

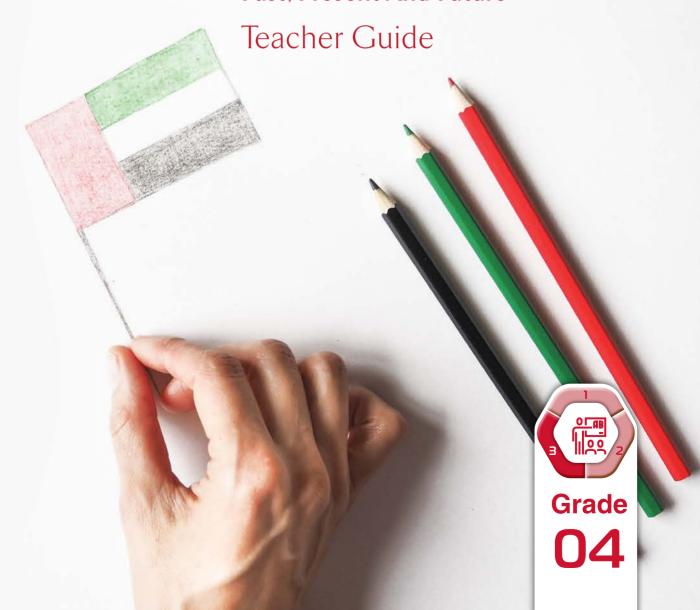




2020-2021

## **SOCIAL STUDIES**

Our UAE, Our World: Understanding Our Past, Present And Future



## **Social Studies**

Our UAE, Our World: Understanding our Past, Present and Future

#### **Teacher Guide**

Grade 4

Term 3

(Pilot Version)





من أقوال المغفور له **الشيخ زايد بن سلطان آل نهيان** 

من لا يعرف ماضيه لا يستطيع أن يعيش حاضره ومستقبله "

He who does not know his past cannot make the best of his present and future, for it is from the past that we learn.

- Sheikh Zayed Bin Sultan Al Nahyan



H.H. Shaikh Khalifa Bin Zayed Al Nahyan President of the United Arab Emirates

"Extensive knowledge and modern science must be acquired. The educational process we see today is an ongoing escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."







## Social Science for Non-Arabs

### Curriculum Overview

In this term, you will learn about government institutions and organizations in a community. You will learn what it means to be a good citizen and you will apply some of your citizenship skills. At the end of the term, you will search for information about an institution or an organization in your community and present it to your classmates







### content is defined on smart learning app

Introduction	6
<b>Lesson 1:</b> Government Services	10
Lesson 2: Courts and Councils	18
Lesson 3: Safety and Security	28
Lesson 4: Healthcare	36
<b>Lesson 5:</b> Mid-term Review	44
Lesson 6: Infrastructure	48
Lesson 7: Social Organizations	56
<b>Lesson 8:</b> Citizenship	64
<b>Lesson 9:</b> Term Project	72
Lesson 10: Final Review	76
Glossary	82







### Student Learning Outcomes (SLOs):



SOC.1.2.01.008 Describes how governments provides basic services
 SOC.1.5.02.010 Explain how fees and taxes are used by government
 SOC.2.1.01.008 Gathers information from primary and secondary sources on content area

#### **Lesson Objective**



#### By the end of the lesson, students will:

- ceplain what governments do
- ist services provided by governments
- 🍅 explain how governments make money
- explain how the money from taxes and fees is spent

#### Key Vocabulary:



- government: group of people who lead the community
- \*\* tax: amount of money people play on products that goes to the government
- **fee:** amount of money people play for the services provided by the government
- **government services:** actions governments do for the community



#### **Lesson 1 | Government Services**

#### Materials/ Resources/ Technology



#### **Resources from Student Book:**

https://u.ae/en/information-and-services/top-government-services

\*Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.

#### **Lesson Text**



Some public parks, playgrounds, and beaches are open to everyone and free of charge. To go into others you must pay a fee. The park officials ensure that the trash is removed and that all the equipment is working and safe. Public beaches that allow swimming have lifeguards make sure people swim safely.

#### The Roles of Government

Governments provide services to people in the community. Governments build communities and protect people. Governments make laws and rules, and it ensures that people obey them. Governments collect taxes and spend the money where it is needed.

#### Community Services

The government of the UAE ensures that the community is well developed. It builds infrastructure, such as roads, transportation systems, communication systems, and so on. The government promotes health care and provides hospitals and clinics. Education is very important to the UAE government so it sets standards for schools in the country. Federal and local governments provide or subsidize schools, museums, parks, and other public institutions or services.

#### How Does the Government Make Money?

Governments often charge for their services. For example, every community pays taxes. In some countries, people pay tax on their income, property, goods and services. In the UAE, VAT (Value Added Tax) of 5% was introduced in 2018.

Governments may charge fees for goods or services. People in the UAE pay fees for electricity, water, sewage, public transportation, and so on. Residents pay for visas to live and work in the country.

#### **Lesson Text**



Some of the money collected by taxes and fees is used to operate the government or provide the services. The governments pays government employees, purchases equipment, and pays for services. The government may save money for a special purpose such as city planning, urban development, or disaster relief. A disaster relief fund is money set aside to help people rebuild the community if there is a natural or man-made disaster.

#### **Other Services**

The UAE has a well-developed transportation system. This includes the airports and ports, bus stations, the metro, and the roads and highways. The government ensures that all these are safe and functioning. Public playgrounds, parks, wildlife centres, and beaches are kept clean and safe by the government for everyone to enjoy.

## Lesson Description with SLO Tags and Notes



In the Warmup, students answer questions about government services: have you recently visited a park or a playground? Did you pay to get in? Who makes sure these places are safe and clean? Point out that these are services provided by the government and check if the students can guess how the money is spent. SOC.1.2.01.008

Activity 1 is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. SOC.2.1.01.009

In Activity 2, students draw a picture of a government institution that provides services and describe it in 2-3 sentences. SOC.1.2.01.008

Activity 3 asks students to visit the following website: https://u.ae/en/information-and-services/top-government-services and make a list of six services provided by the UAE government. After they finish, students compare their work. There are more than six services, so the answers will vary. SOC.1.2.01.008 SOC.1.5.02.010 In Activity 4, students make a poster using the information they have gathered in activity 3. They select one of the services and write 4-5 sentences about it. SOC.1.2.01.008 SOC.2.1.01.008 SOC.1.5.02.010



#### Lesson 1 | Government Services

Lesson **Description with SLO Tags and Notes** 



#### **Selected Activity Answers**



Activity 5 is a scavenger hunt. Display the posters students have created and make a list of questions based on them. Point out that people pay taxes and fees for the services and products provided by the government. Give students time to find all the answers. SOC.12.01.008 SOC.21.01.009 SOC.2.1.01.008 SOC.1.5.02.010

\*Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.

#### **Activity 1: Concept Check**

Instructions: Make a list of five ways the government spends money. The first one is done for you.

- 1. Cleaning public parks and beaches
- 2. Provide services to the citizens.
- 3. City planning
- 4. Urban development
- 5. Disaster relief
- 6. Ensuring road safety

#### **Activity 2: Government services in my community**

Instructions: Draw a picture of a government institution that provides a service and in 2-3 sentences describe its services to the citizens.

#### Draw your picture here:

A sample answer: School

#### Description of the service:

Schools provide education to children. They also provide jobs for teachers. The education students get helps them in their future.

#### **Activity 3: Explore UAE Government Services**

Instructions: Visit the UAE official website provide by your teacher. Using the website (https://u.ae/en/information-and-services/topgovernment-services), make a list of six services the UAE government provides. Compare with a classmate.

- 1 Issue driver's license
- 2. Attest official documents
- 3. Issue work permit
- 4. Register elderly in mobile unit
- Issue passport
- Water connection service





## Selected Activity Answers



#### Activity 4: Make a poster

Instructions: Select one government service from activity 3 and make a poster about it. Include the type of service and describe it in 4-5 sentences. Your teacher can help you find the details.

Type of service: Water connection service

4-5 sentences about the service:

This government service helps people connect their water services. It describes the procedure. The service is provided in several locations. They are all listed. The timings when the service can be requested are also listed on the website.

#### **Activity 5: Government Services Scavenger Hunt**

Instructions: Display the posters in the classroom or school. Your teacher will create a list of questions. Find the answers to the questions in the posters.

## Formative Assessment Opportunities



All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

## Remedial Opportunities



Activity 4 may be challenging for some students. Check the answers in Activity 3 before you move on to Activity 4. You can then ask the students who need help to focus on one of the services and show them where to find the details on the website.

## **Extension Opportunities**



Activity 4 can be extended. Students can present their work.









## Student Learning Outcomes (SLOs):



**SOC.2.1.01.009** Answers questions related to social studies from printed

or non-printed sources

**SOC.3.1.01.017** Show a greater understanding of how to solve conflicts at

home and at school

#### **Lesson Objective**



#### By the end of the lesson, students will:

- **७** understand the roles of civil and criminal courts
- is label civil and criminal court cases
- describe what a judge does
- **ö** understand what councils are and what they do

#### Key Vocabulary:



- civil court: type of court that focuses on cases that are between people or between a person and an organization
- criminal court: type of court that focuses on cases in which people have committed crimes
- laws: a government system of rules to protect people
- **judge:** a government official who decides who is right or wrong in court

#### Materials/ Resources/ Technology



#### **Resources from Student Book:**

\*Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.



#### Lesson 2 | Courts and Councils

#### **Lesson Text**



#### **Courts**

Courts use the country's laws to resolve issues. There are different types of courts. The civil court focuses on cases that are between people or between a person and an organization. The criminal courts are for people who have committed crimes.

Type of Case	Example
Civil Case	A worker got injured at his workplace and had to have surgery. His insurance did not pay for all the medical expenses, so he asked his employer to pay. The employer refused to pay the expenses. The employer cut the worker's pay because he missed a few weeks of work while recovering from surgery. The worker thought that was not fair, so he took his employer to court.
Criminal Case	A group of young men broke into a home and stole some money and jewellery. The owner of the home heard them and called the police. Three young men were arrested. They have to go to court so that a judge can listen to the evidence and determine whether they are guilty.

#### Laws

The government makes laws (a system of rules) to protect people. People have to obey the set of laws in their community. The police protect people and enforce the laws. People who do not obey laws may have penalties. The penalty depends on the law broken. Penalties may include paying money, spending time in prison, or other penalties.

The government makes laws to prevent conflicts between people. If people have conflicts, judges decide who is right and who is wrong. Judges decide if a law is broken. Judges decide the penalty when a law is broken. They must be fair to everyone.



#### **Lesson Text**



#### Councils

Some communities have councils. A council is a group of people that represent the interests of the people who live in the community. They are part of the local government. Their duties include meeting on a regular basis, and discussing and making decisions related to their community. For instance, when the community gets a budget, the council decides how the budget is spent.

Schools often have student councils. Student councils are representatives of students who meet with school officials, plan events for students, and give feedback. The Security Council of the United Nations give recommendations to the General Assembly related to international relations issues.

The Warmup asks the students to identify rules in the class and list the reasons these rules exist. SOC.2.1.01.009

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. SOC.2.1.01.009

In Activity 2, students specify what civil and criminal courts focus on. SOC.2.1.01.009

In Activity 3, students read about different situations and for each, they decide a possible penalty. They are also asked to give the reason for each penalty. SOC.3.1.01.017

In Activity 4, students read about three situations and suggest how to resolve them. SOC.3.1.01.017

Activity 5 asks the students to work in groups and decide on a new class Some communities have councils. A council is a group of people that

#### **Lesson Description** with SLO Tags and **Notes**



Activity 5 asks the students to work in groups and decide on a new class rule. They need to decide on the penalty if someone does not obey the rule, as well as a reward for those who do. SOC.3.1.01.017



# S

#### Lesson 2 | Courts and Councils

## Selected Activity Answers



#### **Activity 1: Concept Check**

Instructions: Answer the questions.



#### 1. What are courts?

Courts are government institutions that use the country's laws to resolve issues.



#### 2. What are laws?

Laws are government rules that protect people



#### 3. What are the penalties if someone breaks the law?

Penalties for braking laws include paying money or spending time in prison.



#### 4. What do councils do?

Councils represent the interests of the people who live in the community.

#### **Activity 2: Provide Examples**

Instructions: List examples of what courts do.

#### **Civil Court**

# An injured worked whose company refuses to cover the medical expenses takes the company to court.

#### **Criminal Court**

A person has stolen some money and got caught. He is taken to court where the judge will decide if he is guilty or not.





#### **Selected Activity** Answers



#### **Activity 3: Think and Discuss**

Instructions: In groups, discuss the question, possible penalties, and reason for your decision.

and reason for your decision.  For each situation, decide what the penalty should be and why you think that is a fair penalty?			
Situation	Penalty	Reason for the Penalty	
On purpose, one person pushes another person.	Apologize and promise not to do this again.	The person will understand that it is not OK to behave this way.	
Someone steals Dh 10.	Give back the money.	The person will learn that it is not acceptable to steal.	
Someone steals a jacket worth Dh 500.	Return the jacket and pay a fine.	When the person pays the fine, he will think twice before stealing again.	
On purpose, someone punches another person and breaks their nose.	Civil court – he needs to pay for medical bills and compensation to the person he hurt.	When the person has to pay for everything, he may think twice before punching another person on purpose.	
Someone accidentally breaks a window.	Pay for the window to get fixed.	This was accidental, so paying for the damages is fair.	

# s

#### Lesson 2 | Courts and Councils

## Selected Activity Answers



#### ctivity 4: Act It Out

Instructions: For each situation below, think of a way to resolve the problem yourself. The first one has been done for you. Choose one situation and act it out for the class.

Situation	Way to Resolve the Conflict
You and another student want the same piece of cake.	Cut the piece of cake in half and share.
Two people want to read the same book.	They can take turns reading to each other.
Four people want to play with the same ball.	They can play a game that includes them all.
One person accidentally knocks down another person.	Apologize and help them up.
One student accidentally breaks another student's bicycle.	Contact the parents and ask them to replace or fix the bicycle.
Make your own situation:	



## Selected Activity Answers



#### **Activity 5: Suggest a New Class Rule**

Instructions: In groups, decide on a new class rule. Decide on the penalty if someone does not follow the rule. Decide on a reward if the person follows the rule. Present your rule to the class.

New rule: Students should not use their mobile phones during the lesson.

Reason for the new rule	Penalty for not following the rule	Reward for following the rule
Mobile phones are distracting and student learn less if they do not pay attention in class.	The mobile phone is taken away.	Teacher gives the students a five minute break during which mobile phones can be used.

## Formative Assessment Opportunities



All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

## Remedial Opportunities



In Activity 5, remind the students that they need to come up with a new rule. You can prepare a few ideas for weaker students.

## **Extension Opportunities**



Activity 5 can be presented to class.









## Student Learning Outcomes (SLOs):



**SOC.2.1.01.009** Answers questions related to social studies from printed

or non-printed sources

**SOC.3.1.01.018** Take care of themselves and their property

#### **Lesson Objective**



#### By the end of the lesson, students will:

- identify the duties of the military
- explain why it is important to have airport security
- define cyber security and cyberbullying
- explain why we need cyber security

#### Key Vocabulary:



- military: group of people who serve to protect the country
- immigration officer: government employee who checks the travellers' documents to ensure they have proper documents, such as visa, to enter the country
- cyber security: safety using computers
- cyberbullying: bullying online

#### Materials/ Resources/ Technology



#### **Resources from Student Book**

\*Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.



# y

#### Lesson 3 | Safety and Security

#### **Lesson Text**



#### Military

The military serves to protect the country from its enemies. There are different branches in the military: the navy, the air force, the army, and so on. Each branch is responsible for protecting the county in a different way. The navy protects from the sea, while the air force protects from the air, and so on.

Sometimes the military is called to help during a natural disaster. Military personnel could build shelters or distribute food and medicine. When people find themselves in a dangerous situation abroad, the military of their country may evacuate them.

#### Airport Security, Border Control, and Immigration

Airport security is very important. Many people travel by plane to visit different communities and countries. Most people travel for business, study or vacation. Sometimes people smuggle goods that are forbidden in the county they are going to visit. Other times, people try to enter a country without having proper documents, such as a visa. Airport security, border patrol, and immigration officers are the ones who ensure that operations at the airport run smoothly. They are the ones who check the travelers' documents and luggage to ensure the overall safety at the airport.

#### **Cyber Security**

Computers and the internet have made life more convenient. People have access to a wealth of information and can complete transactions using smart devices. With the benefits come dangers.

The word cyber means computer, so cyber security means computer security. Not all online information is accurate. It is important to check the sources (where the information comes from). The source has to be reliable or trustworthy.

Talking to strangers can be dangerous in person and online. Sharing personal information and pictures with strangers is not a good idea. Online strangers may pretend to be your peers and ask you to share details with them. They could use your data to create fake identities which could cause you to get in trouble later. You should always create



#### **Lesson Text**



strong passwords and keep them secret. Sharing your password with friends is not a good idea. It is important to stay safe.

Hackers are people who are able to illegally access other people's account details. In the case of banking information, they may use other people's money to pay their own bills. Hackers sometimes use viruses and spyware to cause damage to other people's computers. They may hack into a computer to destroy or steal data. This is why people should never open attachments in emails sent to them by people they do not recognize.

#### Cyberbullying

Cyberbullying is bullying online. Young people are spending a lot of time online on social media.

How do we recognize cyberbullying? Some actions that are considered cyberbullying are:

- creating a fake social media account to mock another person or post bad things pretending to be another person
- being rude to people in a chatroom or in an online game
- blocking people for no reason
- hacking into people's accounts
- threatening others through email or messages

Sometimes, students are bullied and their parents do not know about it. It is hard to protect yourself from it, but if it happens, you need to speak to your parents. They will help you deal with the situation.

Lesson
Description with
SLO Tags and
Notes



In the Warmup, students list the steps taken at the airports for safety and security reasons.

SOC.1.5.01.009

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading.

SOC.1.5.01.009



## Lesson 3 | Safety and Security

# Lesson Description with SLO Tags and Notes



Activity 2 asks the students to describe the picture displaying the common mistakes people make when creating their passwords.

#### SOC.3.1.01.018

In Activity 3, students focus on the "netiquette." They list acceptable online behaviours.

#### SOC.3.1.01.018

Activity 4, focuses cyber security. Students highlight three cyber security areas and give tips about them.

#### SOC.3.1.01.018

In Activity 5 students work in groups. Using the ideas from Activity 4, they select five and create a poster. Then, they present the areas and the tips to the rest of the class.

### Selected Activity Answers



#### **Activity 1: Concept Check**

Answer the questions:

- 1. Give two examples of what the military does, other than protect the country from its enemies.
  - Help during natural disasters.
  - Evacuate citizens from other countries in case of emergency
- ? Give two reasons why it is good to have airport security.
  - Sometimes people smuggle goods that are forbidden in the county they are going to visit.
  - People try to enter a country without having proper documents, such as a visa.
- What is cyber security.
  - Omputer security (safety).
- What is cyberbullying?
  - **②** Cyberbullying is bullying online.

## Selected Activity Answers



#### **Activity 2: Creating Strong passwords**

Instructions: Describe the picture below. Why are the crossed out passwords not a good idea? Create your own strong password.



#### Your answer:

These passwords can be easily figured out.

A strong passwords is a combination of upper and lower case letters, numbers, and special characters.

#### **Activity 3: How to Avoid Cyberbullying**

Instructions: Netiquette is a set of rules on how to behave online. Can you think of some behaviours that are acceptable? One is done for you.

- 1. Think before you click "send."
- 2. Treat others as you would like to be treated.
- 3. Show respect.
- 4. Do not pretend to be someone else online..

#### **Activity 4: Cyber Security Tips**

Instructions: Create a list highlighting at least three areas that are important to know about cyber security. Give tips on what do in such situations to protect oneself.

Area	Tips
Emails with attachments form unknown senders	Do not open these emails because they may have a virus.
Passwords	Do not share your passwords with others.
Cyberbullying	If you are bullied online, speak to your parents about it.

# Lesson 3 | Safety and Security

### Selected Activity



**Answers** 

## Formative Assessment Opportunities



## Remedial Opportunities



## **Extension Opportunities**



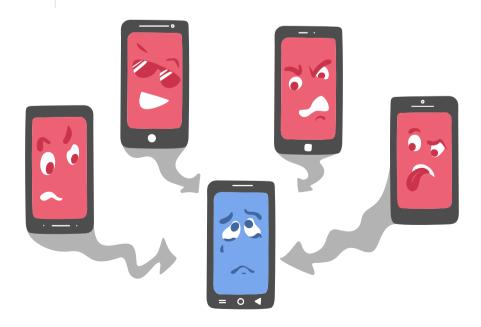
#### **Activity 5: Share Your Ideas**

Instructions: In groups of four, share your Activity 4 ideas. Identify five items to use to make a poster. Create a poster and share it with the rest of class.

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

Activity 4 may be challenging. You can prepare a few areas that the students can focus on.

Students can select one area/tip and create a multiple choice question with it. You can collect all the questions and give a quiz to the students after the presentations.







# Student Learning Outcomes (SLOs):



**SOC.2.1.01.009** Answers questions related to social studies from printed

or non-printed sources

**SOC.3.1.01.018** Take care of themselves and their property

#### **Lesson Objective**



#### By the end of the lesson, students will:

- **o** understand the concept of healthcare
- 👸 list different healthcare workers and explain what each does
- o explain how to call an ambulance
- **ö** illustrate the steps from calling the ambulance to receiving care at the hospital

#### Key Vocabulary:



- healthcare services: services provided in hospitals and clinics
- specialist: doctors who specialize in a particular field of medicine
- pharmacist: healthcare workers that work in pharmacies
- dispatcher: healthcare worker who answers emergency phone calls

#### Materials/ Resources/ Technology



#### **Resources from Student Book**

\*Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.



# re e

#### Lesson 4 | Healthcare

#### **Lesson Text**



#### What are Healthcare Services?

Healthcare services are provided in hospitals and clinics. These services include helping people stay healthy through advising and treating them, or saving people's lives if there is an emergency. Healthcare workers advise and treat people in hospitals and clinics. Preventive care attempts to prevent or stop an illness or injury from occurring.

#### **Healthcare Workers**

Medical doctors work in hospitals and clinics to diagnose and treat patients. When a patient has a life-threatening illnesses, the patient may be referred to a specialist. For example, a cardiologist (a doctor who specialises in heart illnesses) may be consulted if a patient complains about heart problems. At the hospital, a surgeon may need to perform a surgery.

Nurses assist doctors in providing care for the patients. Some nurses see patients before the patients see the doctor. They measure the temperature and blood pressure and take the patient's weight and height. Some nurses prepare patients for surgery, while other nurses take care of the patients after the surgery.

Most hospitals have pharmacies where patients get medicine. Pharmacists fill prescriptions by preparing and distributing medicines prescribed by doctors. They explain how to take the medicine to the patients.

Other healthcare workers may include dentists, physical therapists, and nutritionists. Dentists may prepare a filling or pull teeth. Physical therapists help people who have broken bones or muscle problems. Nutritionists advise patents about food intake and how food affects their health.

#### Calling an Ambulance

In case of an emergency, a person may need to call an ambulance. The number to dial in the UAE is 998. When you call an ambulance, the dispatcher picks up and asks for details. The dispatcher sends a crew of paramedics to your house. While you wait, the dispatcher may speak to you and calm you down. If necessary, the dispatcher may instruct you how to help the person in need.

The paramedics may use the siren and the flashing lights to get through traffic. They provide immediate help and transport the patient to the hospital. At the hospital, the patient is checked in and seen by the doctors. Once the patient is delivered to the hospital, the paramedics prepare themselves and the ambulance to go to the next call.

# Lesson Description with SLO Tags and Notes



The Warmup activates students' background knowledge about healthcare workers.

#### SOC.2.1.01.009

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading

SOC.2.1.01.009, SOC.3.1.01.018

In Activity 2, students read four scenarios and decide who helps them in these situations.

SOC.3.1.01.018

Activity 3 asks the students to read about being a nutritionist and make a daily meal plan for their family using the food pyramid.

SOC.3.1.01.018

In Activity 4, students list the steps in calling an ambulance for an injured person.

SOC.3.1.01.018

Activity 5 focuses on writing a "thank you" note to a healthcare worker who has helped them or their family member.

SOC.3.1.01.018

# Selected Activity Answers



#### **Activity 1: Concept Check**

Instructions: Answer the questions

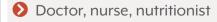


#### 1. What are healthcare services?

Healthcare services include helping people stay healthy through advising and treating them, or saving people's lives if there is an emergency.



#### 2. Name three healthcare workers





#### 3. Why do we see a specialist





- 4. Name 2 jobs the nurses do
- Measure temperature; measure blood pressure
  - 5. What does a pharmacist do?
- Pharmacists fill prescriptions by preparing and distributing medicines prescribed by doctors. They explain how to take the medicine to the patients.
- 6. When does a patient go to physical therapy?
- A patient goes to physical therapy when he has broken bones or muscle problems.
- 7. Which number do people dial for ambulance services in the UAE?
- 998

#### Activity 2: Who will help you?

Instructions: Read the four scenarios. Decide who will help you in each situation. The choices are: nurse, specialist (dermatologist), physical therapist, and pharmacist. Write your answer in the table.

Scenario	Who will help you?
You just saw your doctor and he prescribed some medication. You need to pick it up.	pharmacist
Before you see the doctor this person will measure your temperature.	nurse
You broke your leg. It has healed, but you still have a hard time walking.	physical therapist
You have red blotches on your skin.	dermatologist



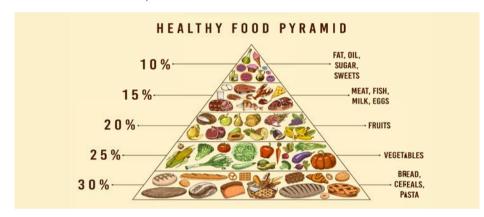


#### Activity 3: Being a Nutritionist

Instructions: Read about the job of a nutritionist and complete the activity.

Nutritionists advise people on how to plan meals to suit their condition. They review the patient's case and educate the patient on which nutrients (proteins, fats, carbohydrates, vitamins and minerals) they need to be healthy. The healthy food pyramid is one way of planning healthy meals. Take a look at the healthy food pyramid.

Imagine that you are a nutritionist. Make a daily meal plan for your family. Pay attention how much of each type of food should be consumed in one day.



Breakfast	Lunch	Dinner	Snacks
cereals with milk	pasta salad with avocado	baked chicken breast with steamed rice and broccoli	an apple ice cream

#### **Activity 4: Calling an Ambulance**

Instructions: list the steps in the process of calling an ambulance for an injured person. The first and the last one are done for you.

Dial 988	the dispatcher picks up and asks for details.	the dispatcher sends a crew of paramedics to your house.	paramedics arrive and take the patient to the hospital.	Arriving at the hospital
-------------	---	---	--	--------------------------------

#### Lesson 4 | Healthcare

#### **Selected Activity** Answers



#### Activity 5: Write a "Thank you" Note

Instructions: Write a "thank you" note to a healthcare worker who has helped you or a member of your family.

#### Write your "thank you" note

Dear nurse Betty,

Thank you for helping me last week when I hurt my hand in my gym class. Putting some ice on it helped a lot

#### To:

School nurse

#### From:

Student name

#### Draw a picture for the healthcare worker:

#### **Formative Assessment Opportunities**



All rights reserved. No part of this bage may be reproduced, stored in a retieval system or transmitted in any form or by any means without prior permission in writing of the publisher

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

#### Remedial **Opportunities**



Before students start activity 3, we suggest you discuss the items in the food pyramid and explain the percentages.

#### **Extension Opportunities**



Activity 5 can be assigned as homework and sent to the healthcare worker.









#### Matching the terms with their definitions

Instructions: Match the terms to their definitions.

	Terms		Definitions
J	tax	A	rules a group of people agree to follow
D	fee	В	healthcare workers that work in pharmacies
Е	government services	С	the healthcare worker who answers <b>emergency phone</b> calls
Α	laws	D	amount of money people pay for the services provided by the government
F	judge	Ε	actions governments do for the community
K	immigration officer	F	a government official who decides who is right or wrong in a court hearing
I	cyber security	G	services provided in hospital and clinics
G	health care services	н	doctors who specialise in a particular field of medicine
Н	specialist	I	safety using computers
В	pharmacist	J	amount of money people pay on income or products that goes to the government
С	dispatcher	K	government employee who checks the travellers' documents, such as a visa, to enter the country

#### Activity 2:



#### **Concept Check**

Instructions: Answer the questions.

- 1. Give 2 examples of government services
- urban development
- disaster relief
- 2. How does the government make money?
- ln some countries, people pay tax on their income, property, goods and services.
- 🖺 In the UAE, VAT (Value Added Tax) of 5% was introduced in 2018.
- 3. Give an example of a civil court case.



#### Activity 2:



A worker is injured at his job, but his employer does not want to cover the medical bills. The worker takes the employer to court.

- 4. Describe a judge.
- 5. What is the main duty of the government council?

The main duty of the government council is to represent the interests of the people who live in the community.

- 6. List two duties of the military.
- protect their country
- disaster relief
- 7. Explain the importance of airport security.
- 🗐 people may try to smuggle goods that are forbidden in the county they are going to visit.
- people may try to enter a country without having proper documents, such as a visa.
- 8. Explain the importance of cyber security.

Not all online information is accurate. It is important to check the sources (where the information comes from). The source has to be reliable or trustworthy.

9. Why is "123qwerty" not a secure password?

It is not secure because it can be easily guessed by others.

10. Explain the term cyberbullying and give an example.

Cyberbullying is bullying someone online. For example, in a live online video game, people can also chat. An example of cyberbullying would be calling someone bad names because you are not winning the game.

- 11. Give an example of a healthcare specialist. What does this person do? cardiologist takes care of patient's heart problems.
- 12. Which number do people in the UAE dial if they need an ambulance?

998

Students are encouraged to reflect on what they have done well and where they need to improve.





<b>Student Learning</b>
<b>Outcomes (SLOs):</b>



SOC.2.1.01.009	Answers questions related to social studies from printed
----------------	--

or non-printed sources

**SOC.1.2.01.008** Describes how governments provides basic services

**SOC.1.5.01.009** Explains economic principles (e.g., initiative, production,

goods, services, saving)

**SOC.1.5.02.010** Explain how fees and taxes are used by government

**SOC.3.2.01.025** Work at a basic level with some of the concepts that are

part of acquiring economic literacy

#### By the end of the lesson, students will:

**ö** compare types of infrastructure

**ö** categorize infrastructure

define revenue

**©** explain the importance of infrastructure

**\*\*** understand that tourist attractions help communities make money

#### Key Vocabulary:

**Lesson Objective** 



# infrastructure: physical structures, institutions, facilities, and services available in a community



revenue: income

#### Materials/ Resources/ Technology



#### **Resources from Student Book**

\*Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.



#### Lesson 6 | Infrastructure

#### **Lesson Text**



#### What is Infrastructure?

Communities need infrastructure to function properly. Infrastructure can be divided into several parts: physical structures, institutions, facilities, and services. Physical structures are the roads, airports, highways, and ports. They include everything related to transportation.

Institutions (government structures that serve people in the country) such as public hospitals, schools, museums, and libraries are part of the infrastructure. Institutions provide services for education, health, cultural experiences, and so on. Every community uses water and energy services, sewerage (waste water), and garbage removal. Police officers, firefighters, and military are part of the service infrastructure. Communities on the border with another country have border patrols.

#### Why is Infrastructure Important?

Some communities are busy places. Communities that are well developed and have easy access are more attractive to new business. New businesses mean more income for the community. People pay taxes for the services offered by the government. If the services are good, people will be willing to pay more to stay in that community. When a community has more money, it can offer better services to its citizens.

One way for the community to make more money is to become a tourist attraction. The community has to be easily accessible by roads, railway, ports and airports, so that more tourists can visit. If the community has a big zoo, for example, people may travel to the community to see the animals. Tourists may stay at hotels and spend money on food. All this is revenue (income) for the community that can be invested into more and better infrastructure.

Lesson
Description with
SLO Tags and
Notes



The Warmup asks the students to look at a water bill and answer questions about it: how much does the water supply cost? How much are the additional charges? How much is the tax? Why do people have to pay the additional charges?

SOC.2.1.01.009 SOC.3.2.01.025

Activity I, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. **SOC.2.1.01.009** 







Activity 2 focuses on the revenue. Students read the definition and then list two types of revenue, as well as what the revenue is useful for. SOC.1.5.01.009, SOC.2.1.01.009, SOC.3.2.01.025

In activity 3, students discuss what would happen if the government stopped investing in infrastructure.

SOC.1.5.01.009, SOC.1.5.02.010, SOC.2.1.01.009, SOC.3.2.01.025

Activity 4 explains that communities earn money by offering tourist attractions. Students are asked to list some tourist attractions in their community and then add one more that would help the community make money.

SOC.1.5.01.009, SOC.1.5.02.010, SOC.2.1.01.009, SOC.3.2.01.025

In Activity 5, students look at the picture and list the different infrastructure they see. They compare their answers and discuss if anything is missing.

SOC.2.1.01.009

# Selected Activity Answers



#### **Activity 1: Concept Check**

Instructions: List an example for each type of infrastructure:

?

#### 1. Physical structure

highway.

?

2. Institution

school.

?

3. Facility

water supply.



4. Service

military.



#### **Activity 2: Revenue**

Instructions: Read about revenue and complete the table.

Revenue is the income. Communities have different types of revenue. Name two types and explain what the revenue can be used for.

Type of revenue	Useful for
airport tax	airport renovation
salik (road toll)	rebuilding roads

#### Activity 3: What would happen if...

Instructions: What would happen if the government stopped investing in infrastructure? What would be the long-term consequences?

If the government stopped investing in infrastructure, the country would stop developing. A long-term consequence could be that the roads get damaged and not repaired, so this slows down the traffic and causes more accidents.

#### **Activity 4: Tourist Attractions in Your Community**

- Instructions: Communities earn money by offering tourist attractions. Make a list of tourist attractions that earn money in community. Compare your list with other students' lists. Suggest one more tourist attraction that can be added to make your community even more attractive and help it make more money.
  - zoos
  - parks
  - museums
  - archaeological sites could be added.



#### **Activity 5: Class discussion**

Instructions: Using the picture, identify the types of infrastructure. Make a list and compare your answers. Discuss what is missing.



# Formative Assessment Opportunities



All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

As in previous lessons, if the teacher decides to have students present their work to others, it offers the chance to assess many moral education learning outcomes, like listening respectfully and responding appropriately to those who do not show respect. These moral learning outcomes would be assessed through teacher and peer observations.

# Remedial Opportunities



Activity 2 may be challenging for some students. We suggest you prepare a few examples of revenue, and ask the students to specify what it is useful for.

# Extension Opportunities



Activity 4 can be extended by asking the students to draw a picture of their suggestion.









# Student Learning Outcomes (SLOs):



**SOC.2.1.01.008** Gathers information from primary and secondary

sources on content areas

**SOC.2.1.01.009** Answers questions related to social studies from printed

or non-printed sources

**SOC.3.1.01.016** Identify and confidently participate in activities in the

school and wider community and make a positive contribution in relation to learning, supporting others and community activities, communicating effectively with

others and being enthusiastic

#### **Lesson Objective**



#### By the end of the lesson, students will:

- explain the purpose of social organizations
- 👸 list the types of social organizations and give an example of each
- 👸 identify local social organizations and how to contact them
- communicate with a social organization to find out how they can get involved

#### Key Vocabulary:



- social organization: citizens of a community gathered around a common interest
- humanitarian: concerns the wellbeing of humans
- charity: organizations that identify the needy and work on helping them
- club: organizations that gather people who enjoy the same activities

#### Materials/ Resources/ Technology



#### **Resources from Student Book**

\*Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.



#### **Lesson 7 | Social Organizations**

#### **Lesson Text**



The Red Crescent Society is one of the many humanitarian (concerns the wellbeing of humans) organizations that help people around the world. One of their centres is in the UAE. People can volunteer to work for the Red Crescent. They can help in their local communities or abroad.

#### **Charities**

Charites are organizations that identify the needy and help them. Members of a community with common interest organize social organizations. People who want to help those in need join social organizations. They can donate money or goods, or perform a service. Clubs and religious groups are social organizations.

Members of the organization have different roles, but they share a common goal – helping others. For instance, some organizations have events to collect money and use the money to support the orphans. Sometimes charities organize special events to read books or to play with the children. Charity events can be very rewarding for the volunteers.

#### Clubs

Clubs are organizations for people who enjoy the same activities. Some clubs focus on sports – swimming club, while others focus on reading – book club. Clubs usually have a membership fee. Members enjoy special events organized by club leaders. For example, a book club may invite an author to their meeting to discuss the book.

#### Religious organizations

Religious organizations organize special events for the members to spend time together. Often, the religious groups help those in need. For example, during the month of Ramadan, mosques organize free iftar meals. Anyone is welcome to come for a meal.

Lesson Description with SLO Tags and Notes



In the Warm up, students read about the Red Crescent and answer questions about their work abroad.

SOC.2.1.01.009

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. **SOC.2.1.01.009** 

# Lesson Description with SLO Tags and Notes



In Activity 2, students identify a social organization in their community and answer questions about it.

SOC.2.1.01.008, SOC.3.1.01.016

In Activity 3, students review parts of a letter.

SOC.2.1.01.009

In Activity 4, students contact the social organization they focused on in activity 2.

SOC.2.1.01.008, SOC.2.1.01.009, SOC.3.1.01.016

In Activity 5, students give two examples of the times they volunteered to help others and explain how it felt to volunteer.

SOC.3.1.01.016

# Selected Activity Answers



#### **Activity 1: Concept Check**

Instructions: Answer the questions.

?

1. What is a social organization?

Citizens of a community gathered around a common interest

?

2. What are the three types of social organizations mentioned in the reading?

Charities, clubs, religious organizations

?

3. Why do people join social organizations?

People gather around the same interest and exchange ideas

#### **Activity 2: Social organization in my community**

Instructions: With the help of your teacher, identify some social organizations in your community. Select one of the organizations and answer the questions:

?

What is the name of the charity?

**Dubai Cares** 



When was it established?

2007



# no

# Lesson 7 | Social Organizations

# Selected Activity Answers



#### **Activity 1: Concept Check**

? WI

What is the charity's main focus?

ensure inclusive and quality education for all and promote lifelong learning by 2030

?

How can we contact them?

https://www.dubaicares.ae/contact-us

#### Activity 3: Parts of a letter

Instructions: Review the parts of a letter.

Start with a date	April 28, 2020
Greeting,	Dear Mr ,
Introduce yourself.	My name is I am a fourth grade students at the School. My interests are:
Tell them why you are writing.	In class, we are working on a lesson in Our teacher asked us to write to one organization and see if we can do some volunteer work. Please let me know if there are any events I can participate in.
Thank them.	Thank you for your time. I look forward to hearing from you.
Closing,	Best regards,
Sign your	





#### **Activity 3: Write a letter**

Instructions: Select one organization from Activity 2 and write a letter to the organization to ask if you can do volunteer work.

A possible answer can be found in Activity 3.

#### **Activity 5: Personal connection**

Instructions: Volunteering is doing something you do not have to do to help others. Think of the times you have volunteered to help others. Give 2 examples, specifying what you did and who you helped. Explain how these volunteering activities have made you feel.

Example 1:	How did it feel to volunteer?
Example 2:	How did it feel to volunteer?

# Formative Assessment Opportunities



All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

# Remedial Opportunities



In Activity 2, you may need to prepare a few examples of social organizations for weaker students.

# **Extension Opportunities**



Activity 5 can be shared with the class.







# Student Learning Outcomes (SLOs):



**SOC.2.1.01.009** Answers questions related to social studies from

printed or non-printed sources

**SOC.3.1.01.015** Explain, and give examples of, the key qualities of

compassion, empathy, respect and tolerance

#### **Lesson Objective**



#### By the end of the lesson, students will:

- describe good citizens
- **o** define tolerance
- **"** understand honesty and discuss the consequences of being dishonest

#### Key Vocabulary:



- citizenship: the qualities of a person that make them a responsible member of the community
- responsible: doing what you are expected to do and being able to accept the consequences of your actions
- tolerance: the ability to accept others as they are
- honesty: telling the truth

#### Materials/ Resources/ Technology



#### **Resources from Student Book**

\*Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.

#### **Lesson Text**



#### What is Citizenship

The word citizenship means the qualities of a person that make them a responsible member of the community. A global citizen is a person who cares about human beings anywhere in the world, not just in his or her own country.



#### Lesson 8 | Citizenship

#### **Lesson Text**



#### Being a Good Citizen

A good citizen is someone who...

- is responsible (does what he/she is expected to do and is able to accept the consequences of their actions)
- respects others
- cares about others
- contributes to the community
- follows the rules
- has tolerance
- protects the environment
- obeys the laws

#### **Tolerance**

What is tolerance? Tolerance is the ability to accept others as they are even if they are different. Good citizens are open minded. They learn from others and accept their peers.

For example, Fatima lives with her mom and dad in an apartment. Every day at 5pm, they sit at the table and eat together, while they talk about their day. Fatima's family likes to eat meat and rice at every meal.

Fatima's friend, Sarah, lives with her extended family (mom, dad, aunt, uncle, three younger cousins, grandma, and grandpa). The family eats dinner together late at night while sitting in a circle on the floor. Sarah's family do not eat meat and they do not speak during the meal.

Sarah and Fatima are friends whose families have different rules and habits. They know about the differences their families have and accept each other anyway. The year 2019 was named the "Year of Tolerance" to raise awareness of the many cultures and nationalities that leave peacefully in the UAE.

#### Honesty

Honesty means telling the truth and not doing things to deceive or cheat others. When we are truthful, people trust us. People who tell lies eventually get caught. After people get caught telling lies, other people no longer trust them.

Honesty means not cheating in school on projects and exams. This is academic honesty. It is important to study well so that you can take your



#### **Lesson Text**



knowledge and skills with you to use in the future. Teachers can often tell when a student is cheating on a test or has had someone else complete a project. The consequences for cheating could be getting an F on the test. Your parents could be notified. In some schools, students can get suspended or even expelled.

The purpose of going to school is to develop knowledge and skills. When students cheat on exams or projects, they are mostly cheating themselves.

# Lesson Description with SLO Tags and Notes



The Warmup shows a picture of Pinocchio. Students discuss why his nose grows and if this type of behaviour is acceptable.

#### SOC.2.1.01.009

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading.

#### SOC.2.1.01.009, SOC.3.1.01.015

Activity 2 asks students to explain the meaning of the phrase "honesty is the best policy" and state if they agree with it and why.

#### SOC.2.1.01.009, SOC.3.1.01.015

In Activity 3, students are given four habits and asked to indicate which ones represent good citizen habits.

#### SOC.2.1.01.009, SOC.3.1.01.015

In Activity 4, students look at a picture of the Global Village and identify different pavilions and the countries they represent. Then, students answer how places like Global Village can help people develop tolerance.

#### SOC.2.1.01.009, SOC.3.1.01.015

Activity 5 is a pair discussion on the Global Village theme and its importance.

SOC.2.1.01.009, SOC.3.1.01.015

# Selected Activity Answers



#### **Activity 1: Concept Check**

Instructions: Answer the questions.



#### What is a global citizen?

A global citizen is a person who cares about human beings anywhere in the world, not just in his or her own country.





#### Lesson 8 | Citizenship

# Selected Activity Answers



Name three qualities that describe a good citizen.

respects others
cares about others
contributes to the community.

What is tolerance.

Tolerance is the ability to accept others as they are even if they are different.

4. What is honesty?

Honesty means telling the truth and not doing things to deceive or cheat others.

5. What is academic honesty?

Academic honesty means not cheating in school on projects and exams.

#### Activity 2: What do you think?

Instructions: What does the phrase "honesty is the best policy" mean? Do you agree or disagree? Why?

It means that it's best to always tell the truth.

#### **Activity 3: Good Citizen Habits**

Instructions: Indicate which habits are good citizen habits.

Description	Good Citizen Habits
helping an elderly man with his groceries	
taking a pen from the store without paying for it	







Description	Good Citizen Habits
planting a tree in the park	
cheating on a test	
volunteering for an event to raise money for orphans	

#### **Activity 4: Learning from Pictures**

Instructions: With a partner, identify the countries that the pavilions in the picture of Global Village are representing. How can places like Global Village help people develop tolerance? Discuss with your class.

Note: In Global Village there are pavilions that represent different countries. Products from the country are sold in the pavilion and sometimes food form the country is available for visitors to try.



#### Lesson 8 | Citizenship

# Selected Activity Answers



Pavilion	Country it is Representing
Burj Khalifa	UAE
Sydney Opera House	Australia
Colosseum	Italy
Eifel Tower	France
Taj Mahal	India

? How can places like Global Village help people develop tolerance?

We can meet people from these countries, talk to them about their culture, try their food, etc.

#### **Activity 5: Pair Discussion**

Instructions: Global Village in Dubai has a theme that is very important to the UAE.

Discuss the meaning of "Global Village" with a partner. Summarize your discussion.

The Global Village theme is to meet the world by visiting the different pavilions that represent many different countries.

# Formative Assessment Opportunities



All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

# Remedial Opportunities



Some students may need help identifying the buildings in Activity 4. You can help them identify the buildings and then search on the internet where these buildings are.

# Extension Opportunities



Students can present their responses in activity five and compare them to the answers provided by their peers.







# **Student Learning Outcomes (SLOs):**



SOC.2.1.01.008 Gathers information from primary and secondary

sources on content areas

SOC.2.1.01.009 Answers questions related to social studies from printed

or non-printed sources

SOC.2.2.01.039 Presents a summary of claims and explanations using

various technologies (e.g., posters, charts, videos)

# **Lesson Objective**



# By the end of the lesson, students will:

- ist items needed to open up a business
- identify the type of business they would open
- list what they need to open the business
- create a budget for their business

# Key **Vocabulary:**



affiliated: connected to

# Materials/ Resources/ **Technology**



## **Resources from Student Book**

\*Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.

## **Lesson Text**



# **Project Description:**

In this term, you learned about government institutions and other services in a community. Select one and search for information about it. Make a poster about the institution/service. On your poster, answer the questions listed in the steps.

# **Project Steps:**

- 1. Chose an organization
- 2. Search for information about it

# **Lesson 9 | Term Project**

### **Lesson Text**



- 3. Prepare a poster answering the questions:
  - What is the name of the institution/organization?
  - What is its main goal?
  - Who are the people that work there/are affiliated with it?
  - Would you like to work there or become a member? Explain why.
- 4. Present your poster using the format provided.

Photo of the institution:	
Name of the institution:	
Main goal	
People that work there/are	
affiliated with it	
Would you like to be a member?	
Why?	

# Selected Activity Answers



Answers will vary.

# Formative Assessment Opportunities



All of the activities serve as formative assessment for the SLOs mentioned in the description of each activity above.

# Remedial Opportunities



Project part 2 is a presentation. Thus, it offers the chance to assess many moral education learning outcomes, like listening respectfully and responding appropriately to those who do not show respect. These moral learning outcomes would be

The teacher might prepare a few institutions/organization in case some students need help.

assessed through teacher and peer observations.

# **Extension Opportunities**



Students can use software programs to create more elaborate posters.







# **Lesson Objective:**

By the end of the lesson, students will:

- check their understanding of lessons six through eight.
- reflect on areas for improvement.



# **Key Vocabulary:**

Review keywords for lessons six through eight.



# **Activity 1: Matching**

Instructions: Match the terms from lessons 6-8 with their definitions

	Terms		Definitions
Н	infrastructure	A	doing what you are expected to do and being able to accept the consequences of your actions
J	institutions	В	the qualities of a person that makes them a responsible member of the community
F	revenue	С	concerns the wellbeing of humans
G	social organization	D	the ability to accept others as they are
С	humanitarian	Е	telling the truth
1	charity	F	doing what you are expected to do and being able to accept the consequences of your actions  the qualities of a person that makes them a responsible member of the community  concerns the wellbeing of humans  the ability to accept others as they are  telling the truth  income  citizens of a community gathered around a common interest  physical structures, institutions, facilities and services available in a community
В	citizenship	G	citizens of a community gathered around a common interest
Α	responsible	н	physical structures, institutions, facilities and services available in a community
D	tolerance	I	organizations that identify the needy and work on helping them
В	honesty	J	government structures that serve the wellbeing of the citizens

# **Lesson 9 | Term Project**

## **Activity 2: Concept Check**

Instructions: Answer the questions using what you have learned in lessons 6-8

1. In your own words explain the term infrastructure. Give two examples of infrastructure every community has.

Infrastructure can be divided into several parts: physical structures, institutions, facilities, and services. Examples: roads, schools, electricity service, and military.

2. What is the importance of infrastructure?

If a community has a developed infrastructure, people are likely to live and invest there. That is a way for the government to make money.

3. Why is revenue important for a government?

Revenue is used to build new infrastructure in a community.

4. Give an example of the work humanitarian organizations do.

Humanitarian organizations help people in need. For example, after natural disasters, humanitarian organizations help people rebuild their homes.

5. What is the main goal of a charity?

The main goal of a charity is to identify the needy and work on helping them.

- 6. Name two benefits of social organizations.
- people gather around the same interest and exchange ideas.
- 🗐 they have the opportunity to speak to other people and learn new things.
- 7. List three qualities of a good citizen.
- respects others
- 🗐 cares about others
- contributes to the community
- 8. What is the consequence of not being honest?

After people get caught telling lies, other people no longer trust them.

9. Why is tolerance important?

Tolerance helps people raise awareness of the many cultures and nationalities that leave peacefully together.

10. What is academic honesty?

Academic honesty means not cheating in school on projects and exams

Notes	





# **Lesson 9 | Term Project**





government

tax

fee

government services

civil court

criminal court

laws

judge

council

group of people who lead the community

amount of money people pay on products that goes to the government

amount of money people pay for the services provided by the government

actions governments do for the community

type of court that focuses on cases that are between people or between a person and an organization

type of court that focuses on cases in which people have committed crimes

rules a group of people agree to follow

a government official who decides who is right or wrong in court

a group of people that represent the interests of the people who live in the community



immigration officer

cyber security

cyberbullying

healthcare services

specialist

pharmacist

dispatcher

infrastructure

institutions



group of people who serve to protect the country

government employee who checks the travellers' documents to ensure they have proper documents, such as a visa, to enter the country

safety using computers

bullying online

services provided in hospital and clinics

doctors who specialise in a particular field of medicine

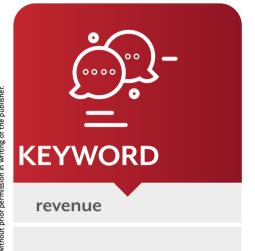
healthcare workers that work in pharmacies

the healthcare worker who answers emergency phone calls

physical structures, institutions, facilities and services available in a community

government structures that serve the wellbeing of the citizens





social organization

humanitarian

charity

club

citizenship

responsible

tolerance

honesty

affiliated



income

citizens of a community gathered around a common interest

concerns the wellbeing of humans

organizations that identify the needy and work on helping them

organizations that gather people who enjoy the same activities

the qualities of a person that makes them a responsible member of the community

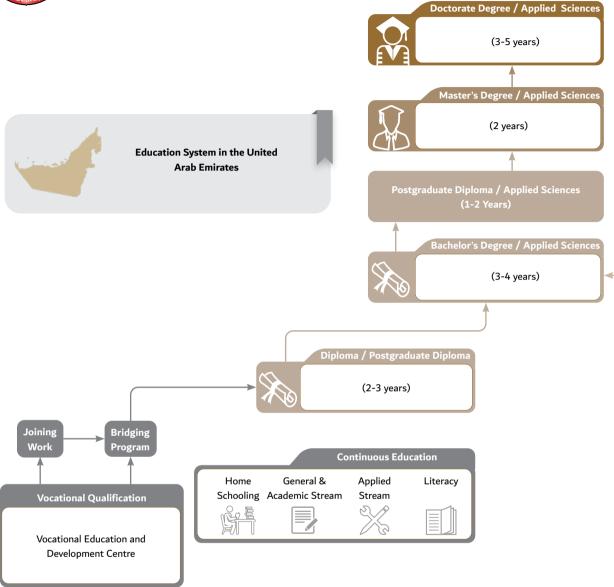
doing what you are expected to do and being able to accept the consequences of your actions

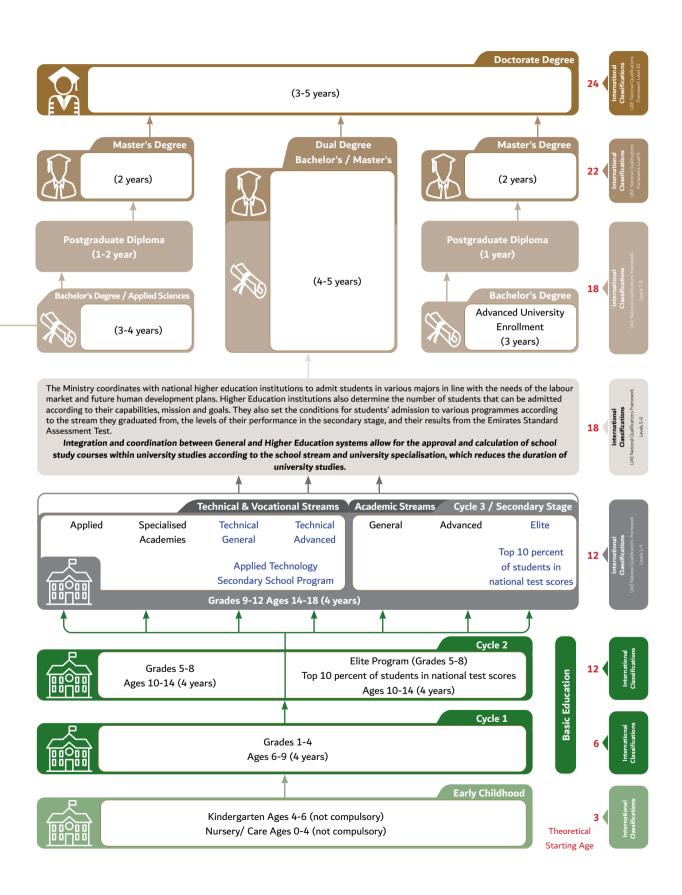
the ability to accept others as they are

telling the truth

connected to



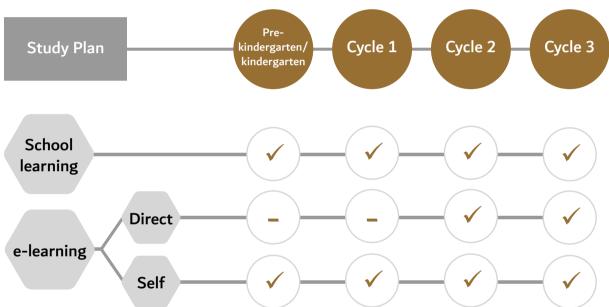






# Hybrid education in the Emirati school

Within the strategic dimension of the Ministry of Education's development plans and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



# Channels for obtaining a textbook:



