as where to locate a business or park, and how to landscape a yard.
- Spatial thinking involves analysis, problem-solving, and pattern prediction.
- Individuals develop spatial thinking to organize and make connections such as reading a map and understanding where you are, where you want to go, and how to get to the destination.

Nature of Geography:

- Spatial thinkers use and interpret information from geography tools to investigate geographic questions.
- Spatial thinkers analyze connections among places.

Prepared Graduates:

Develop spatial understanding, perspectives, and personal connections to the world



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Geography Standard 2 – The concept of regions is developed through an understanding of similarities and differences in places

Students can:

- Observe and describe the physical characteristics and the cultural and human features of a region
- Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms
- Give examples of places that are similar and different from a local region
- Characterize regions using different types of features such as physical, political, cultural, urban and rural

Inquiry Questions:

- Are regions in the world more similar or different?
- Why do people describe regions using human or physical characteristics?
- What are geographic characteristics of a region?
- How do cultures lead to similarities and differences between regions?

Relevance and Application:

- Individuals compare and contrast characteristics of regions when making decisions and choices such as where to send children to school, what part of town to live in, what type of climate suits personal needs, and what region of a country to visit.
- Individuals and businesses make economic, political, and personal decisions such as where to farm, where to locate industry, and where to plant a garden based on geographic characteristics of a region.
- Individuals and business understand how geography influences the development of rural, urban, and suburban areas.

Nature of Geography:

- Spatial thinkers create and use spatial representations of Earth.
- Spatial thinkers evaluate geographic data and represent it visually.

Prepared Graduates:

Examine places and regions and the connections among them



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Economics

Economics Standard 1 – Describe producers and consumers and how goods and services are exchanged

Students can:

- a) Describe the difference between producers and consumers and explain how they need each other
- b) Describe and give examples of forms of exchange topics to include but not limited to trade and barter
- c) Describe how the exchange of goods and services between businesses and consumers affects all parties
- d) Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value
- e) Give examples of how trade benefits individuals and communities and increases interdependency

Inquiry Questions:

1. How does an individual know when an exchange benefits both parties?
2. What would happen if there was no such item as money?
3. Would you rather be a producer, consumer, or a mix of both?
4. What happens when a producer cannot make enough to meet consumer demand?
5. What would happen if consumers did not want what a producer made?
6. What would the world look like if there were no transportation that could move goods more than 50 miles?

Relevance and Application:

1. Production and consumption are essential components of markets and affect everyday life. For example, not enough durian is produced during the winter; meaning the prices will be higher. Not enough clean drinking water causes higher prices for bottled water.
2. Goods and services are exchanged in multiple ways and are a part of everyday life such as purchasing or trading items.
3. Production, consumption, and the exchange of goods and services are interconnected in the world. For example, shrimp are sold at world markets but shrimp prices will be affected by a



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tsunami in Thailand and an ice storm in Florida affects orange juice supplies for the world, ingredients from different areas of the world are shipped to one area for a business to create a candy bar which is then shipped throughout the world.

Nature of Economics:

1. Economic thinkers analyze trade and the use of money.
2. Economic thinkers describe and study the importance of exchange in a community.

Prepared Graduates:

Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Economics Standard 2 – Describe how to meet short term financial goals (PFL)

Students can:

- a) Identify sources of income including gifts, allowances, and earnings
- b) Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal
- c) Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals
- d) Create a plan for a short-term financial goal
- e) Describe the steps necessary to reach short-term financial goals

Inquiry Questions:

1. What would happen if an individual spent all earning on entertainment?
2. Why do individuals give away money?
3. How would an individual decide between purchasing a want or a need?

Relevance and Application:

1. Personal financial goal setting is a lifelong activity and short-term goal setting is essential to that process. For example, students save for a fish aquarium or skateboard.
2. Analysis of various options and creating short- and long-term goals for borrowing is a lifelong skill. For example, adults borrow to buy a car or a vacation.

Nature of Economics:

1. Financially responsible individuals create goals and work toward meeting them.



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2. Financially responsible individuals understand the cost and the accountability associated with borrowing.

Prepared Graduates:

Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Civics

Civics Standard 1 – Respecting the views and rights of others is a key component of a democratic society

Students can:

- a) Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner
- b) Identify important economic and personal rights and how they relate to others
- c) Give examples of the relationship between rights and responsibilities

Inquiry Questions:

1. Why might an individual make a choice to participate in the community?
2. What are the essential elements of compromise that enable conflict to be transformed into agreement?
3. Why is personal advocacy important in a community with diverse views?
4. What would a community be like if individuals from various groups did not respect each other's rights and views?

Relevance and Application:

1. Respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures. For example, environmentalists, industry, and government work together to solve issues around energy and other resources.
2. Technology provides the opportunity to research multiple views on issues to better understand the evolution of rights. For example, lawyers research court findings and individuals engage in civic discourse regarding issues of the day through the Internet.

Nature of Civics:



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1. Responsible community members take the opportunity to make positive changes in their community.
2. Responsible community members recognize the value of respecting the rights and views of others.

Prepared Graduates:

Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Civics Standard 2 – The origins, structure, and functions of local government

Students can:

- a) Identify the origins, structure, and functions of local government
- b) Identify and explain the services local governments provide and how those services are funded
- c) Identify and explain a variety of roles leaders, citizens, and others play in local government

Inquiry Questions:

1. How are local governments and citizens interdependent?
2. How do individuals get involved in their local government?
3. How do local governments and citizens help each other?
4. Why do people create governments?
5. How do people, places, and events help us understand the ideals of democratic government?

Relevance and Application:

Knowledge of the origins, structure, and functions of local government enables participation in the democratic process. For example, groups and governments work together to create a safe environment in the community.

Nature of Civics:

1. Responsible community members are involved in their local government.
2. Responsible community members know how personal advocacy and involvement can lead to change in communities.
3. Responsible community members use negotiation as an inherent part of decision-making.

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens



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Fourth Grade

History

History Standard 1- Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Thailand

Students can:

- a) Construct a timeline of events showing the relationship of events in Thailand's history with events in world history
- b) Analyze primary source historical accounts related to Thailand's history to understand cause-and-effect relationships
- c) Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Thailand
- d) Identify and describe how major political and cultural groups have affected the development of the region

Inquiry Questions:

1. How have past events influenced present day Thailand?
2. Why is it important to know the sequence of events and people in Thailand history?
3. How can primary sources help us learn about the past or create more questions about Thai's history?
4. What social and economic decisions caused people to locate in various regions of Thailand?

Relevance and Application:

Individuals recognize important events and can put them in chronological in order to understand cause and effect such as Rama V's **ending of slavery; migration west and clashes with Native Americans; discovery of gold and the Gold Rush; the growth of cities and towns and the development of law; the development of the state Constitution; and.**

Nature of History:

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers use chronology to organize time and to study cause-and-effect relationships.



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3. Historical thinkers use primary sources as references for research.

Prepared Graduates:

Develop an understanding of how people view, construct, and interpret history

History Standard 2 – The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States

Students can:

- a) Analyze various eras in **Colorado** history and the relationship between these eras and eras in **United States history**, and the changes in **Colorado** over time
- b) Describe interactions among people and cultures that have lived in **Colorado**
- c) Describe the development of the political structure in **Colorado** history. Topics to include but not limited to an understanding of the **Colorado Constitution** and the relationship between **state and national government**
- d) Describe the impact of various technological developments. Topics to include but not limited to the **state of Colorado**, including changes in **mining** technology; changes in transportation; early 20th century industrial changes; and mid- to late 20th century nuclear and computer technological changes

Inquiry Questions:

1. In what ways have geographic, economic, cultural, and technological changes influenced **Colorado** today?
2. Why did people of various cultures migrate to and settle in **Colorado**?
3. To what extent have unity and diversity shaped **Colorado**?
4. How have various individuals, groups, and ideas affected the development of **Colorado**?

Relevance and Application:

1. The context and information from the past is used to make connections and inform current decisions. **For example, Colorado has had a history of boom and bust cycles that should influence the decisions of city and state planners.**
2. Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on **Colorado from the Gold Rush to modern pollution.**

Nature of History:



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1. Historical thinkers analyze patterns and themes across time periods.
2. Historical thinkers seek accounts of history from multiple perspectives and from multiple sources.

Prepared Graduates:

Analyze key historical periods and patterns of change over time within and across nations and cultures

Geography

Geography Standard 1 – Use several types of geographic tools to answer questions about the geography of **Colorado**

Students can:

- a) Answer questions about **Colorado** regions using maps and other geographic tools
- b) Use geographic grids to locate places on maps and images to answer questions
- c) Create and investigate geographic questions about **Colorado** in relation to other places
- d) Illustrate, using geographic tools, how places in **Colorado** have changed and developed over time due to human activity
- e) Describe similarities and differences between the physical geography of **Colorado** and its neighboring states

Inquiry Questions:

1. Which geographic tools are best to locate information about a place?
2. Why did settlements and large cities develop where they did in **Colorado**?
3. How are the regions of **Colorado** defined by geography?
4. How does the physical location of **Colorado** affect its relationship with other regions of the **United States** and the world?

Relevance and Application:

1. Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, a family reads a weather map and researches road conditions to inform their decision to go to the mountains in the winter.
2. Individuals and businesses use geographic tools to collect and analyze data regarding the area where they live.



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Nature of Geography:

1. Spatial thinkers gather appropriate tools to formulate and answer questions related to space and place.
2. Spatial thinkers use tools to compare and contrast geographic locations.

Prepared Graduates:

Develop spatial understanding, perspectives, and personal connections to the world

Geography Standard 2 – Connections within and across human and physical systems are developed

Students can:

- a) Describe how the physical environment provides opportunities for and places constraints on human activities
- b) Explain how physical environments influenced and limited immigration into the state
- c) Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment
- d) Describe how places in **Colorado** are connected by movement of goods and services and technology

Inquiry Questions:

1. What physical characteristics led various cultural groups to select the places they did for settlement in **Colorado**?
2. How did **Colorado** settlers alter their environment to facilitate communication and transportation?
3. How does the physical environment affect human activity?
4. How does human activity affect the environment?

Relevance and Application:

1. Individuals and businesses consider geographic factors in making settlement decisions. For example, **Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains.**
2. Individuals and businesses adapt to and modify the environment. **For example, businesses and resorts have been created near hot springs throughout the state.**



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Nature of Geography:

Spatial thinkers evaluate how physical features affect the development of a sense of place.

Prepared Graduates:

Examine places and regions and the connections among them

Economics

Economics Standard 1 – People respond to positive and negative incentives

Students can:

- Define positive and negative economic incentives
- Give examples of the kinds of goods and services produced in **Colorado** in different historical periods and their connection to economic incentives
- Explain how the productive resources – natural, human, and capital – of **Colorado** have influenced the types of goods produced and services provided

Inquiry Questions:

- Why are different goods and services important at different times in **Colorado's** history?
- How have science and technology changed the economy of **Colorado**?
- How have natural, human, and capital resources had both positive and negative impacts on the development of **Colorado**?

Relevance and Application:

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities.
- Negative incentives influence behavior predictably over time. For example, people move or refuse to relocate due to poor climate or resource shortages.
- Groups use both positive and negative incentives to affect behavior. For example, the tourism industry uses incentives to attract tourists and government agencies use tickets to discourage speeding, and fines for not following regulations

Nature of Economics:



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1. Economic thinkers consider the influence of changing resources and demand on the productivity of a state economy.
2. Economic thinkers study changes in the relationship between the availability of resources and the production of goods and services.

Prepared Graduates:

Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Economics Standard 2 – The relationship between choice and opportunity cost (PFL)

Students can:

- a) Define choice and opportunity cost
- b) Analyze different choices and their opportunity costs
- c) Give examples of the opportunity costs for individual decisions
- d) Identify risks that individuals face (PFL)
- e) Analyze methods of limiting financial risk (PFL)

Inquiry Questions:

1. What different ways does an individual have to get information when making a decision?
2. How do you know when you've made a good decision?
3. How do you know when you've made a bad decision?

Relevance and Application:

1. Knowledge of the relationship between choice and opportunity cost leads to good decision-making. For example, a business may have an opportunity to purchase inexpensive land, but the cost may be in the travel time.
2. Decisions are made daily regarding risks such as riding a bicycle, skiing, riding in a car, and spending all of an allowance immediately rather than saving.
3. Businesses make choices about risk. For example, a company locates in a country that has an unstable government or extends credit to individuals.

Nature of Economics:

1. Economic thinkers analyze opportunity costs associated with making decisions.



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2. Economic thinkers analyze data to forecast possible outcomes.
3. Financially responsible individuals understand and categorize the components of risk.
4. Financially responsible individuals mitigate and analyze potential risk.

Prepared Graduates:

Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Civics

Civics Standard 1 – Analyze and debate multiple perspectives on an issue

Students can:

- a) Give examples of issues faced by the state and develop possible solutions
- b) Provide supportive arguments for both sides of a current public policy debate
- c) Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved

Inquiry Questions:

1. How can government answer questions about issues in a state in various ways?
2. How do diverse opinions enrich a community?
3. How does an individual's experience and background influence perception of an issue?
4. Why is it important to research issues and engage in civil debates?

Relevance and Application:

1. The art of debate, critical reasoning, and active listening are skills that foster informed choices. For example, school boards review the pros and cons of an issue such as dress code and make a policy decision.
2. The ability to critically analyze multiple perspectives for solutions allows for improved problem-solving. For example, members of a social organization review multiple proposals to select a philanthropic cause for the year.

Nature of Civics:

1. Responsible community members recognize opportunities to study the effectiveness of various ways to influence state public policy or help industry create an environmentally conscious development.



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2. Responsible community members understand the relationships between state government and citizens.

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens

Civics Standard 2 – The origins, structure, and functions of the **Colorado government**

Students can:

- a) Explain the origins, structure, and functions of the **three branches of the state government and the relationships among them**
- b) Identify and explain a variety of roles leaders, citizens, and others play in **state** government
- c) Identify and explain the services state government provides and how those services are funded
- d) Explain the historical foundation and the events that led to the formation of the **Colorado** government
- e) Describe how the decisions of the state government affect local government and interact with federal law

Inquiry Questions:

1. Why is **Colorado's Constitution** important to individuals?
2. What would **state government look like if one of the branches had more power than the others?**
3. What would **Colorado** be like without a state government?
4. To what extent were various individuals and organizations in the state important in the development of **Colorado's** government?

Relevance and Application:

1. Knowledge of the origins, structure, and functions of **Colorado's** government provides for participation, influence and benefits. For example, individuals can vote on ballot issues that affect taxes.
2. **Technology helps to investigate resources and ask for government support and services. For example, someone wanting to open a restaurant can visit the Department of Health website to get information.**

Nature of Civics:



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Responsible community members understand the structure, function, and origin of the **state** government.

Prepared Graduates:

Analyze origins, structure, and functions of governments and their impacts on societies and citizens



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Fifth Grade

History

History Standard 1 – Analyze historical sources from multiple points of view to develop an understanding of historical context

Students can:

- Identify different ways of dating historical sources to understand historical context
- Examine significant historical documents. **Topics to include but not limited to the Stamp Act, the Declaration of Independence, and the Constitution**
- Create timelines of eras and themes in **North America from 1491 through the American Revolution**
- Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes **in North America from 1491 through the American Revolution**

Inquiry Questions:

- How do sources with varied perspectives help us to understand what happened in the past?
- Why is important to understand the historical context of events?
- How might history be different without **the Declaration of Independence?**

Relevance and Application:

- Historical information from multiple perspectives is used to interpret, evaluate, and inform; and make decisions and policies regarding various issues. **For example, some accounts of the American Revolution refer to American patriots while others refer to American rebels.**
- The historical method of inquiry allows individuals to continue to interpret and refine history. For example, political cartoonists portray multiple perspectives of events, and newspapers may be biased in coverage of events throughout time.

Nature of History:

- Historical thinkers analyze and interpret primary and secondary sources to make inferences about various time periods and show cause-and-effect relationships.



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2. Historical thinkers seek people, places, and events that tell the story of history from multiple perspectives.
3. Historical thinkers examine data for point of view, historical context, distortion, or propaganda.

Prepared Graduates:

Develop an understanding of how people view, construct, and interpret history

History Standard 2 – The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government

Students can:

- a) Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans
- b) Identify and describe the significant individuals and groups of Native Americans and European colonists before the American Revolution
- c) Explain the development of political, social and economic institutions in the British American colonies
- d) Explain important political, social, economic, and military developments leading to and during the American Revolution

Inquiry Questions:

1. What if Thomas Paine had not written Common Sense?
2. How did historical events and individuals contribute to diversity in the United States?
3. How did important American documents shape American beliefs and values?
4. To what extent did individuals and their ideas contribute to the foundation of the United States government?

Relevance and Application:

1. The context and information from the past are used to make connections and inform decisions in the present. For example, the concepts of liberty continue to be defended by lawyers and citizens while on topics to include but not limited to the rights and responsibilities of citizens



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continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals.

2. Technological developments continue to evolve and affect the present in areas such as communication, transportation, and science.

Nature of History:

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers use chronology to organize and study cause-and-effect relationships across time.
3. Historical thinkers study people, places, and events to tell the story of history from multiple perspectives.

Prepared Graduates:

Analyze key historical periods and patterns of change over time within and across nations and cultures

Geography

Geography Standard 1 – Use various geographic tools and sources to answer questions about the geography of the **United States**

Students can:

- a) Answer questions about regions of the **United States** using various types of maps
- b) Use geographic tools to identify, locate, and describe places and regions in the **United States** and suggest reasons for their location
- c) Locate resources in the **United States** and describe the influence of access on the development of local and regional communities

Inquiry Questions:

1. How can various types of maps and other geographic tools communicate geographic information incorrectly?
2. How do you think differently about data when it is displayed spatially?
3. How and why do we label places?
4. How have places and regions in the United States been influenced by the physical geography of **North America** over time?



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Relevance and Application:

1. Geographic tools are used to locate places and identify resources, physical features, regions, and populations.
2. People and organizations decided on specific locations for operations based on geographic information.
3. Technologies enhance the ability to locate and analyze maps to answer questions. For example, historians use maps to help recreate settings of historical events, and individuals use maps to learn about different geographic areas.

Nature of Geography:

1. Spatial thinkers recognize that information can be extrapolated from geographic tools.
2. Spatial thinkers evaluate what data and geographic tools are needed to answer specific questions.

Prepared Graduates:

Develop spatial understanding, perspectives, and personal connections to the world

Geography Standard 2 – Causes and consequences of movement

Students can:

- a) Identify variables associated with discovery, exploration, and migration
- b) Explain migration, trade, and cultural patterns that result from interactions
- c) Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment
- d) Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the **United States**
- e) Give examples of the influence of geography on the history of the **United States**

Inquiry Questions:

1. What human and physical characteristics have motivated, prevented, or impeded migration and immigration over time?
2. How can migration and immigration be represented geographically?
3. How has the movement of people and their belongings affected the environment both positively and negatively?



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Relevance and Application:

1. Individuals understand the consequences and causes of movement to make connections to current personal or international events such as hurricane victims moving from storms, refugees fleeing from war, and economic hardship causing relocation for better jobs.
2. Technology has influenced movement to, colonization of, and the settlement of **North America**. For example, the West was promoted as the place for economic prosperity. Transportation systems have influenced movement.
3. Migration of individuals has multiple effects on society including economic and environmental impacts.

Nature of Geography:

1. Spatial thinkers study patterns of human movement.
2. Spatial thinkers analyze the push and pull components of movement.

Prepared Graduates:

Examine places and regions and the connections among them

Economics

Economics Standard 1 – Government and market structures influence financial institutions

Students can:

- a) Define a capitalist market economy
- b) Identify governmental activities that affect financial institutions and the economy at the local, state, and national level

Inquiry Questions:

1. Why are there different types of financial institutions?
2. In a market economy, who has the most power?
3. What influence should government have on the economy and financial institutions?

Relevance and Application:



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1. Knowledge about the role of financial institutions in a market economy allows individuals and businesses to better prepare for financial security. For example, financial analysts monitor the banking industry; individuals can evaluate the services and costs of banking with various institutions; and businesses can borrow money to expand.
2. Government actions affect the services and policies of financial institutions, thereby affecting financial options for individuals.

Nature of Economics:

Economic thinkers analyze the actions of financial institutions in a market economy.

Prepared Graduates:

Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Economics Standard 2 – Use of financial institutions to manage personal finances (PFL)

Students can:

- a) Identify different financial institutions
- b) Identify the products and services of financial institutions to include but not limited to: checking accounts, savings accounts, investments, and loans
- c) Compare and contrast financial institutions, their products, and services

Inquiry Questions:

1. What factors are important when establishing savings or investments goals?
2. What risks and benefits are associated with spending versus saving and investing?
3. How can a checking account help to decide how to spend and save?
4. Why do people use financial institutions and not self-banking?
5. How do people choose a financial institution?
6. Why do people need income?

Relevance and Application:

1. Analysis of the benefits and risks of investing and saving with —virtual and —brick and mortar financial institutions helps to make informed financial decisions.
2. Evaluation of the opportunity costs help to make financial decisions.



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3. Technology is used to track and graph the interest accrued on a —virtual investments, checking and savings accounts, investments, and loans.

Nature of Economics:

1. Financially responsible individuals make informed decisions about saving and investing for short- and long-term goals.
2. Financially responsible individuals research, analyze, and make choices regarding their needs when using financial institutions.

Prepared Graduates:

Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Civics

Civics Standard 1 – The foundations of citizenship in the United States

Students can:

- a) Describe and provide sources and examples of individual rights
- b) Give examples of group and individual actions that illustrate civic ideals in the founding of the **United States**. Ideals to include but not limited to **freedom, rules of law, equality, civility, cooperation, respect, responsibility, and civic participation**
- c) Explain the reasons for the **settlement of the American colonies**
- d) Define the criteria and process for becoming a citizen

Inquiry Questions:

1. How might citizens view an issue differently because of their backgrounds?
2. What is the most important right of a citizen?
3. What is the most important responsibility of a citizen?
4. How does government meet its responsibility to citizens?
5. Who is government?

Relevance and Application:



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1. Actions illustrate civic virtues such as civility, cooperation, respect, and responsible participation and are foundational components of our society. Examples include peaceful assembly by groups and respectful behavior during a performance or speech.
2. Knowledge of the foundations of citizenship in the **United States ensures that citizens' rights are being protected. For example, the rule of law applies to everyone in society and all individuals and groups are treated with respect.**

Nature of Civics:

1. Responsible community members analyze critical historical documents to investigate the development of the national government.
2. Responsible community members understand the responsibilities of the national government to its citizens.

Prepared Graduates:

Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Civics Standard 2 – The origins, structure, and functions of the **United States government**

Students can:

- a) Identify political principles of **American democracy and how the Constitution and Bill of Rights reflect and preserve these principles**
- b) Explain the historical foundation and the events that led to the formation of the **United States constitutional government**. Topics to include but not limited to **the colonial experience, the Declaration of Independence, and the Articles of Confederation**
- c) Explain the origins, structure, and functions of the **three branches of the United States** government and the relationships among them
- d) Describe how the decisions of the national government affect local and state government

Inquiry Questions:

1. What are democratic ideals and practices and their historic origins?
2. Were the **founding fathers correct in keeping the Constitution open for flexibility and interpretation?** Why?
3. How have historical documents defined and distributed power?



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Relevance and Application:

The origins, structure, and function of the **United States** government are studied to create **an informed, civically literate, and responsible society**. For example, **fundamental principles and liberties are still evolving as judges interpret the Constitution, and legislators make laws and local city councils and boards create regulations**

Nature of Civics:

1. **Responsible community members understand the concept of individual rights as a cornerstone to American democracy.**
2. Responsible community members understand the relationships between individual rights and personal responsibility.

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens



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Sixth Grade

History

History Standard 1 – Analyze and interpret historical sources to ask and research historical questions

Students can:

- a) Identify ways different cultures record history
- b) Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
- c) Critique information to determine if it is sufficient to answer historical questions

Inquiry Questions:

1. What questions help us understand the development and interaction of peoples in the Western & Eastern Hemispheres?
2. How can different sources on the same topic vary and how can we determine which sources are most helpful in interpreting the past?
3. What are the key primary sources that help to understand the history of the Western & Eastern Hemispheres?
4. How does the author or creator of a source influence the interpretation?

Relevance and Application:

1. Individuals identify points of view, seek multiple sources, and develop and defend a thesis with evidence throughout life.
2. Technology is used to explore and evaluate for accuracy of information.
3. The context and content from the past is used to make connections to the present.

Nature of History:

1. Historical thinkers evaluate historical sources for purpose, audience, point of view, context, reliability and authenticity.



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2. Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and interpretations of historical events and figures that are supported by evidence.

Prepared Graduates:

Develop an understanding of how people view, construct, and interpret history

History Standard 2 – The historical eras, individuals, groups, ideas and themes in regions of the Eastern Hemisphere and their relationships (with one another) and the Western Hemisphere and their relationships (with one another)

Students can:

- a) Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Eastern & Western Hemispheres
- b) Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics to include but not limited to hunter & gatherers to agrarian communities, Mesopotamia, Indus River Communities, Ancient China & Egypt.
- c) Identify examples of the social, political, cultural, and economic development in key areas of the Eastern & Western Hemispheres

Inquiry Questions:

1. Why have civilizations succeeded and failed?
2. To what extent does globalization depend on a society's resistance to and adaptation to change over time?
3. What factors influenced the development of civilizations and nations?

Relevance and Application:

1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding current issues such as the impact of the Asian identity and the ASEAN Convention.
2. Philosophies and ideas from history continue to inform and affect the present such as the Chinese/Confucius, Mesopotamia/Jewish, and Indian/Hindu influence.
3. Technological developments continue to evolve and affect the present. For example, the speed of communication is almost instantaneous with blogs and the Internet.



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Nature of History:

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers study people places, ideas, and events to construct the story of history from multiple perspectives.
3. Historical thinkers use chronology to organize time.
4. Historical thinkers examine data for point of view, historical context, or propaganda.

Prepared Graduates:

Analyze key historical periods and patterns of change over time within and across nations and cultures

Geography

Geography Standard 1 – Use geographic tools to solve problems

Students can:

- a) Use longitude, latitude, and scale on maps and globes to solve problems
- b) Collect and analyze data to interpret regions in the Western Hemisphere
- c) Ask multiple types of questions after examining geographic sources
- d) Interpret and communicate geographic data to justify potential solutions to problems
- e) Distinguish different types of maps and use them in analyzing an issue

Inquiry Questions:

1. How can geographic tools be used to solve problems in the future?
2. How does where we live influence how we live?
3. How do populations, physical features, resources, and perceptions of places and regions change over time?
4. How has land been acquired by countries?
5. How have geographic factors influenced human settlement and economic activity?

Relevance and Application:

1. Technology is used by individuals and businesses to answer geographic problems such as the spread of disease, migration patterns, and distribution and loss of resources like water supplies.
2. Geographic tools help to solve problems in daily life. For example, a car GIS is used to find a location, maps are used by tourists, and directions are found on the Internet.



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Nature of Geography:

1. Spatial thinkers use geographic tools to develop spatial thinking and awareness.
2. Spatial thinkers evaluate patterns that connect people and their problems to the world.

Prepared Graduates:

Develop spatial understanding, perspectives, and personal connections to the world

Geography Standard 2 – Human and physical systems vary and interact

Students can:

- a) Classify and analyze the types of connections between places
- b) identify physical features and explain their effects on people in the Eastern & Western Hemispheres
- c) Give examples of how people have adapted to their physical environment
- d) Analyze positive and negative interactions of human and physical systems in the Eastern & Western Hemispheres

Inquiry Questions:

1. What are different ways to define the Western Hemisphere based on human and physical systems?
2. How have people interacted with the environment over time in a positive or negative way?
3. How has globalization affected people and places?
4. In what ways are places on Earth interdependent?

Relevance and Application:

1. The study of how human and physical systems vary and interact helps to make better choices, decisions, and predictions. For example, resource distribution or trade is based on geographic features and environmental changes over time effect a business.
2. Businesses analyze data regarding physical and human systems to make informed choices regarding production, trade, and resource acquisition.
3. Nations use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls.

Nature of Geography:



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Spatial thinkers examine places and regions and the connections among them.

Prepared Graduates:

Examine places and regions and the connections among them

Economics

Economics Standard 1 – Identify and analyze different economic systems

Students can:

- Describe the characteristic of traditional, command, market, and mixed economic systems
- Explore how different economic systems affect job and career options and the population's standards of living
- Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence

Inquiry Questions:

- How do different systems address the production of goods?
- How are scarce resources distributed in different types of economic systems?
- How do different economies control the means of production and distribution of goods and services?

Relevance and Application:

- Economic development varies and can be compared across countries in the Eastern & Western Hemispheres including levels of education and average income.
- Governments and the private sector in the Eastern & Western Hemispheres cooperate to distribute goods and services, specialize, and are interdependent in the global economy.
- Career opportunities are influenced by the type of economic system.

Nature of Economics:

- Economic thinkers study how and why individuals make decisions about purchases.
- Economic thinkers analyze why different markets develop in different locations.
- Economic thinkers study the effects of different types of economies on global interdependence.

Prepared Graduates:



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Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Economics Standard 2 – Saving and investing are key contributors to financial well-being (PFL)

Students can:

- Differentiate between saving and investing
- Give examples of how saving and investing can improve financial well-being
- Describe the advantages and disadvantages of saving for short- and medium-term goals
- Explain the importance of an emergency fund
- Explain why saving is a prerequisite to investing
- Explain how saving and investing income can improve financial well-being

Inquiry Questions:

- Why is it important to save and invest?
- What types of items would an individual save for to purchase?
- What are risky investments and why would someone make that type of investment?
- Why is it important to research and analyze information prior to making financial decisions?

Relevance and Application:

- It's important to understand why to save and invest for the future.
- Technology allows individuals and businesses to track investment earnings.
- The creation of criteria for us of emergency funds helps to save responsibly.
- The comparison of returns of various savings and investment options and an adjustment of the investments for good financial decision-making.

Nature of Economics:

- Financially responsible individuals manage savings and investments for their financial well-being.
- Financially responsible individuals understand the risks and rewards associated with investing and saving.

Prepared Graduates:



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Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Civics

Civics Standard 1 – Analyze the interconnectedness of Thailand and other nations

Students can:

- a) Discuss advantages and disadvantages of living in an interconnected world
- b) Examine changes and connections in ideas about citizenship in different times and places
- c) Describe how groups and individuals influence the government and other nations
- d) Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations
- e) Analyze political issues from both a national and global perspective over time
- f) Identify historical examples illustrating how Thai citizens from diverse backgrounds perceived and reacted to various global issues

Inquiry Questions:

1. What does it mean to live in an interconnected world?
2. How can you be a productive member of the global community and a contributing citizen of Thailand?
3. Why are there greater challenges and opportunities when multiple groups interact?
4. Why are national and global viewpoints sometimes different?

Relevance and Application:

1. Nations are interconnected and affect each other on a daily basis. For example, businesses are affected by the laws, regulations, nations and markets are damaged by drought, earthquakes and other natural disasters throughout the world.
2. Technology provides daily information regarding the interaction between the Thai government and other nations.

Nature of Civics:

1. Responsible community members discuss and analyze how various government decisions impact people, places, and history.



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2. Responsible community members analyze how the actions of individuals and groups can have a local, nation, and international impact.
3. Responsible community members analyze the relationship between rights and responsibility in national and global contexts.

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens

Civics Standard 2 – Compare multiple systems of government

Students can:

- a) Describe different forms of government
- b) Identify how different forms of government relate to their citizens. Topics to include but limited to democracy and authoritarian government
- c) Compare the economic components of different forms of government
- d) Compare various governments' and the liberties of their citizens

Inquiry Questions:

1. How do you define good government?
2. What evidence can you find of effective and ineffective governments in the past and the present?
3. What would a government look like if you created it?
4. What are the consequences if a government does not provide for the common good?

Relevance and Application:

1. The ability to understand the different forms of government affects daily life. For example, employees work in international corporations and tourists visit countries with different laws, rules, and regulations.
2. Knowledge of government is essential for understanding the implications of events around the world.

Nature of Civics:

1. Responsible community members discuss personal and national actions and their global consequences.



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2. Responsible community members identify ways in which lives are enriched and challenged because of the interconnected nature of a global society.

Prepared Graduates:

Analyze origins, structure, and functions of governments and their impacts on societies and citizens



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Seventh Grade

History

History Standard 1 – Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence

Students can:

- a) Determine and explain the interdependence of people around the world during significant eras or events
- b) Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts

Inquiry Questions:

1. Why do people continue to research historical questions and events if books have already been written on the topic?
2. How do historical thinkers defend a thesis using primary and secondary sources that reflect different viewpoints?
3. How and why do historians determine periods of history?
4. What can an artifact tell or not tell about a time period or event?

Relevance and Application:

1. Individuals identify points of view, seek multiple sources, and develop and defend a thesis with evidence throughout life. For example, responsible citizens learn about the platforms and beliefs of candidates running for office prior to voting
2. Technology is used to explore and evaluate accuracy of information. For example, editors check stories for accuracy and documentary film makers interview multiple individuals when making a movie.
3. The use the context and content from the past is used to make connections to the present (e.g., the human settlement and trade route patterns)

Nature of History:



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1. Historical thinkers construct history through the gathering and analysis of historical sources.
2. Historical thinkers construct the story of the past by interpreting events from multiple points of view and various perspectives.
3. Historical thinkers defend a thesis with appropriate resources.

Prepared Graduates:

Develop an understanding of how people view, construct, and interpret history

History Standard 2 – The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another and the Western Hemisphere and their relationships with one another

Students can:

- a) Explain how people interact and are interconnected over key periods or eras in history in the Eastern & Western Hemispheres
- b) Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved
- c) Describe the foundation and development of key historical topics. Topics to include but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism
- d) Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome —c
- e) Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern & Western Hemispheres. Topics to include but not limited to world religions, the Silk Road, East/West contact and settlement patterns

Inquiry Questions:

1. How does the rise or collapse of a government affect surrounding societies over time?
2. What ideas have fundamentally changed different cultures in the Eastern & Western Hemispheres?
3. What are the factors that influenced the development of civilizations and nations?
4. To what extent are ideas from ancient Greece, Rome, China, and Africa important in today's world?

Relevance and Application:



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1. Historical information and context are used to interpret, evaluate, and inform current decisions or policies. For example, architects use ancient designs to influence their designs and advertisers use historical references in their ads to create context and meaning.
2. Historical philosophies and ideas continue to inform and affect the present. For example, democracy continues to evolve from its Greek origins and cultural traditions change and evolve with global interaction.
3. Technological developments continue to evolve and affect the present. For example, the speed of communication is almost instantaneous with blogs and the Internet.

Nature of History:

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers construct history using a variety of sources.
3. Historical thinkers interpret history from various points of view.
4. Historical thinkers use chronology to organize time.
5. Historical thinkers examine data for point of view, historical context, and propaganda.

Prepared Graduates:

Analyze key historical periods and patterns of change over time within and across nations and cultures

Geography

Geography Standard 1 – Use geographic tools to gather data and make geographic inferences and predictions

Students can:

- a) Interpret maps and other geographic tools to find patterns in human and physical systems
- b) Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion
- c) Collect and analyze data to make geographic inferences and predictions regarding the Eastern & Western Hemispheres
- d) Ask and answer questions after examining geographic sources

Inquiry Questions:

1. How would the world be different if we had no maps?



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2. How could geographic data be used for both positive and negative results?
3. Why do so many maps of the world put North America in the center?

Relevance and Application:

1. Geographic tools and the data they represent help businesses make decisions regarding location such as the best location for a business or the next Olympics.
2. Geography and technology enable the ability to make predictions about such topics as population expansion and need for services.

Nature of Geography:

1. Spatial thinkers use geographic tools to discover and investigate geographic patterns.
2. Spatial thinkers use knowledge about the environment to study its influence on individuals and groups.

Prepared Graduates:

Develop spatial understanding, perspectives, and personal connections to the world

Geography Standard 2 – Regions have different issues and perspectives

Students can:

- a) Classify data to construct thematic maps and make inferences
- b) Analyze and interpret data using geographic tools and create maps
- c) Construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern & Western Hemispheres
- d) Explain how the physical environment of a place influences its economy, culture, and trade patterns

Inquiry Questions:

1. Why do geographers use a variety of maps to represent the world?
2. How can a location be in different regions at the same time?
3. How do regional issues affect larger areas?
4. Do regions with similar issues around the world have similar geographic characteristics?

Relevance and Application:



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1. Individuals and businesses understand the characteristics of a region and its needs. For example, a snowmobile business should not be located in equatorial climates and restaurants reflect regional tastes in foods.
2. Regional access to resources affects individual perceptions, what they value, and how they react. For example, water consumption may be based on availability.

Nature of Geography:

1. Spatial thinkers study cultural groups in order to explain how they view a region.
2. Spatial thinkers evaluate the use of resources in a region to predict and propose future uses.
3. Spatial thinkers study the various definitions of regions.

Prepared Graduates:

Examine places and regions and the connections among them

Economics

Economics Standard 1 – Supply and demand influence price and profit in a market economy

Students can:

- a) Define supply and demand
- b) Identify factors that cause changes in supply and demand
- c) Define and identify factors that impact price
- d) Identify examples to illustrate that consumers ultimately determine what is produced in a market economy
- e) Explain the function of profit in a market economy
- f) Demonstrate how supply and demand determine equilibrium price and quantity

Inquiry Questions:

1. How do consumers determine what is produced?
2. What happens if a good or service is overpriced?
3. When goods and services are scarce what might happen to price? Why?
4. What happens to price when resources become more plentiful?



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Relevance and Application:

1. The principle of supply and demand is used to succeed in business.
2. Technology is used as a tool to support global trade in a market economy. For example, bar coding allows companies to keep close track of inventory and sales projections are used to make predictions regarding production.
3. Individual choices affect supply and demand.
4. Natural disasters, politics, financial issues, and trade affect supply and demand.

Nature of Economics:

1. Economic thinkers study the effects of local and global supply and demand on the local economy.
2. Economic thinkers study the relationship between local consumers and local and global producers.
3. Economic thinkers investigate consequences and trends related to global trade.

Prepared Graduates:

Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Economics Standard 2 – The distribution of resources influences economic production and individual choices (PFL)

Students can:

- a) Give examples that illustrate connections between resources and manufacturing
- b) Identify patterns of trade between places based on distribution of resources
- c) Compare and contrast the relative value and different uses of several types of resources
- d) Use supply and demand analysis to explain how prices allocate scarce goods in a market economy
- e) Define resources from an economic and personal finance perspective
- f) Explain the role of taxes in economic production and distribution of resources (PFL)
- g) Define the various types of taxes students will pay as adults (PFL)
- h) Demonstrate the impact of taxes on individual income and spending (PFL)

Inquiry Questions:



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1. How is it advantageous and disadvantageous when a country has valuable resources located within its borders?
2. How does a country acquire resources it does not have?
3. How does the availability or the lack of resources influence production and distribution?
4. What would countries look like without taxes?

Relevance and Application:

1. Various factors that influence production, including resources, supply and demand, and price (PFL), affect individual consumer choices over time.
2. Technology is used to explore relationships of economic factors and issues related to individual consumers.
3. Analysis of the distribution and location of resources helps businesses to determine business practices such as large companies locating near transportation.

Nature of Economics:

1. Economic thinkers analyze factors impacting production, distribution, and consumption.
2. Economic thinkers gather data regarding trends in production, use of resources, and consumer choices.
3. Financially responsible individuals understand the purposes of and responsibility to pay various taxes such as property, income and sales.

Prepared Graduates:

Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Civics

Civics Standard 1 – Compare how various nations define the rights, responsibilities, and roles of citizens

Students can:

- a) Compare the definition of citizen in various governments
- b) List the responsibilities of citizens in various governments
- c) Define the roles of citizens in various governments
- d) Give national and international examples of ethics and quality in government policies and practices



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- e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time

Inquiry Questions:

1. What are fundamental human rights?
2. How can the definition of citizen change?
3. What is the purpose of government?
4. What roles of citizens are the most important?

Relevance and Application:

The comparison of how different nations define the rights, responsibilities and roles of their citizens helps to understand the actions and reactions of various nations and their citizens to current events. For example, groups in France and Italy freely demonstrate while demonstrations in China are less frequent.

Nature of Civics:

1. Responsible community members exercise their rights, responsibilities, and roles.
2. Responsible community members understand that rights, responsibilities, and roles of citizens are different over time and in various nations.

Prepared Graduates:

Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Civics Standard 2 – Different forms of government and international organizations and their influence in the world community

Students can:

- a) Compare different forms of government in the world and how they derive their authority
- b) Evaluate how various nations interact, resolve their differences, and cooperate
- c) Analyze conflicts among nations including causes and consequences
- d) Describe common interests and evaluate examples of global collaboration
- e) Use criteria that identify the attributes of a good government and apply to specific examples

Inquiry Questions:

1. How do international laws and organizations help encourage ethical governmental practices?



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2. How do the aggressive actions of a nation influence other nations and international organizations?
3. What leads to cooperation, competition, or aggression between and among nations?
4. Why do governments form alliances and join international organizations?

Relevance and Application:

1. The use of technology to research how various countries, their governments, and nongovernmental organizations work collaboratively to solve issues allows global participation in advocacy for beliefs. For example, scientists from different nations work together to help solve the global warming issues and charitable organizations send aid to areas of need.
2. International organizations influence the world community to contribute or protect beliefs and interests. For example, the European Union was created for economic reasons, and the International Committee of the Red Cross was created to support people in crisis.

Nature of Civics:

1. Responsible community members know the components of various systems of government.
2. Responsible community members develop criteria to apply standards of ethics and quality in evaluating the effectiveness of government.
3. Responsible community members understand the connections and complexities of interactions among nations.

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens



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Eighth Grade

History

History Standard 1 – Formulate appropriate hypotheses about World History based on a variety of historical sources and perspectives

Students can:

- Use and interpret documents and other relevant primary and secondary sources pertaining to World History from multiple perspectives
- Analyze evidence from multiple sources including those with conflicting accounts about specific events in Southeast Asia's history
- Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry
- Construct a written historical argument on the use or understanding of primary and secondary sources

Inquiry Questions:

- How has the Declaration of Independence influenced other nations?
- Which primary documents have had the greatest impact on the people of the United States, China and Thailand?
- Should and can historians be completely impartial when writing about history?
- What makes history different from literature?
- Was it — colonization, or western influence in Thailand?
- What makes a good historical question?

Relevance and Application:

- The context and content from the past are used to make connections to the present such as connecting the Early Dynasties to current social and political issues, and the boom and bust cycle of Thai economics ending with the 1997 Asian financial collapse
- The historical method of inquiry is used to interpret and refine history and serves as a model for inquiry. For example, historians and communities preserve historical documents, artifacts, and buildings.



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Nature of History:

1. Historical thinkers evaluate historical sources for purpose, audience, point of view, context, and authenticity.
2. Historical thinkers use primary and secondary sources to evaluate and create hypotheses and interpretations of historical events defended with supporting evidence.

Prepared Graduates:

Develop an understanding of how people view, construct, and interpret history

History Standard 2 – The historical eras, individuals, groups, ideas and themes from the origins of Siam, to current Thailand and their relationships with one another

Students can:

- a) Determine and explain the historical context of key people and events from the origins of the Khmer Empire to current Thai governance including the examination of different perspectives
- b) Evaluate continuity and change over the course World History by examining various eras and determining major sources of conflict and compromise
- c) Examine factors that motivated the military and economic expansion from the time of Rama V to Rama IX
- d) Evaluate the impact of different factors – on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period
- e) Analyze causes and effects of major conflicts from the origins of Thai Democracy to the unrest and tumult in Thailand during the 21st century
- f) Analyze ideas that are critical to the understanding of World History and give examples of the ideals involved in major events and movements. Topics to include but not limited to **representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism**

Inquiry Questions:

1. How have the basic values and principles of Thai governance changed over time and in what ways have they been preserved?
2. To what extent are the ideas of the first Thai Constitution still affecting the world today?



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3. What would Thailand be like if The USA had not allied itself with the country during WWII and The Vietnam Wars?

Relevance and Application:

1. The context and information from the past are used to make connections and inform decisions in the present. For example, the concepts of liberty continue to be defended by lawyers and citizens while the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals.
2. Technological developments continue to evolve and impact the present. For example, communication media has evolved from printing, telegraph, early photography and continues to continue to evolve, in transportation of scientific discoveries)

Nature of History:

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers study places and events from multiple perspectives in a way that leads to interpretations based on available evidence.
3. Historical thinkers use chronology to organize time.
4. Historical thinkers examine sources for audience, purpose, point of view, historical context, and propaganda.

Prepared Graduates:

Analyze key historical periods and patterns of change over time within and across nations and cultures

Geography

Geography Standard 1 – Use geographic tools to analyze patterns in human and physical systems

Students can:

- a) Interpret maps and other geographic tools as a primary source to analyze a historic issue
- b) Describe the nature and spatial distribution of cultural patterns
- c) Recognize the patterns and networks of economic interdependence
- d) Explain the establishment of human settlements in relationship to physical attributes and important regional connections



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- e) Calculate and analyze population trends

Inquiry Questions:

1. How has human settlement influenced changes in physical systems and culture?
2. How can geographic tools help explore patterns in human and physical systems?
3. How have people and the environment interacted to produce changes over time?
4. How is human activity limited by the environment?
5. How has the environment influenced human activity?

Relevance and Application:

1. The analysis and understanding of patterns found in human and physical systems helps to explain impacts on society such as the impact of migration patterns on regions.
2. Technology is used to find, plot, and express the patterns found in human and physical systems that affect society such as population density and growth analyses, impact of deforestation, and human and environmental changes that affect world health.

Nature of Geography:

Spatial thinkers use geographic tools to discover and investigate geographic patterns.

Prepared Graduates:

Examine places and regions and the connections among them

Geography Standard 2 – Conflict and cooperation occur over space and resources

Students can:

- a) Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict
- b) Compare how differing geographic perspectives apply to a historic issue
- c) Interpret from a geographic perspective the expansion of Thailand by addressing issues of land, security, and sovereignty

Inquiry Questions:

1. How will the location of resources lead to cooperation or conflict in the future?
2. How has conflict over space and resources influenced human migration?



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3. How have differing perspectives regarding resource and land use lead to cooperative policies or conflict?
4. How would human settlement patterns be different if people did not trade resources with others?

Relevance and Application:

1. Nations are working cooperatively or are engaged in conflict over the division and control of land, water, and other resources.
2. Individuals, groups, and tribes make choices regarding the use of space and resources in society. For example, various nations and groups fought over the resources of Thailand.

Nature of Geography:

1. Spatial thinkers study how factors influence the allocation and use of space and resources.
2. Spatial thinkers study how different perspectives affect cooperation and conflict over space and resources.

Prepared Graduates:

Develop spatial understanding, perspectives, and personal connections to the world

Economics

Economics Standard 1 – Economic freedom, including free trade, is important for economic growth

Students can:

- a) Give examples of international differences in resources, productivity, and prices that provide a basis for international trade
- b) Describe the factors that lead to a nation having a comparative and absolute advantage in trade
- c) Explain effects of domestic policies on international trade
- d) Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers

Inquiry Questions:

1. How do societies benefit from trade and exchange?
2. Why is it important for nations to control trade and exchange?



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3. What are the benefits and challenges of trade at the international, national, state, local, and individual levels?
4. How does where and how you purchase products affect the social, economic, and environmental conditions?

Relevance and Application:

1. The understanding of trade and collaboration within the market economy is important to business and individual economic success.
2. Analysis of the positive and negative impacts of trade agreements is critical to a nation's economy. For example, The ASEAN 2015 referendum and the policies enacted to prepare for the AEC.
3. Identification of the role of information as a good or service and its influence on production, trade, income, and technological advances aids businesses to operate efficiently.
4. Innovation and invention create absolute or comparative advantage in trade.

Nature of Economics:

1. Economic thinkers explore the patterns and development of the interconnected nature of trade.
2. Economic thinkers analyze the components of economic growth.

Prepared Graduates:

Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Economics Standard 2 – Manage personal credit and debt (PFL)

Students can:

- a) Identify and differentiate between purposes and reasons for debt
- b) Analyze benefits and costs of credit and debt
- c) Compare sources of credit
- d) Describe the components of a credit history

Inquiry Questions:

1. Why is understanding credit and debt important?
2. How do you manage debt?
3. Why is it important to know about different types of credit?



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4. How do you view debt and credit?
5. When is debt useful?

Relevance and Application:

1. Technology aids in the research of purchases to find the lowest available cost, compare sources of credit, and track debt.
2. Analysis of the cost of borrowing helps to determine how to manage debt for such items as higher education and automobile purchases.
3. Technology is used to research credit history, credit scores, and the variables that impact a credit history to protect personal financial security.

Nature of Economics:

1. Financially responsible individuals manage debt.
2. Financially responsible individuals understand the responsibilities associated with the use of credit.

Prepared Graduates:

Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Civics

Civics Standard 1 – Analyze elements of continuity and change in the United States government and the role of citizens over time

Students can:

- a) Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes
- b) Analyze the changing definition of citizenship and give examples of the expansion of rights
- c) Describe examples of citizens and groups who have influenced change in Thailand's government and politics
- d) Evaluate the result of various strategies for political change over time
- e) Analyze primary sources supporting democratic freedoms and the founding of Thai government. Documents to include but not limited to the Thai Constitution explain how it provides for both continuity and change



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- f) Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally

Inquiry Questions:

1. What is a patriot?
2. What are the various roles of government?
3. How have various people from different eras in our nation's history promoted change in the face of opposition and what democratic principles were advanced?
4. How have the meanings of Thai ideals remained the same and changed over time?

Relevance and Application:

1. There are elements that contribute to continuity and change in order to maintain a free and democratic society. For example, the right to vote is fundamental in society, but who can vote has changed over time.
2. Individuals work collaboratively to research and advocate ideas regarding important issues facing society such as suffrage, the rights of workers, and the rights of children.

Nature of Civics:

1. Responsible community members read diverse sources to create understanding, critically analyze issues, and place them in historical context.
2. Responsible community members understand and discuss the dynamic nature of national government and the individual's role in the process.

Prepared Graduates:

Analyze and practice rights, roles, and responsibilities of citizens

Civics Standard 2 – The place of law in a constitutional system

Students can:

- a) Discern various types of law
- b) Evaluate the strengths and weaknesses of rule of law
- c) Describe and engage in various means of conflict management
- d) Explain the role and importance of the Thai Constitution
- e) Discuss the tensions between individual rights and national law



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- f) Explain how and federal court power of judicial review is reflected in the Thai form of constitutional government
- g) Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good

Inquiry Questions:

1. What is the —common good?
2. What are examples of successful and unsuccessful conflict resolution in Thai history and why?
3. How has the Thailand balanced individual rights and law?
4. Which is more effective, the rule of law or the rule of man? Why?

Relevance and Application:

1. Laws interact and may remain the same or change over time. For example, in a society with laws, leadership can change but the law remains the same.
2. Laws allow understanding of the proper course of action and consequences for not adhering to the law. For example, safety belts are required in automobiles for safety reasons and various government agencies regulate industries to protect the common good.

Nature of Civics:

1. Responsible community members exercise their rights and responsibilities to effect change.
2. Responsible community members understand rule of law and judicial review as components of the judicial system.

Prepared Graduates:

Analyze origins, structure, and functions of governments and their impacts on societies and citizens