

# SOCIAL STUDIES

OUR UAE, OUR WORLD:  
UNDERSTANDING OUR  
PAST, PRESENT AND  
FUTURE



Teacher Guide



Grade  
09

# Social Studies

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

## Teacher Guide

Grade 9

Term 3

(Pilot Version)



1441- 1442 A.H. /2020- 2021 A.D.



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

“

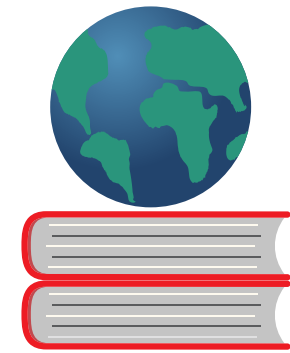
“Extensive knowledge and modern science must be acquired. The educational process we see today is an ongoing escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves.”

”

**Quotes from H.H. Shaikh Khalifa Bin Zayed Al Nahyan**



# INTRODUCTION



## Social Science for Non-Arabs

### Curriculum Overview

The following Standard Learning Outcomes from the national curriculum are either specifically listed within specific lessons in this book or may be inferred and encouraged to be included in some degree during the course of this term's lessons.







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- SOC.1.3.02.028** Explains how patterns of resources are used throughout the world
- SOC.1.3.02.029** Explains how geography influenced the economic development of the UAE
- SOC.1.2.01.020** Explains how the UAE Constitution impacts the lives of the people of the UAE
- SOC.1.2.01.022** Examines how the UAE Constitution protects the people
- SOC.1.2.01.024** Assesses laws and rules intended to address public issues
- SOC.1.2.02.022** Explains the responsibilities and duties for all individuals (citizens and non-citizens) in the country
- SOC.1.4.02.017** Evaluates the relationships between human societies and the environment
- SOC.1.5.01.027** Explains how the state invests in human capital, giving examples that show the impact on productivity
- SOC.1.5.01.029** Explains effects of domestic policies on international trade
- SOC.1.5.02.027** Explains how education, career choices, and family obligations affect future income
- SOC.2.1.01.026** Gives correct and realistic examples of some facts researched or generalizations made on various social studies topics
- SOC.2.1.01.028** Pulls information from various types of texts to support analysis, reflection, and research

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- SOC.2.1.02.026** Gathers relevant and accurate information from multiple printed and digital sources applying advanced research methods effectively
- SOC.2.1.02.028** Outlines the main idea and writes an accurate summary of the information gathered from a primary or secondary source
- SOC.3.1.01.049** Outline ways in which people and collective actors (such as states, regional and international organisations) might go about alleviating a specific global ethical challenge.
- SOC.3.1.01.055** Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar
- SOC.3.1.02.057** Understand how the work of government seeks to implement the principles expressed in the constitution
- SOC.3.1.02.063** Identify how they can make a positive difference to the local community and wider society in which they live
- SOC.3.2.02.012** Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity
- SOC.3.1.01.050** Describe the main features, principal bodies and activities of government and the judiciary within the UAE
- SOC.3.1.01.054** Explain what is meant by 'ethics' and ethical enquiry in the context of international relations
- SOC.3.1.01.056** Demonstrate personal skills such as leadership and good teamwork

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- SOC.3.1.02.058** Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement
- SOC.3.1.02.062** Name the key ethical challenges for humanity and know how to find out more about them (using reliable sources on the Internet and elsewhere)
- SOC.2.2.01.021** Evaluates primary and secondary interpretations of an event
- SOC.2.2.01.022** Conducts research on a current issue and predicts the outcomes using geographical, economic, cultural and historical evidence
- SOC.2.2.01.050** Provides constructive criticism for arguments presented by his peers citing evidence
- SOC.2.2.01.051** Researches, analyses and presents a contemporary issue showing all aspects (of the issue)
- SOC.2.2.01.052** Designs a plan to address and solve a current problem and identifies steps for its implementation
- SOC.1.3.02.030** Explains how changes in the environment has brought prosperity to some places and created environmental dilemmas for others
- SOC.3.1.02.058** Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement
- SOC.1.1.02.022** Interprets quantitative data
- SOC.1.2.01.021** Describes the basic elements of the UAE foreign policy with GCC countries

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- SOC.1.2.02.019** Explains the role played by current rulers in developing the country and guaranteeing peoples' rights
- SOC.1.2.02.021** Explains why governments interact in world affairs; describes how the UAE government develops and carries out foreign policy
- SOC.1.5.02.026** Describes economic values necessary for the national economic development (e.g., human capital investment, quality, sustainable development, information issues)
- SOC.2.1.01.027** Assesses a text and presents the information using various media to highlight the positive and negative aspects of issues or events from the text
- SOC.2.1.01.029** Analyses the meaning of words as they are used in a text and explains how an author makes use of key terms in a text
- SOC.2.1.02.027** Plans short as well as more supported research projects to answer a claim, including self-generated claims, or to solve a public issue
- SOC.3.2.02.013** Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways
- SOC.3.2.02.015** Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism

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An aerial photograph of a large industrial refinery or chemical plant at dusk. The facility is illuminated with warm yellow lights, contrasting with the cool blue and purple tones of the twilight sky. In the foreground, several large, white, cylindrical storage tanks are prominent, surrounded by a network of red and grey pipes. The background shows a dense complex of distillation columns, towers, and structural steel. A semi-transparent map of Thailand is overlaid on the left side of the image, with a gold-colored silhouette of the country. The text 'LESSON 1: TRANSITIONING TO THE KNOWLEDGE ECONOMY' is written in white, bold, sans-serif capital letters within a gold-colored, irregular shape that overlaps the map and the refinery.

# LESSON 1: TRANSITIONING TO THE KNOWLEDGE ECONOMY





**Student Learning Outcomes (SLOs)**

- SOC.1.5.02.027** Explains how education, career choices, and family obligations affect future income
- SOC.2.1.01.026** Gives correct and realistic examples of some facts researched or generalizations made on various social studies topics
- SOC.2.1.01.028** Pulls information from various types of texts to support analysis, reflection, and research
- SOC.2.1.02.026** Gathers relevant and accurate information from multiple printed and digital sources applying advanced research methods effectively
- SOC.1.2.02.019** Explains the role played by current rulers in developing the country and guaranteeing peoples' rights



**Lesson Objective**

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

- know about the nature of the knowledge economy
- understand the many choices for their own careers



**Key Vocabulary**

- UAE Vision 2021**
- artificial intelligence**
- robotics**
- information systems**
- competitive knowledge economy**
- Gross National Income (GNI)**
- Gross Domestic Product (GDP)**
- global entrepreneurship**
- global innovation**

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**Materials/ Resources/ Technology**

Resources from Student Book

*UAE Vision 2021*

*Competitive Knowledge Economy*

*Gapminder World Females aged 15-64 as Percentage of Workforce*

*how to use Gapminder Tools*

**THE KNOWLEDGE ECONOMY**



**Lesson Text**

The global economy will witness significant economic changes in the coming years.

The UAE Vision 2021 National Agenda aims for the UAE to be at its heart as can be seen in the initiatives and achievements of the country.

*UAE Vision 2021*

*Competitive Knowledge Economy*



**T**  
Lesson Text



UAE Vision 2021 Milestones, Achievements, and Initiatives

As a result, it focuses on the UAE becoming the economic, touristic and commercial capital for millions of people strive to achieve a knowledge-based economy, promoting innovation and research and development, strengthening the regulatory framework for key sectors, and encouraging high value-adding sectors. All of these activities aim to improve the country's business environment and increase its attractiveness to foreign investment.

The National Agenda also aims for the UAE to be among the best in the world in entrepreneurship as this plays a key role in unlocking the potential of nationals and enables them to be a driving force of the UAE's economic development through small and medium enterprises in the private sector. Furthermore, the Agenda strives to instil an entrepreneurial culture in schools and universities to foster generations endowed with leadership, creativity, responsibility and ambition. This will allow the UAE to be among the best in the world in ease of doing business, innovation, entrepreneurship and Research and Development (R&D) indicators.

The government aims not only to achieve leading positions in global reports, but also to provide a good life for its citizens. Therefore, the

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National Agenda seeks to place the UAE among the top countries in the world in income per capita and ensure high levels of national participation in the private sector workforce.

The following outcomes are included in the activities for this lesson

- 🎯 SOC.1.5.02.027
- 🎯 SOC.2.1.01.026
- 🎯 SOC.2.1.01.028
- 🎯 SOC.2.1.02.026
- 🎯 SOC.1.2.02.019

**Warm up:** Choose five innovations or changes that will change by the year 2100? Here are some topics for you to fill in and make a prediction. Talk this over with a partner and make your prediction!

Theme	Your Prediction
medicine and health	<i>Vaccine research; med schools, biochips</i>
energy	<i>Sustainable energy – solar, wind etc.</i>
transportation	<i>Electric cars, light rail, drones</i>
communication	<i>biochips</i>
food	<i>Hydroponics, organic farms</i>
manufacturing / industry	<i>Nanotechnology, robotics, artificial intelligence</i>

**T**  
Lesson Text

  
Lesson Description with SLO Tags and Notes

  
Selected Activity Answers





**Selected Activity Answers**

space travel	<i>Interplanetary exploration, Lunar and Martian colonization</i>
environment	<i>Advances in climatology, global warming will increase, decrease or stay the same</i>
(fill in your choice here)	<i>Variable answers possible for all of the above</i>

You may well live to see your own predictions. Keep this book with you and open it in the year 2100 and see if your predictions came true.

## THE KNOWLEDGE ECONOMY

The global economy will witness significant economic changes in the coming years.

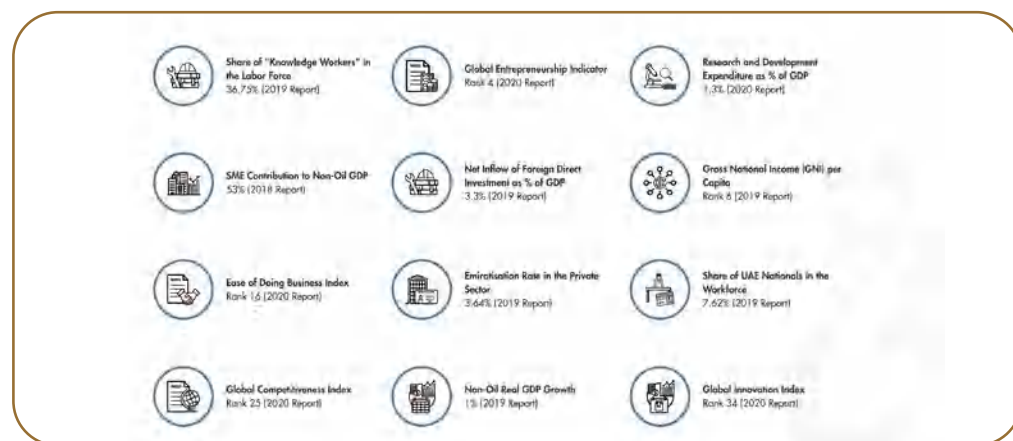
The UAE Vision 2021 National Agenda aims for the UAE to be at its heart as can be seen in the initiatives and achievements of the country.

SCAN HERE

UAE Vision 2021

SCAN HERE

Competitive Knowledge Economy



UAE Vision 2021 Milestones, Achievements, and Initiatives



**Selected Activity Answers**

As a result, it focuses on the UAE becoming the economic, touristic and commercial capital for millions of people strive to achieve a knowledge-based economy, promoting innovation and research and development, strengthening the regulatory framework for key sectors, and encouraging high value-adding sectors. All of these activities aim to improve the country's business environment and increase its attractiveness to foreign investment.

The National Agenda also aims for the UAE to be among the best in the world in entrepreneurship as this plays a key role in unlocking the potential of nationals and enables them to be a driving force of the UAE's economic development through small and medium enterprises in the private sector. Furthermore, the Agenda strives to instil an entrepreneurial culture in schools and universities to foster generations endowed with leadership, creativity, responsibility and ambition. This will allow the UAE to be among the best in the world in ease of doing business, innovation, entrepreneurship and Research and Development (R&D) indicators.

The government aims not only to achieve leading positions in global reports, but also to provide a good life for its citizens. Therefore, the National Agenda seeks to place the UAE among the top countries in the world in income per capita and ensure high levels of national participation in the private sector workforce.

**Activity 1: Information Search**

Gather information about other initiatives in the UAE for empowering the Competitive Knowledge Economy.

Initiative	Year	Field	Objective	Outcomes

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**Selected Activity Answers**

**Activity 2:**



**Check Your Understanding**

1. According to the UAE Vision 2021, the National Agenda seeks to promote which of the following? Check all that apply.

- A. Promote the level of income in the UAE to be among the world's highest
- B. *lessen the role of tourism in the UAE economy*
- C. Promote entrepreneurship to be among the highest in the world
- D. Promote innovation, research and development

2. In the boxes list two examples of what may be developed for each of the categories. Use your imagination and explain.

Innovation	Research	Development
<i>Artificial Intelligence</i>	<i>Medicine</i>	<i>Sustainable</i>
<i>Robotics</i>	<i>Science</i>	<i>Interdependent</i>

**Activity 3:**



**Discuss and Plan**

Discuss an area in which innovation, new inventions or services may improve the daily lives of people. Fill in your choice for each of the categories and provide a reason.

Medicine	Food Production	Transportation
<i>robotic surgery</i>	<i>Hydroponics</i>	<i>electric vehicles</i>
<i>artificial intelligence for diagnostics and genetic research</i>	<i>Sustainable and organic, or genetic research</i>	<i>rapid transit</i>

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**Selected Activity Answers**

**Activity 4:**



**Draw and Plan your own Invention**

In the space provided draw an invention or service that may be developed to help people in their daily lives. Write notes to explain.

*Variable Answers possible – see examples above*

**Activity 5:**



**Consider and Reflect**

The UAE Vision for 2021 prioritizes the development of knowledge economy workforce. It was reported in 2019 that across all sectors, UAE national occupied 7.62% of jobs and that the jobs were mostly from the first five competency levels, entrepreneurs, military and police force (Share Of UAE Nationals In The Workforce, Ministry of Human Resources and Emiratisation, 2019)

Developing a knowledge economy workforce means creating knowledge economy jobs. Jobs in the knowledge economy include legislators, managers, business executives, and specialists and technicians in the scientific, technical and humanitarian areas.

**Why is it Emiratisation an important of the national economic expansion plan? Write 25-50 words**



*To promote the welfare and livelihood of its citizens and to enable their Full personal and professional development*

**What role does education have in fulfilling the plan for Emiratisation? How would education allow Emiratis to prepare for employment as entrepreneurs and other professions? Write 25-50 words**



*Education allows Emiratis to consider their choices and to experiment and explore various alternatives before entering the job market and it encourages them to become owners of new businesses.*





**Selected Activity Answers**

**Activity 6:**



**Critical Thinking**

Gender equality is an important goal in the UAE because it is an indicator of social progress and stability. Most experts agree that there are five indicators for gender equality: power distributed by gender, women’s participation in society and governance, similar female and male mean years of schooling, number of lower chamber female legislators, and number of elected women in the cabinet.

**Over the past 50 years, the UAE has achieved several milestones in achieving gender equality in the country.**

- 2004:** The UAE became a signatory to the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).
- 2008:** The UAE had its first female judge.
- 2014:** The Khawla bint Al Azwar Military School opened as the region’s first military college for women providing state-of-the-art military training, physical fitness sessions, and leadership development.
- 2020:** 23 Emirati women on the Forbes> 100 Most Powerful Arab Businesswomen list with the UAE having the highest number overall.
- 2020:** 50% of the Federal National Council (FNC) members were women.
- 2020:** 9 women held UAE Cabinet Appointments.
- 2020:** 10% of all private sector business owners in the UAE were women.
- 2020:** Women accounted for 56% of UAE government university graduates in science, technology, engineering and mathematics (STEM).

**Choose an indicator and explain how it shows that the UAE is achieving gender equality.**



*Variable choices are possible, but the trend should show an acceleration in recent years.*

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**Selected Activity Answers**

**Moral Education Activity:**



**Identify and Solve the Ethical Dilemma**

An ethical dilemma is a problem or conflict where a moral decision must be made to resolve the issue.

**Dilemma:** Which is better? A human bank teller or an ATM machine?

Artificial intelligence (AI) is the behind the creation of Automated Teller Machines (ATMS). ATMS are found in all of your major malls, at bank branches, at your neighbourhood gas station and many other places. Before the invention of ATMS in the late 1960s and their spread during the 1970s and 1980s, all cash withdrawals, deposits and other bank transactions were done in person by going to a human bank cashier or teller at the bank. A surprising fact is that between the 1970s and 2010, the number of human bank cashiers in the United States increased from 300,000 to 600,000 during the same time that ATMS were introduced. It was though that because banks needed fewer human tellers at each bank, they could then afford to open more neighbourhood branches with a few human tellers and ATMS. ATMs now allow individuals to make simple withdrawals of cash and deposits automatically.

**Review the situations pictured and write 5 benefits of a bank teller and 5 benefits of an ATM. Compare your notes and write a conclusion on which you think is better or preferable. Are there any situations or circumstances that would make you change your mind?**



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**Selected Activity Answers**

Situation	Human Bank Cashier	ATM machine
A customer wants to open a new savings account for his children.	<i>Personal greetings and response to individual needs</i>	<i>Will not notice special needs of the Determined Ones or others who may need individual attention</i>
A customer needs to withdraw 100 AED from his bank account.	<i>Can assist</i>	<i>May be faster and more efficient</i>
A blind customer needs to transfer funds to a relative's bank account.	<i>Here the human bank cashier is much better suited to help</i>	<i>May have audio and braille capabilities, but the chance of error is higher</i>
A customer wants to check her bank balance	<i>See above</i>	<i>See above</i>
A customer believes an error in charges was made on his account.	<i>Here the human cashier offers greater empathy</i>	<i>May not be able to reconcile the problem</i>

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**Conclusion:** \_\_\_\_\_

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Activities 4, 5 and 6 and the Moral Activity provide an opportunity for written reflection.

Activity 1 and 2 provides a review of key concepts.

Students are encouraged to make use of appropriate website resources, government website portals, and visits to local museum



**Selected Activity Answers**



**Formative Assessment Opportunities**



**Remedial Opportunities**



**Extension Opportunities**





**LESSON 2:  
21<sup>st</sup> CENTURY  
INFRASTRUCTURE  
AND SMART  
INITIATIVES**



**Student Learning Outcomes (SLOs)**

- SOC.1.5.02.027** Explains how education, career choices, and family obligations affect future income
- SOC.2.1.01.026** Gives correct and realistic examples of some facts researched or generalizations made on various social studies topics
- SOC.2.1.01.028** Pulls information from various types of texts to support analysis, reflection, and research
- SOC.2.1.02.026** Gathers relevant and accurate information from multiple printed and digital sources applying advanced research methods effectively
- SOC.1.2.02.019** Explains the role played by current rulers in developing the country and guaranteeing peoples' rights



**Lesson Objective**

**By the end of the lesson, students will:**  
 understand UAE Smart Initiatives, Emiratisation, and Infrastructure goals



**Key Vocabulary**

- Ministry of Human Resources and Emiratisation (MOHRE)
- smart Initiatives
- infrastructure
- emiratisation



**Materials/ Resources/ Technology**

MOHRE Strategic Initiatives

Federal Government's Strategic Initiatives (total of 48)

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**MOHRE STRATEGIC GOALS**

**Lesson Text**

The Ministry of Human Resources and Emiratisation has listed 6 strategic goals.

**Strategic Goals**

1. empowerment of Emiratis
2. protection of all workers
3. efficiency of the labour market
4. provision of excellent services to all
5. delivery of administrative services according to the standards of transparency, dynamism and quality
6. a culture of innovation established within the Ministry



**Lesson Description with SLO Tags and Notes**

The following outcomes are included in the activities for this lesson

- SOE SOC.1.5.02.027
- SOE SOC.2.1.01.026
- SOE SOC.2.1.01.028
- SOE SOC.2.1.02.026
- SOE SOC.1.2.02.019

**Activity 1:**



**Order and Match**

Read the description of these strategic goals initiatives and decide which number of the Strategic Goals (1-6) matches up the best. Discuss your choices with your classmates.



**Selected Activity Answers**

Goal Number	Initiatives
2,3	To propose federal laws that regulate business and labour affairs and controlling implementation of such proposals

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**Selected Activity Answers**

2,3	Managing the business market and proposing labour policies appropriate for the country
2,3	Organization of labour relations with the aim of providing stability, increasing productivity and creating job opportunities
4,5,6	Participation in the formation of the economic and social policy at the national level
4,5	Providing excellent services to satisfy users' needs according to applicable rules and regulations
3,4,5,6	Catering for the organization and supporting labour relations at the international and Arab levels
1	Supporting and encouraging the work of nationals in providing job opportunities for them

**Activity 2:** **Information Search**

### FEDERAL GOVERNMENTS' STRATEGIES AND PLANS

The UAE launched Vision 2021 which aims to make the UAE one of the best countries in the world. In order to achieve this ambition, the UAE launched the National Agenda with Key Performance Indicators (KPIs). Read about the KPIs and other strategies and plans.

Choose 3 of the initiatives and find information about them. Make notes in the space provided

Check	Federal Strategy And Plan	Notes
	Future Foresight Strategy	<i>Variable Answers Possible</i>
	National Nutrition Strategy 2017-2021	
	National Policy on Vaccinations	
	National Program for Advanced Skills	

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**Selected Activity Answers**

Check	Federal Strategy And Plan	Notes
	The National Strategy for Motherhood and Childhood 2017-2021	
	The Science, Technology and Innovation Policy	
	National Strategy for Wellbeing 2031	
	Advanced Skills Strategy	
	Family Protection Policy Strategic Plan for the Rights of Children with Disabilities 2017-2021	
	National Behavioural Reward Program strategy	
	National Cybersecurity strategy 2019	
	The UAE Astronaut Programme	
	UAE Policy for Advanced Industries	
	UAE National Youth Agenda and Strategy	
	Emirates Block chain Strategy 2021	
	National Food Security Strategy 2051	
	National Space Strategy 2030	
	The National Employment Strategy 2031	
	The National Policy for Senior Emiratis	
	UAE Centennial 2071	

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**Selected Activity Answers**

Check	Federal Strategy And Plan	Notes
	UAE National Family Policy National Advanced Sciences Agenda 2031	
	National Strategy for Advanced Innovation	
	UAE Energy Strategy 2050 Vision 2021	
	National Climate Change Plan of the UAE 2017–2050 Government Communication Strategy 2017-2021	
	National Agenda	
	The UAE Water Security Strategy 2036	
	National Strategy for Higher Education 2030	
	The UAE Soft Power Strategy	
	The UAE Strategy for the Fourth Industrial Revolution	
	UAE Strategy for Artificial Intelligence	
	National Innovation Strategy	
	National Literacy Strategy	
	National Tolerance Programme	
	Education 2020 Strategy	
	National Space Programme	

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**Selected Activity Answers**

Check	Federal Strategy And Plan	Notes
	National Strategy for the Year of Giving	
	The National Policy for Empowering People of Determination	
	National Strategy for Empowerment of Emirati Women	
	The National Environmental Education and Awareness Strategy	
	Foreign Aid Strategy 2017-2021	
	Ministry of Finance Strategic Plan 2017-2021	
	Strategy for the Future	
	Ministry of Education Strategic Plan 2017-2021	
	Ministry of Justice's Strategic Plan 2021	

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**Activity 3:**



**Report and Prepare a Poster or Presentation**

From the list in the table select one initiative. Find more information and prepare a PowerPoint slide about it. You may form teams of two to three students.



Variable choices and styles of representation are possible – here a template may help students get started.





**Selected Activity Answers**

**Activity 4:**



**Share and Present**

Present your poster or PowerPoint about the initiative you have chosen.



*Encourage a discussion and allow each member of a group equal time to present a different aspect or to discuss together.*

**Activity 5:**



**Combine Notes and Discuss**

Combine information from presentations of your classmates into a description of initiatives that will take the UAE into the future. List the initiatives in table and describe why you think they are important for the future of the UAE.

Initiative	Importance to the future of the UAE
<i>Variable choices possible</i>	

**Moral Education Activity:**



**Resolve the Moral Dilemma**

A moral dilemma is when a difficult situation arises that requires an ethical solution based on moral principles or rules. Read the story and answer the questions.

**THE JOB APPLICANTS**

Mr. Ali is the manager of a software company in the UAE that provides valuable IT and Web design support for online shopping companies. His company is growing and he needs to hire a new employee who is skilled



**Selected Activity Answers**

in both information technology security and web-based database management.

Mr. Ali especially values the moral principles and virtues of honesty, loyalty, duty, and respect. He wants to hire the best employees by keeping these important values in mind.

He has received two applications from his assistant manager. The first applicant is named Hamad. Hamid and is the cousin of the assistant manager and has a bachelor's degree in business management. The second applicant is named Aisha. She holds a Master's degree in information technology security.

When Mr. Ali reviewed their resumes he noticed that both are recent college graduates and have no work experience. You are eager to hire one of these employees. When you discuss this with your assistant manager, he suggests that his cousin Hamad would be highly qualified for the job and because he is his cousin it would make his family life much easier if you gave him the job.

**What should Mr. Ali do? Answer the questions and then explain your moral reasoning.**

**1. Which of the following is the correct decision for Mr. Ali to make?**

- A. Hire Hamad, the cousin of his assistant manager
- B. Hire Aisha, who has the master's degree
- C. Hire neither and keep looking for other employees
- D. Decide to hire both and create two new positions

**Decide to hire both and create two new positions**

**Explain your choice. What moral principle or virtue did you use in your decision?**



*Answers B and D would make the most logical and ethical choice. B is the logically the higher moral ethic or standard here. It is an island, whose name means "Father of the gazelle"*

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**Formative Assessment Opportunities**

Activities 3 and 4 and the Moral Education Activity provide an opportunity for written reflection.



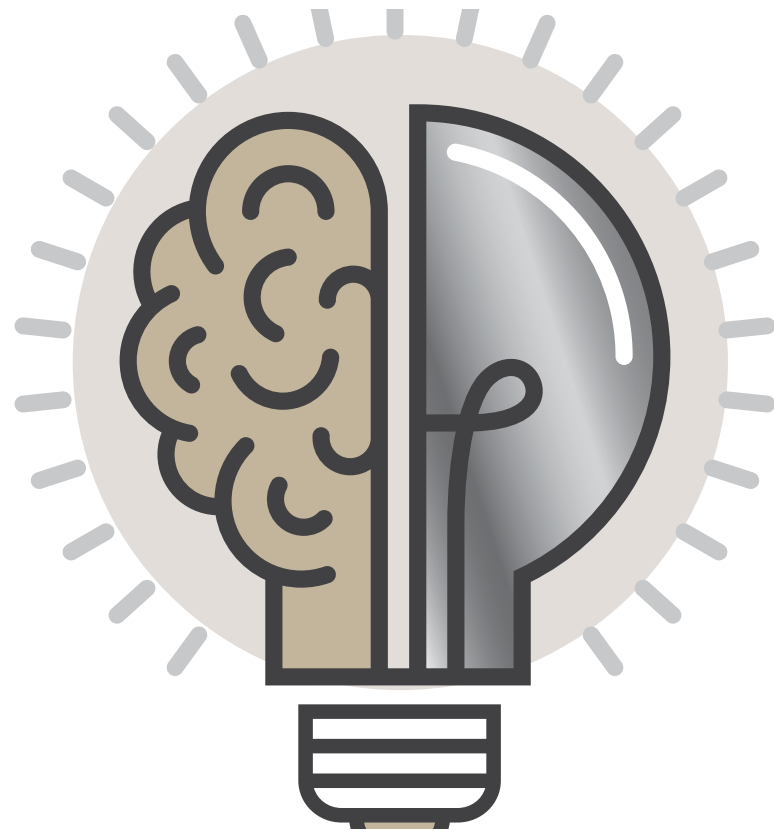
**Remedial Opportunities**

Activity 1 provides a review of key concepts



**Extension Opportunities**

Students are encouraged to make use of appropriate website resources, government website portals, and visits to local museums



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NOTES:

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Lined area for taking notes, consisting of multiple horizontal lines.



**LESSON 3:  
INNOVATION IN  
HEALTHCARE,  
EDUCATION, AND  
SOCIAL SERVICES**



**Student Learning Outcomes (SLOs)**

- SOC.1.2.02.022** Explains the responsibilities and duties for all individuals (citizens and
- SOC.3.1.02.057** Understand how the work of government seeks to implement the principles expressed in the constitution
- OC.3.1.02.063** Identify how they can make a positive difference to the local community and wider society in which they live
- SOC.2.2.01.051** Researches, analyses and presents a contemporary issue showing all aspects (of the issue)
- SOC.2.2.01.052** Designs a plan to address and solve a current problem and identifies steps for its implementation
- SOC.1.3.02.030** Explains how changes in the environment has brought prosperity to some places and created environmental dilemmas for others
- SOC.1.1.02.022** Interprets quantitative data



**Lesson Objective**

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

- understand the UAE's innovative goals in healthcare, education, and social service



**Key Vocabulary**

- General Maritime Treaty
- Red Crescent
- SEHA
- DHA
- Ministry of Health & Prevention
- Social Welfare

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Humanitarian



Vocabulary Materials/  
Resources/  
Technology



Lesson Text

## INNOVATION IN HEALTHCARE

Innovation in the healthcare sector is one of the goals outlined in the UAE's 2020 plan. Great importance has been placed on the creation of a world-class healthcare system that benefits citizens and residents within the country and that has the ability to engage in outreach programs that can positively impact the world.

Even before the formation of the Union, the rulers of the emirates were working to improve healthcare for the people. One of the first developments occurred in 1943 in the Al Ras area of the emirate of Dubai. A small healthcare centre opened providing basic medical support to the community. By 1951, with the support of the late Sheikh Saeed bin Maktoum, the first phases of the Al Maktoum hospital were being built. Between 1952 and 1973 additional phases of the Al Maktoum hospital were completed eventually accommodating 157 beds.

The first clinic in the emirate of Abu Dhabi was established in Al Ain in the 1960s. Sheikh Shakhbut and Sheikh Zayed visited an American mission hospital in Muscat, Oman. During their visit, the two leaders were impressed with the clinic's operations and invited the mission's founders to open a clinic in the Al Ain region of Abu Dhabi. This clinic was called Oasis Hospital and was one of the first modern hospitals in the region.

By 1970, the Ministry of Health and Prevention was formed to provide comprehensive healthcare to all citizens and residents of the UAE.

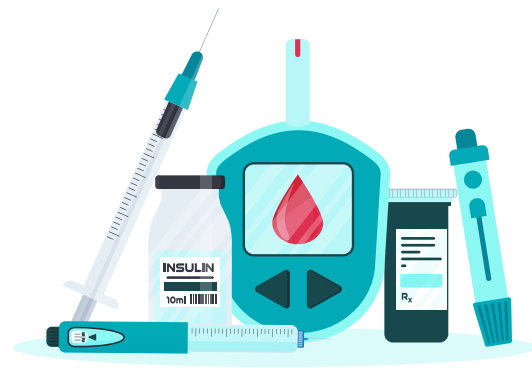
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## T Lesson Text

While the Ministry of Health and Prevention provides healthcare to the entire country, Abu Dhabi, Dubai, and Sharjah have their own health care authorities that assist in providing quality care. Today, the UAE has one of the most innovative and comprehensive healthcare systems in the world with over 104 hospitals with approximately 20 physicians and 40 nurses/ midwives per every 10,000 people in the country.



### SPECIALIST DIABETES CENTRE BRANCH OPENS

The healthcare system in the UAE contains specialist medical facilities that have state-of-the-art equipment and advanced services. One such facility is the Imperial College London Diabetes with three branches in Abu Dhabi.

The most recent branch is a specialist diabetes care facility located in Zayed Sport City. The new branch has more than 70 clinical and non-clinical staff to providing access to specialist diabetes management and treatment, as well as services such as cardiology and continual care for those who undergo bariatric surgery at the Healthpoint medical centre next to it.

The centre is part of the Mubadala's health-care network which was initiated in 2006 to realise Abu Dhabi's strategic goal of a world-class, sustainable health-care sector. Diabetes a growing concern in the UAE as about 19.3 per cent of the UAE's adult population between the ages of 20 and 79 suffers from it. Other associated health concerns such as obesity, hypertension and high cholesterol are addressed at the centre.

Diabetes rates are rising faster in the UAE is also rising at a faster rate than

## T Lesson Text

in other countries of the MENA region and the rest of the world. Factors contributing to the increase of diabetes include the rapid economic growth of the last half-century, transition to sedentary lifestyles and often unhealthy diet options. In the UAE the cases of diabetes are expected to double to 2.2 million by 2040. The facility would enhance UAE's efforts to tackle the disease.

### INNOVATION IN EDUCATION

Education has a high priority in the UAE. The Ministry of Education aligned the UAE's Vision 2021 National Agenda with the goal of making UAE students some of the best in the world in reading, mathematics, science, and Arabic. The overall goal is provide a first-rate education system for the students in the UAE.

To reach this goal, schools and universities are embracing advanced technology such as 3D printers, Artificial Intelligence (AI), robotics, and more. Smart classrooms and blended learning styles are being used throughout the UAE to ensure that students are able to compete on an international level. Schools and universities in the UAE strive to be innovative to create students that are lifelong learners.

A number of schools in the UAE have introduced virtual classrooms and other e-learning tools to enhance learning and collaboration. Students can get their homework and classwork online, interact with other students and take part in educational discussions. E-learning platforms have become popular over the years as an education delivery and management tool for academic institutions.

Virtual classrooms allows students to learn beyond what is taught in a classroom and be able to engage with their peers and teachers online. In some schools, the e-learning platforms are used in the delivery of exams and reports to their students. Besides essays, reports, exams, learning and teaching that have gone online, e-books and digital resources are available to students.

Blended-learning is an important part of many UAE schools. Student attends classes online or face-to-face at school and have online multimedia coursework before or after the sessions with their teachers.

## T Lesson Text

Students collaborate with each other for student group activities relying on information gathered from online resources. Students can collaborate with other students in the same school, in a different school, or even a different country.


The following learning outcomes are included in this lesson

- 🎯 SOC.1.2.02.022
- 🎯 SOC.3.1.02.057
- 🎯 OC.3.1.02.063
- 🎯 SOC.2.2.01.051
- 🎯 SOC.2.2.01.052
- 🎯 SOC.1.3.02.030
- 🎯 SOC.3.1.02.058
- 🎯 SOC.1.1.02.022

## Lesson Description with SLO Tags and Notes


### Warm up: Class Discussion

What is the relationship between healthcare, education and social services? How do these sectors help support an active and growing society? Take notes on the discussion.

 *Variable answers are possible, the improvement in life expectancy may be encouraged as a clear example of improved public health*

### Activity 1: Concept Check and Discussion

What developments led to constructing the modern medical system in the UAE?




 *Variable answers are possible, the improvement in life expectancy may be encouraged as a clear example of improved public health*

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## Lesson 3 | Innovation in Healthcare, Education, and Social Services




### Activity 2: Concept Check and Discussion

List three significant improvements to the UAE's healthcare system.

-  *Life expectancy has dramatically risen over the past 100 years*
-  *Free medical care for all citizens*
-  *Expansion of medical centres*


### Activity 3: Concept Check

From the Text in Activity 3, what is the expected rate for diabetes in 2040? Give your reasons in 3-5 sentences.

-  *Life expectancy has dramatically risen over the past 100 years*
-  *Free medical care for all citizens*
-  *Expansion of medical centres*

### Activity 4: Read and Reflect

Explain in 1-2 paragraphs, why is it important for the UAE to have speciality centres. How do the centres help people in the UAE? Are there other benefits to the UAE other than health benefits?

 *Variable answers possible – but there are many specialized centres to provide services*

### Activity 5: Compare and Analyse

How can specialty health care centres help the economy of the UAE? Search for information about other specialty centres. What do they specialize in? Where do the patients come from seeking their services?

 *Variable answers possible*

## Selected Activity Answers



**Selected Activity Answers**

**Activity 6:**



**Concept Description**

**Describe the UAE Educational System and how does it empower the economy of the country?**

*It provides diverse specialization as well as meeting the general needs of literacy and public education to ensure a qualified workforce*

**Moral Education Activity:**



**Reflection**

Millions of people in the UAE have access to quality healthcare, education and social services. How have these three sectors transformed life in the country? Choose one sector and describe its role in society and its importance to the population.

*Variable answers are possible.*



**Formative Assessment Opportunities**

Activity 5 and the Moral Education Activity provide students with reflective and formative writing tasks



**Remedial Opportunities**

Activities 1 and 2 provides a review of key concepts..



**Extension Opportunities**

Students are encouraged to make use of appropriate website resources, government website portals, and visits to local museums.



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Multiple horizontal lines for taking notes.

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**LESSON 4:  
SUSTAINABILITY IN  
THE MODERN UAE**





**Student Learning Outcomes (SLOs)**

- SOC.1.2.02.022** Explains the responsibilities and duties for all individuals (citizens and
- SOC.3.1.02.057** Understand how the work of government seeks to implement the principles expressed in the constitution
- OC.3.1.02.063** Identify how they can make a positive difference to the local community and wider society in which they live
- SOC.2.2.01.051** Researches, analyses and presents a contemporary issue showing all aspects (of the issue)
- SOC.2.2.01.052** Designs a plan to address and solve a current problem and identifies steps for its implementation
- SOC.1.3.02.030** Explains how changes in the environment has brought prosperity to some places and created environmental dilemmas for others
- SOC.3.1.02.058** Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement
- SOC.1.1.02.022** Interprets quantitative data



**Lesson Objective**

- By the end of the lesson, students will:**
- 👁️ describe sustainability in the UAE
  - 👁️ explain sustainability of the environment
  - 👁️ demonstrate sustainability through social responsibility



**Key Vocabulary**

- ✍️ sustainability
- ✍️ UAE Vision 2021
- ✍️ National Agenda
- ✍️ innovation
- ✍️ inequalities
- ✍️ sanitation
- ✍️ awareness

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*Federal Government's Strategic Initiatives (total of 48)*



**Materials/ Resources/ Technology**



**Lesson Text**

**SUSTAINABILITY IN THE UAE**

Sustainability in the UAE is a fundamental sign of modernization. The UAE created an initiative to develop its sustainability goals through seventeen principles. These principles include: no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth; industry, innovation, and infrastructure; reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land; peace, justice and strong institutions; and partnerships for the goals.

These seventeen goals were designed to promote sustainability through social responsibility and environmental awareness in line with the UAE's Vision 2021 and National Agenda with the ultimate goal of becoming among the best countries in the world.

**NATIONAL AGENDA 2021**

The National Agenda 2021 was developed by over 300 officials from over 90 federal and local government sectors. This agenda helps support the UAE's sustainability goals by creating long-term, measurable goals that can help determine the success of the sustainability plan. The sectors that are involved in this are education, healthcare, economy, police and security, justice, society, housing, infrastructure, and government services. This makes up the basis of the Vision 2021.

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**Lesson Description with SLO Tags and Notes**

The following learning outcomes are included in this lesson

- 🎯 SOC.1.2.02.022
- 🎯 SOC.3.1.02.057
- 🎯 OC.3.1.02.063
- 🎯 SOC.2.2.01.051
- 🎯 SOC.2.2.01.052
- 🎯 SOC.1.3.02.030
- 🎯 SOC.3.1.02.058
- 🎯 SOC.1.1.02.022



**Selected Activity Answers**

**Warm up:** What does sustainability mean? How can a nation maintain sustainability in different areas and categories?:

Activity 1:



Concept Check and Discussion

Choose one of the UAE's Sustainability goals and explain how its success will benefit the country and its inhabitants.

*Many choices are possible. For example: Life below Water implies the sustainability and environmental health of our seas and sealife.*

Activity 2:



Express your thoughts and understanding of the visual.



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*Students may compare the reliance on coal or gas-powered plants on the left with electric and solar power on the right.*



**Selected Activity Answers**

Activity 3:



Data Analysis

The table shows the total CO2 emissions for the UAE and the United Kingdom (UK). Compare the two countries. Describe the trend of emissions for each country over time.

**Total CO2 Emissions in metric tons (1 ton = 1000 kg)**

Country	1974	1984	1994	2004	2014
United Arab Emirates	31,300	46,400	73,100	113,000	211,000
United Kingdom	618,000	529,000	547,000	539,000	420,000



*The trend for the United Kingdom peaked about 50 years ago, while in the UAE we probably reached our peak in the past decade.*

Activity 4:



Current Issues

What are the current issues for CO2 emissions? What measures are being taken in the UAE to create energy with fewer CO2 emissions?





**Selected Activity Answers**

The example of solar energy farms is shown in the image

**Activity 5:**



**Concept Check**

According to the UAE's 2050 Energy Strategy, what are the possible solutions that will evolve to save future environment?



*The example of solar energy farms is shown in the image above. A coordinated effort to implement a variety of alternative energy sources including a balance of solar, wind, hydro-electric and other sources. This may also extend to use of electric vehicle power*

**Activity 6:**



**Concept Check and Discussion**

How do you think these goals can be measured? Choose one goal and explain how its success can be measured.



*Variable answers are possible – students will need to look on the website to analyse and compare trends*

**Moral Education Activity:**



**Societal Impact of National Agenda**

The goals of the UAE Vision 2021 and National Agenda are to create a more sustainable environment and improve the quality of life.

Choose one principle from the UAE Vision 2021 and one sector from the National Agenda. Describe your choice and explain their importance on the development of a safe, progressive, and sustainable country.



*Variable answers are possible – students will need to look on the website to analyse and compare trends*

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Activities 4, 6 and the Moral Education Activity provide an opportunity for written reflection.

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Activities 1 and 5 provides a review of key concepts.

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Students are encouraged to make use of appropriate website resources, government website portals, and visits to local museums.



**Formative Assessment Opportunities**



**Remedial Opportunities**



**Extension Opportunities**



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## LESSON 5: MID-TERM REVIEW





**Selected Activity Answers**

1. According to the UAE Vision 2021, the National Agenda seeks to promote which of the following? Check all that apply.

- Promote the level of income in the UAE to be among the world's highest
- Promote entrepreneurship to be among the highest in the world
- lessen the role of tourism in the UAE economy*
- Promote innovation, research and development

2. How many officials were involved in the development of the National Agenda 2021?

- a. 300
- c. 50
- b. 1000
- d. 10

3. How many federal and local government sectors were involved in the development of the National Agenda 2021?

- a. 90
- c. 25
- b. 100
- d. 50

4. Which of these is a sector of the National Agenda 2021?

- a. Education
- c. Sports
- b. Entertainment
- d. Space travel

5. How many principles make up the goals of the UAE's Vision 2021 for Sustainability?

- a. 17
- c. 50
- b. 100
- d. 1

6. Which jobs are included in the UAE Vision 2021 knowledge economy workforce?

- a. Legislators, managers, executives, specialists, and technicians
- b. Customers, service workers, clients, and patients

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**Selected Activity Answers**

- c. Bankers, builders, reporters, and spectators
- d. Transporters, painters, remodelers, and plumbers

7. According to a 2019 Report from the Ministry of Human Resources and Emiratisation, what is the percentage of employed UAE nationals in the total workforce?

- a. 100%
- c. 50%
- b. 7.62%
- d. 1.55%

8. Which of the following is an indicator for social systems and for social institutional support for building a cohesive community?

- a. Gender Equality
- c. Number of student textbooks
- b. Levels of interest
- d. Amount of technology used in classrooms

9. How many hospitals are in the UAE?

- a. Over 104 hospitals
- c. 25 hospitals
- b. 10,000 hospitals
- d. 1 million hospitals

10. Which prominent educational trend helps to measure educational progress in reading?

- a. Youth literacy rates
- c. Student hobbies and activities
- b. Youth attention spans
- d. Student and teacher diet

11. How are vulnerable groups such as widows, divorcees, seniors, People of Determination, orphans, the ill, etc., supported in the UAE?


- a. Social Welfare Policies
- c. Charity donations
- b. Entrepreneurship
- d. Standard employment

12. When was the Emirates Red Crescent established?

- a. 1983
- c. 2000
- b. 1995
- d. 1975

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**LESSON 6: CIVIC  
RESPONSIBILITIES  
OF CITIZENS AND  
RESIDENTS**







**Student Learning Outcomes (SLOs)**

- SOC.1.2.02.022** Explains the responsibilities and duties for all individuals (citizens and
- SOC.3.1.02.057** Understand how the work of government seeks to implement the principles expressed in the constitution
- OC.3.1.02.063** Identify how they can make a positive difference to the local community and wider society in which they live
- SOC.2.2.01.051** Researches, analyses and presents a contemporary issue showing all aspects (of the issue)
- SOC.2.2.01.052** Designs a plan to address and solve a current problem and identifies steps for its implementation
- SOC.1.3.02.030** Explains how changes in the environment has brought prosperity to some places and created environmental dilemmas for others
- SOC.3.1.02.058** Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement
- SOC.1.1.02.022** Interprets quantitative data



**Lesson Objective**

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

- identify the rights and responsibilities of citizens and residents
- explain learn about civic responsibility



**Key Vocabulary**

- citizenship
- civic responsibility
- foreign aid
- legal rights
- constitution
- resident non-citizens

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- cosmopolitanism
- tolerance
- charity
- The Organization for Economic Co-Operation and Development (OECD)



**Key Vocabulary**



**Materials/ Resources/ Technology**

Among the charities listed are these below which students may find and research about.



**UAE FOREIGN AID**

Less developed countries have been given special concern by the United Arab Emirates. Through specific policies, the UAE distributed aid to foreign countries widely over the world. As a country of tolerance with solely human objectives, its aid is not limited to geography, colour, race, or religion; nor is it even governed by any politics.

The UAE ranked as one of the top ten donor states in the Official Development Aid (ODA) in 2015, according to the Organization for Economic Co-Operation and Development (OECD). The UAE's contribution to foreign aid between the years 1971 and 2014 by governmental and non-governmental organizations reached AED 173 billion. These contributions were for 155 countries through 40 donor entities as foreign assistance.

There are more than 35 charitable organizations (governmental and non-governmental) in the UAE. Poverty, lack of water, clean water, education, immunisation, and accommodations are the concentrations for the UAE's contributions to meet human needs all over the world. The



**Lesson Text**



# T

## Lesson Text

UAE is answering any call for assistance from poor countries and countries constantly suffering from natural disasters.

Search for information about charitable organizations in the UAE and describe what they do. What can you do for this charity as a volunteer? Identify a charity in your community and fill in information about it.



## Lesson Description with SLO Tags and Notes

The following learning outcomes are included in this lesson

- 🎯 SOC.1.2.02.022
- 🎯 SOC.3.1.02.057
- 🎯 OC.3.1.02.063
- 🎯 SOC.2.2.01.051
- 🎯 SOC.2.2.01.052
- 🎯 SOC.1.3.02.030
- 🎯 SOC.3.1.02.058
- 🎯 SOC.1.1.02.022

**Warm up:** Think about helping others  
What is the main work of the organization pictured?



**Activity 1:** Concept Check and Discussion

**Discuss and write a reflection on the importance of foreign aid**

*Variable Answers possible. Students should recognize the importance of helping other nations in need.*

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## Selected Activity Answers

**that receives the aid? How do human services strengthen societies?**

*Here students may acknowledge the reciprocal nature of assistance for the donor nation and the country that receives the aid.*

**Activity 2:** Immunization, Education and Other Foreign Aid

Immunisation is the use of vaccines to protect children and adults from infectious diseases, like the flu, polio, cholera and many others. The UAE's immunisation program has reached millions of people in need around the world.

**How does this meet human needs in less developed countries?**

*Students may mention the Covid-19 pandemic but you may also look for mention of prior and continuing vaccination programs for smallpox, malaria, polio, etc.*

**Activity 3:** Research

Search for information about the educational initiatives of the UAE to make education accessible to people in need around the world. Write your findings.

**Activity 4:** Critical Thinking

**What role have the charitable entities in the UAE served towards refugees? How does the Emirates Red Crescent Authority help refugees find better accommodations?**

*Students may mention the Emirates Red Crescent Society or other international aid organization.*

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**Selected Activity Answers**

**Moral Activity:**



**Identify a Major Charity**

Search for information about charitable organizations in the UAE and describe what they do. What can you do for this charity as a volunteer? Identify a charity in your community and fill in information about it.

Name of Charity	What services do they provide?	What volunteer work may I do for this charity?
Dubai Cares		
Al Ihsan Charity Association (Ajman)		
UAE Red Crescent Authority in Ras Al Khaimah		
Volunteers.ae		What is meant by virtual volunteering at Volunteers.ae?
Emirates Foundation		
Other charities: (you choose)		

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Activities 2, 3, 4 and the Moral Education Activity provide an opportunity for written reflection

The Warmup Activity and Activity 1 provides a review of key concepts

Students are encouraged to make use of appropriate website resources, government website portals, and visits to local museums



**Formative Assessment Opportunities**



**Remedial Opportunities**



**Extension Opportunities**



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# LESSON 7: TRENDS IN LOCAL AND INTERNATIONAL TRADE

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**Student Learning Outcomes (SLOs)**

- SOC.1.1.02.022** Interprets quantitative data
- SOC.1.2.01.021** Describes the basic elements of the UAE foreign policy with GCC countries
- SOC.1.5.01.028** Identifies investment options, available to individuals and households
- SOC.1.5.02.026** Describes economic values necessary for the national economic development (e.g., human capital investment, quality, sustainable development, information issues)
- SOC.1.5.02.028** Recognizes and describes factors that helped the economic growth in Dubai and nearby regions



**Lesson Objective**

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

- identify trends in the local and international economy including the air travel industry. Consider the impact of those changes on the society of the UAE



**Key Vocabulary**

- import
- export
- re-export
- hub
- trade deficit
- trade surplus



**Materials/ Resources/ Technology**

**SCAN HERE**

*Observatory for Economic Complexity Summary of UAE trade in 2018*

**SCAN HERE**

*Statistics and summary of UAE's Top 5 Import and Export Partners see*

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## TRADE IN THE UAE

## T Lesson Text

Trade, both local and international is a fundamental part of the UAE's economy. The country's commerce and products connect with the rest of the world by major ports and free trade zones established throughout the seven emirates. Shipping ports and airports are found at Ras Al Khaimah, Fujairah, Sharjah, Dubai, Jebel Ali, Abu Dhabi and other locations.

The UAE's trade sector is both innovating and historic. Commodities are natural resources and raw agricultural products such as iron, oil, cotton or wheat. Manufactured products, including industrial and electronic products, are valuable and sold and traded in large quantities. Professional services, international banks, and multinational corporations diversify the economy while tourism and hotels are part of the hospitality industry.

All of these sectors of the economy benefit from travel and movement of people and goods. While the UAE does have an abundance of natural resources such as oil, natural gas and other products, its longstanding history as a regional trading hub is still important and equally relevant. Our major seaports and airports here in the UAE make up an important regional export hub and has become the third largest export centre in the world, following Hong Kong and Singapore. When compared to other GCC states, the UAE has landed in first place with an abundance of precious metals, electrical equipment, and supplies traded on a daily basis.

## UAE IMPORTS AND EXPORTS

The UAE's main exports are crude oil, natural gas, refined petroleum products, precious gems, seafood and agricultural products, and re-exports. Re-exports are products imported into the UAE that are stored temporarily in warehouses. The products arrive from Asia or other points of origin and after storage are re-shipped to other countries such as Africa or to other destinations in the Middle East or other parts of the world. Some of these products include aluminium, pearls, gold, silver, precious stones, chemicals, and scrap metals. Japan, India, South Korea, and Thailand are the top export partners of the UAE. These country-

# T

## Lesson Text

partners receive the highest percentages of the UAE's exports.

As of 2018, the United Arab Emirates ranked 28th in the world in terms of Gross Domestic Product (GDP). It ranked 21st in the economy in terms of GDP per capita. It also ranked 26th in the world for the value of total exports, and 21st in the value of its total imports.

The top exports of United Arab Emirates are crude petroleum (\$58.1b), refined petroleum (\$32.3b), gold (\$15.4b), jewellery (\$12.2b), and diamonds (\$10.2b), exporting mostly to India (\$23.8B), Japan (\$21.7B), China (\$17.4B), Saudi Arabia (\$17.2B), and Oman (\$11.7B).

In 2018, United Arab Emirates was the world's biggest exporter of sulphur (\$728m), gravel and crushed stone (\$422m), and limestone (\$366m).

The top imports of United Arab Emirates are gold (\$27.3b), broadcasting equipment (\$15.5b), jewellery (\$13.4b), refined petroleum (\$12.8b), and cars (\$11.3b), importing mostly from China (\$32.1B), India (\$27.1B), United States (\$17.3B), United Kingdom (\$9.69B), and Germany (\$9.68B).



## Lesson Description with SLO Tags and Notes

The text and activities in this lesson include the following student learning outcomes:

- ☞ SOC.1.1.02.022
- ☞ SOC.1.2.01.021
- ☞ SOC.1.5.01.028
- ☞ SOC.1.5.02.026
- ☞ SOC.1.5.02.028



## Selected Activity Answers

**Warm up:** Brainstorm

What do you think will be the most important items traded between countries this year? What countries would people in the UAE buy them from? Who would people in the UAE sell to? Fill in the boxes with your five

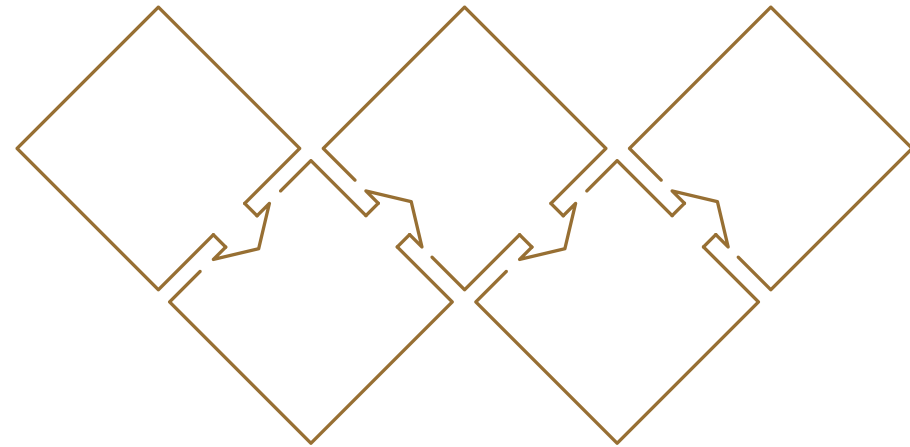
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## Lesson 7 | Trends in Local and International Trade

trade items and list some countries which the UAE would trade them with.



## Selected Activity Answers



### Activity 1:



### Concept Check and Discussion

Why do you think that Dubai, Sharjah, Abu Dhabi and other Emirati ports are major trading hubs? Write a reflection below of 2-4 sentences. Give an example of a product, service or business that reflects the trend.



*Variable Answers possible*

**Example of a product or business:**

*Food storage, manufacturing, automotive parts*

### Activity 2:



### Make a Chart of UAE Exports

Draw or make a bar chart in the space provided that shows the value of the UAE's top exports in billions of \$ US dollars. You may choose your favourite products that you see from the list.

Value in \$ billions	Product	Product	Product	Product	Product	Product
60						
40						
20						
0						

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**Selected Activity Answers**

**Activity 3:**



**Make a Chart of UAE Imports**

Draw or make a bar chart in the space provided that shows the value of the UAE's top exports in billions of \$ US dollars. You may choose your favourite products that you see from the list.

Value in \$ billions	Product	Product	Product	Product	Product	Product
60						
40						
20						
0						

**WHICH COUNTRIES ARE THE UAE'S MAIN EXPORT DESTINATIONS?**

**Activity 4:**



**Make a Chart**

In this activity, look at a list of the top export destinations for UAE products. The statistics show the percentage of total export share for each of the major export destinations. For example, India receives about 17.5% of all of the UAE's annual exports.

**Review the list and make a bar chart in the space provided to illustrate.**

**India - 17.50%**

Primary products: cotton, accessories, gems and jewellery, man-made yarn, fabrics, manufacturers of metals, cotton yarn, marine products, machinery and instruments, plastic and linoleum products, tea.

**China - 14.00%**

Primary products: textile products, clothes, light industrial products, handicrafts, machinery and products made from gold, silver, copper, iron, tin.

**United States - 7.70%**

Primary products: transport equipment, machinery, computer & electronic products,

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**Selected Activity Answers**

primary metal manufacturing, chemicals.

**Germany - 5.60%**

Primary products: machineries, electronics, chemical products, measurement and control technology, iron, steel.

**Japan - 4.82%**

Primary products: transport equipment, electrical machinery, general machinery, foodstuff, raw materials, and mineral fuels.

Percentage of Total Exports	Name of Country	Name of Country	Name of Country	Name of Country	Name of Country
20%					
15%					
10%					
5%					
0%					

**WHICH COUNTRIES ARE THE MAIN IMPORTERS OF UAE PRODUCTS?**

The UAE's main imports are gold, broadcasting equipment, jewellery, textile products, electronics, and foodstuffs. Among the top import-partners are India, China, United States, Germany, and Japan.

**Activity 5:**



**Make a Chart**

**The UAE's top 5 export partners are:**

**India - 17.50%**

Primary products: cotton, accessories, gems and jewellery, man-made yarn, fabrics, manufacturers of metals, cotton yarn, marine products, machinery and instruments, plastic and linoleum products, tea.

**China - 14.00%**

Primary products: textile products, clothes, light industrial products, handicrafts, machinery and products made from gold, silver, copper, iron, tin.







**Selected Activity Answers**

- United States - 7.70%** Primary products: transport equipment, machinery, computer & electronic products, primary metal manufacturing, chemicals.
- Germany - 5.60%** Primary products: machineries, electronics, chemical products, measurement and control technology, iron, steel.
- Japan - 4.82%** Primary products: transport equipment, electrical machinery, general machinery, foodstuff, raw materials, and mineral fuels.

Percentage of Total Imports	Name of Country	Name of Country	Name of Country	Name of Country	Name of Country
20%					
15%					
10%					
5%					
0%					

**AIR TRAVEL**

The UAE's air travel industry plays a significant role in the development of local and international trade. Air travel in the UAE not only helps people move around internationally, it helps to facilitate the flow of goods and promotes local and international investments. With the help of the air travel industry; goods, services, and people are able to flow internationally.

For human air travel, the top five international tourist arrivals are from East Asia, the Middle East, Europe, the Americas, and Africa. The top five busiest direct flight arrivals are India, Saudi Arabia, Pakistan, United Kingdom, and Oman. For the import and export of goods, the top five busiest air cargo routes are India, Germany, United Kingdom, Turkey, and Saudi Arabia.

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**Activity 5:**



**Concept Check**

How has air travel contributed to the national and regional economy? How has the Covid-19 pandemic affected air travel and the world economy? Write 3-4 sentences.



*Air Travel connects our country to the world, however it also creates challenges as international travellers transit our airports or through the UAE during the Covid-19 pandemic*

**Moral Education Activity:**



**Fairness and Reputation**

As a country with a longstanding history with international trade, the United Arab Emirates has benefitted from its connections to other countries. Why is fairness and good business reputation important to maintain a good economy and establish a reputation for international trade? Write a reflection in the space below.



*Fairness in trade is a value that was established among the early principles of Islamic society and civilization. Standardization of weights and measures and safety precautions and regulations are important aspects of public policy.*

Activity 5 and the Moral Education Activity provide an opportunity for written reflection.

The Warmup Activity and Activity 1 provides a review of key concepts.

Students are encouraged to make use of appropriate website resources, government website portals, and visits to local museums.



**Selected Activity Answers**



**Formative Assessment Opportunities**



**Remedial Opportunities**



**Extension Opportunities**



**LESSON 8: TAKING  
THE UAE INTO THE  
FUTURE**



**Student Learning Outcomes (SLOs)**

- SOC.1.3.02.028** Explains how patterns of resources are used throughout the world
- SOC.1.4.02.017** Evaluates the relationships between human societies and the environment
- SOC.1.5.02.027** Explains how education, career choices, and family obligations affect future income
- SOC.2.1.01.026** Gives correct and realistic examples of some facts researched or generalizations made on various social studies topics
- SOC.2.1.01.028** Pulls information from various types of texts to support analysis, reflection, and research



**Lesson Objective**

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

- describe the space program
- explain health innovation
- describe the international research hub



**Key Vocabulary**

- Mohammed Bin Rashid Space Center
- UAE Space Agency
- Hazza Al Mansouri
- Sultan AlNeyadi
- Ministry of Health and Prevention (MOHAP)
- aerospace
- Mission to Mars
- ISECG
- exploration
- research and development expenditure

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**Materials/ Resources/ Technology**

*Ministry of Health and Prevention*

*Hope Satellite's path to Mars*



**Lesson Text**

**MEDICAL RESEARCH CENTRES AND THE RESEARCH BANK**

An important government function is the provision of health care for its citizens and residents. The United Arab Emirates is distinguished as a worldwide leader in health science delivery and preventive medicine. Its excellent medical centres, hospitals, and clinics draw visiting patients from around the world who seek medical care. Some of the major research centres are coordinated through the government's directive and the guidance of the UAE Ministry of Health and Prevention.

**THE MARS HOPE PROBE**

UAE prioritises developing knowledge through increasing the research and development expenditure for a robust growth in competitive knowledge economy. In 2015 UAE announced its Mission to Mars. The Emirates Mars Mission sent a spacecraft to orbit Mars in the year 2021, the year of the UAE's 50th anniversary.

The spacecraft designed and developed by scientists and engineers at Dubai's Mohamed Bin Rashid Al Maktoum Space Centre, is an orbiter carrying science instruments designed to build the first holistic picture of Mars' atmosphere. The Hope Probe is more than a mission to Mars. It is one part of a vast investment and a national effort to build a space industry in the UAE.



## T Lesson Text

### THE MOHAMMED BIN RASHID SPACE CENTRE

The Mohammed bin Rashid Space Centre (MBRSC) has developed, launched and maintained five different satellites that serve and enable the country's use of satellite communication, GEOSAT technology and remote sensing. The latest of these satellites is the KhalifaSat, a highly advanced remote sensing observation satellite that was manufactured by Emirati engineers from the MBRSC. The satellite serves to enable advanced city and regional planning by government officials and agencies.

### UAE SPACE AGENCY

In 2014, the UAE established the UAE Space Agency. It is responsible for managing the nation's space sector and its role in the national economy. The agency works to raise awareness about the importance of space technologies, enhance national capabilities and encourage peaceful application of space research. The UAE Space Agency is developing the first space research centre in the Middle East. It is the result of cooperation between the UAE Space Agency, UAE University and the Telecommunications Regulatory Authority.

The UAE Space Agency is responsible for scientific research in astronomy and the field of space. It is responsible for the country's programmes to explore and develop space sciences, and the UAE's membership of the International Space Exploration Coordination Group (ISECG).

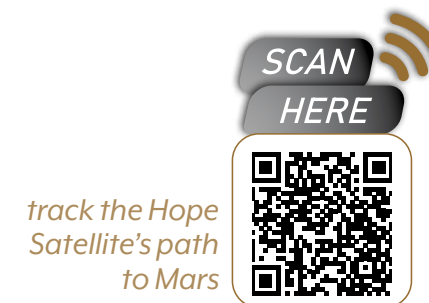
The ISECG aims to promote the exchange of information regarding interests, plans and activities in space exploration and strengthen both individual exploration programmes and the collective efforts of its members. Its objectives and vision are encompassed in its Global Exploration Strategy. The Global Exploration Strategy is a framework for international coordination and cooperation in realising humanity's goals from the exploration of space from the level of LEO (Low Earth Orbiting) satellites to deep space missions such as the Emirates Mars Mission.

In addition to Mission to Mars from July 2020, a separate Lunar

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Mission is scheduled for 2024. Plans are being made and designed to support a Mars Scientific City, that will enable the settlement and establishment of a research city on the planet Mars.

Your teacher will guide you to a website to study the trajectory of the Mission to Mars journey of the Hope satellite.



### OUR FIRST UAE ASTRONAUTS

After a competition among 4,000 applicants, the nation's first two astronauts were selected in 2018. On 25 September 2019, Hazza Al Mansouri was the first Emirati to fly into space aboard a Soyuz Russian MS-15 rocket. He arrived at the International Space Station where he remained for eight days before returning to earth. While on board the International Space Station, he performed numerous scientific experiments and communicated with our leaders and UAE school children! Hazza Al Mansouri is a highly qualified and experienced military pilot who attended and graduated in 2004 from the Khalifa bin Zayed Air College, with a bachelor's degree in aviation.

The second astronaut selected for the UAE space program was Sultan Al Neyadi. Sultan is an experienced military pilot for the UAE Armed Forces. In 2004 he received a Bachelor of Science degree with Honours in Electronics and Communications Engineering from the University of Brighton. He went on to study at the Zayed Military College for one year. In 2008 he received a master's degree in Information and Networks Security and a Ph. D. in Data Leakage Prevention Technology from Griffith University in Australia.

## T Lesson Text



**Lesson Description with SLO Tags and Notes**

The Activities in this lesson include the following Student Learning Outcomes

- 🎯 SOC.1.3.02.028
- 🎯 SOC.1.4.02.017
- 🎯 SOC.2.1.01.026
- 🎯 SOC.2.1.01.028



**Selected Activity Answers**

**Warm up: Space the Final Frontier**

Imagine you are the captain of UAE led star ship in the future. What name would you give it? Make a drawing of your star ship and give its name.

Name of Star ship: \_\_\_\_\_

Do you like to observe the moon and the planets? Visit the following places in the UAE and tell us about your feeling during the observation. (You can visit the website of the observatories)

**SHARJAH OBSERVATORY**

**SHARJAH PLANETARIUM**

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**Selected Activity Answers**

Activity 1:



Think Critically

Why are medical health prevention centres valuable for the UAE?

Activity 2:



Connect the Concepts

How can research in health care and medical treatment lead enhance the economy of the UAE?

Activity 3:



Concept Check

Answer the question. What was the UAE Mars Hope Probe sent study?

Activity 4:



Make a timeline and drawing of the mission!

From the Timeline of Emirates Mars Mission, describe each step of the journey. Draw a sketch of the trajectory of the mission from the earth to Mars.

Milestone									
Year									

**OUR FIRST UAE ASTRONAUTS**

Activity 5:



Identify and Learn

1. According to the text the first astronaut to fly the space station was selected from a pool of about how many applicants?

➤ 100

➤ 1,000

➤ 250

➤ 4,000






**Selected Activity Answers**

2. According text what kinds of college degrees did the first Emirati astronauts have?

- *aviation, engineering, and information and data security technology*
- aviation and physics
- chemistry, astrophysics and aviation
- communications, public relations and aviation


**Activity 6:**  **Plan a Space Voyage**

You and your classmates will plan and design a future space mission. Make plans for one that can be carried out in your lifetime, or at least launched and begun. (If you are sending a rocket to another star system you probably won't live to see it reach there but your children or grandchildren might)

**1. List the objectives of the future space mission**

<b>Mission Objective or Name:</b>	
<b>Begin Date</b>	
<b>End Date</b>	
<b>Estimated chance of success (0-100%)</b>	

**Description of the Mission Objectives**

 *Variable Answers are possible so this allows students to seek alternative ideas for exploration.*

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**Selected Activity Answers**

Which government agencies or ministries will be needed to help plan and support the space mission?

<b>Name of Government Agency or Ministry</b>	<b>What is their role?</b>

Who will fund your space mission? List the five top contributors

<b>Company or Government Agency</b>	<b>How many Dirhams will they provide?</b>

**Moral Activity:**  **Make your choice – who to vaccinate first?**

Scientists in the year 2040 have discovered a new rare and dangerous virus that is spreading worldwide. The good news is that they have used genetic DNA coding research to develop a vaccine that will protect those who can receive the vaccine. The problem is that it takes a long time to make the vaccine and only about 10 to 20 percent of the population can be vaccinated this year. The rest of the population will have to wait at least another year to receive it. Who should receive this initial batch of vaccine?

List the population groups or persons that should be in this first batch of vaccine and give the moral reasons for your choice. You can choose up to 4 categories for the first batch but no more. The suggested categories are given below but you may add others. Give a reason for your choice.

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**Selected Activity Answers**

Population Group	Give early vaccine	No they must wait	Moral Reasoning
Infants and small children to age 6			
Children aged 7 to 17			
Pregnant Women			
Women aged 18 – 45			
Women aged 45 to 65			
Men aged 18 – 45			
Men aged 45 to 65			
Men and women aged 66 and older			
Medical Professionals (Doctors and nurses)			
Government officials			

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Civil Safety Employees (Police, Fire, other)			
Pharmacists			
(other)			
(other)			

Activities 6 and the Moral Education Activity provide an opportunity for written reflection

Activities 6 and the Moral Education Activity provide an opportunity for written reflection

Activities 6 and the Moral Education Activity provide an opportunity for written reflection



**Remedial Opportunities**



**Formative Assessment Opportunities**



**Extension Opportunities**



# LESSON 9: TERM PROJECT

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**Student Learning Outcomes (SLOs)**

- SOC.2.1.01.026** Gives correct and realistic examples of some facts researched or generalizations made on various social studies topics
- SOC.2.1.01.028** Pulls information from various types of texts to support analysis, reflection, and research
- SOC.2.1.02.026** Gathers relevant and accurate information from multiple printed and digital sources applying advanced research methods effectively
- SOC.2.2.01.023** Critiques arguments for credibility
- SOC.2.2.01.050** Provides constructive criticism for arguments presented by his peers citing evidence
- SOC.2.2.01.051** Researches, analyses and presents a contemporary issue showing all aspects (of the issue)
- SOC.2.2.01.052** Designs a plan to address and solve a current problem and identifies steps for its implementation
- SOC.3.2.02.011** Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value
- SOC.2.1.02.027** Plans short as well as more supported research projects to answer a claim, including self-generated claims, or to solve a public issue

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**Lesson Objective**

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

- present a project about one of the seven Emirates



**Key Vocabulary**

- Abu Dhabi
- Ajman
- Dubai
- Fujairah

- Ras Al Khaimah
- Sharjah
- Umm Al Quwain
- public speaking

**Resources from Student Book**

[include all resources from the Student book]

**Teacher-ONLY resources:**

[links to videos, YouTube, other resources to be used by Teacher's only – The teacher is responsible for pre-viewing any visuals /audios that are assigned to students]



**Materials/ Resources/ Technology**

**PROJECT DESCRIPTION**

Choose one of the topics in the lessons and search for more information about it. Make a presentation that topic...

**Step 1: Choose one of the seven Emirates of United Arab Emirates**

Choose one of the seven Emirates of the UAE to learn more about it. Focus on the importance its local communities and its contribution and interconnection with the country and the world. Use online resources, including the official sites for the emirate you have chosen.

- Abu Dhabi
- Ajman
- Dubai
- Fujairah
- Ras Al Khaimah
- Sharjah
- Umm Al Quwain.

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**Lesson Text**





**Lesson Description with SLO Tags and Notes**

The activities in this lesson include the following Standard Learning Outcomes

- 🎯 SOC.2.1.01.026
- 🎯 SOC.2.1.01.028
- 🎯 SOC.2.1.02.026
- 🎯 SOC.2.2.01.023
- 🎯 SOC.2.2.01.050
- 🎯 SOC.2.2.01.051
- 🎯 SOC.2.2.01.052
- 🎯 SOC.3.2.02.011
- 🎯 SOC.2.1.02.027

**Step 2: Find Information**

Use the Internet or other sources to find information about your topic. Make sure to find information to do the following:

Describe your emirate.	
What is the emirate best known for?	
What is the main city or cities of the emirate? How has the emirate changed over time?	
What local government institutions and services may be found there? (for example, schools, hospitals, libraries, colleges, or other public services and buildings)	
What sites or places of historical interest would you show a first-time visitor to the emirate?	
Why do you think the sites in this emirate are important to the heritage and society or the UAE?	

**Step 3: Find Media**

Find some pictures or videos that will help you in your presentation.

**Step 4: Prepare a Presentation**

Using a presentation software or web site, prepare a presentation. In your presentation, remember to:

- ✍️ use large print in your presentation slides

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- ✍️ not put too much information on one slide
- ✍️ use Step 2 above as an organization for your presentation
- ✍️ use pictures on your slides
- ✍️ keep any videos that you use very short
- ✍️ use colours and designs that fit your topic



**Selected Activity Answers**

**Step 5: Be a Good Listener**

As you listen to each presentation, answer the questions in the table.

Name 2 important points that the speaker mentioned	
What did the speaker do well in the presentation?	
What could the speaker improve on?	
Prepare one question for the speaker.	

**Step 6: Reflection**

Write about what you learned about Emirati cities by preparing your presentation.



*Being a good listener and asking polite and respectful questions is a goal here*

Activities 5 and 6 provide reflection and development of comparative and conceptual analysis

Students are encouraged to make use of appropriate website resources, government website portals, and visits to local museums

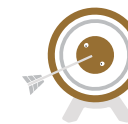


**Formative Assessment Opportunities**



**Extension Opportunities**

# LESSON 10: FINAL REVIEW



## 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.







**Selected Activity Answers**

**Activity One:**



**Reading Charts**

Question 025 What type of meat that you usually eat in one day?	Nationality							
	Nationals				Non-Nationals			
	Males		Females		Males		Females	
	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Red meat (goat, lamb, cow)	180	31.7%	128	22.6%	831	23.2%	626	18.0%
Fish and seafood	189	33.4%	168	29.8%	842	23.6%	816	23.4%
Poultry (chicken)	193	34.0%	249	44.2%	1585	44.3%	1711	49.1%
I do not eat meat	3	0.5%	11	1.9%	259	7.2%	284	8.1%

1. According to the chart above for all groups, men and women, Emirati and non-national the type of meat that is eaten in the largest percentage is which of the following?

- a. Red meat
- b. Fish and Seafood
- c. Poultry (chicken)
- d. non-meat eating

2. According to the chart above what is the approximate difference between Emirati nationals and Non-nationals females who do not eat meat?

- a. more Emirati women do not eat meat than non-national women
- b. About the same percentage of Emirati women and non-national women do not eat meat
- c. non-national women who do not eat meat is about double the number of Emirati women who do not eat meat.
- d. non-national women do not eat meat at four times the rate of Emirati women

**Activity 1:**



**Order and Match**

Read the description of the strategic goals initiatives and decide which number of the Strategic Goals (1-6) seem to match up the best. There

are more than one choice possible. You may discuss this with your classmates or partners in the course.



**Selected Activity Answers**

Goal	Strategic Initiative
➤ 2,3	To propose federal laws that regulate business and labour affairs and controlling implementation of such proposals
➤ 2,3	Managing the business market and proposing labour policies appropriate for the country
➤ 2,3	Organization of labour relations with the aim of providing stability, increasing productivity and creating job opportunities
➤ 4,5,6	Participation in the formation of the economic and social policy at the national level
➤ 4,5	Providing excellent services to satisfy users' needs according to applicable rules and regulations
➤ 3,4,5,6	Catering for the organization and supporting labour relations at the international and Arab levels
➤ 1	Supporting and encouraging the work of nationals in providing job opportunities for them

**When was the first healthcare system in the Dubai emirate developed?**

- a. 1950
- b. 1943
- c. 2000
- d. 1912

**When was the first healthcare system in the Abu Dhabi emirate developed?**

- a. 1960s
- b. 1970s
- c. 1980s
- d. 1990s

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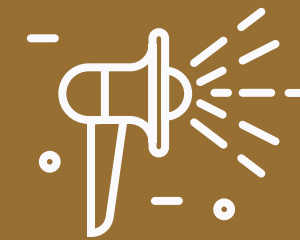




# GLOSSARY



## KEYWORD



## MEANING

aerospace science

the science of space and the technology of space exploration

artificial intelligence

the development of smart software and special algorithms that program computers, robots, and other electronic systems

awareness

an understanding of something on a large level.

balance of trade

the relative difference between a trade surplus and a trade deficit as in the amount of exports in relation to imports

charity

the granting of money or volunteer services or assistance to others who are in need

citizenship

citizens are naturally born persons in a country who are protected by the rights and privileges of being a member of their native country


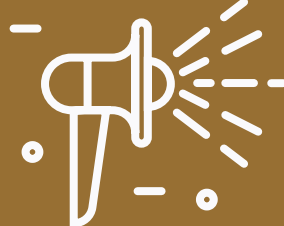
civic responsibility

the duties and obligations of a citizen or resident to his local community or the country in which he or she resides



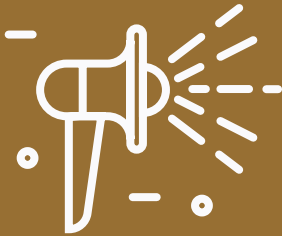
 <b>KEYWORD</b>	 <b>MEANING</b>
compassion	the moral sense of caring for others who are in need or who are suffering hardship
competitive knowledge economy	the new emphasis on technological, data and information systems and technical and scientific knowledge that form the basis of economic exchange
constitution	a legal code of founding principles and rules that detail the organization of a country's governance and the rights or duties of its citizens
cosmopolitanism	the idea of a shared milieu or mixture of various international cultural influences within a large metropolitan area
DHA	Dubai Health Authority
Emiratization	the program and policy of prioritizing the employment and career advancement of UAE citizens
export	the process of shipping goods out of a country

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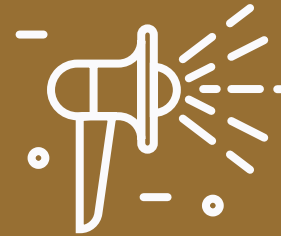
 <b>KEYWORD</b>	 <b>MEANING</b>
foreign aid	the donation of money, supplies, medical aid and food to other countries, especially in times of crisis
global entrepreneurship	the worldwide level of business enterprise by investors, known as entrepreneurs
global innovation	the worldwide development of invention and development of new products, discoveries and trends
Gross Domestic Product (GDP)	The sum of a nation's total output of economic activity
Gross National Income (GNI)	The total value of all income generated and received by the nation.
Hazza Al Mansouri	The first Emirati astronaut to fly into space in 2019
hub	a regional center for trade and business

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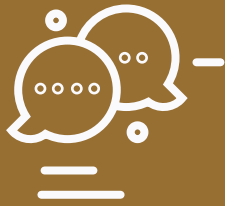



 <b>KEYWORD</b>	 <b>MEANING</b>
humanitarian	a group that promotes human welfare
import	the process of receiving shipments from other countries or companies
inequalities	lack of equality
information systems	the system of data and information management, found in databases, and advanced online search engines
infrastructure	the underlying physical support system that enables transportation, communication, fresh water, sewage, and so on
innovation	to make changes for improvement
legal rights	the rights of a citizen or resident under the laws of that country or jurisdiction


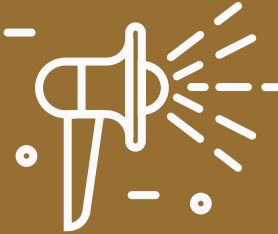
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 <b>KEYWORD</b>	 <b>MEANING</b>
Ministry of Health and Prevention (MOHAP)	The UAE Ministry of Health and Prevention plans and regulates our nation's health services
Mission to Mars	Launched in July 2020 this mission will send a UAE built and operated satellite to Mars where it will orbit the planet to study and monitor the Martian atmosphere
Mohammed Bin Rashid Space Centre,	The major research and operation centre for the UAE's satellite programs, it works closely with the UAE Space Agency
MOHRE	Ministry of Human Resources and Emiratization
OECD	The Organization for Economic Co-Operation and Development (OECD)
re-export	the action of re-exporting something from another country of origin
red crescent	a volunteer humanitarian organization that supports official authorities in times of peace and war

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 <b>KEYWORD</b>	 <b>MEANING</b>
resident non-citizens	foreigners who are recognized to be long-term residents by the host country
robotics	computerized machines controlled by special software
sanitation	public health conditions related to clean drinking water and the treatment of sewage
SEHA	Abu Dhabi Health Services
Smart Initiatives	the UAE government's plan to make public services and governmental services available online or through mobile applications
social welfare	a system that offers assistance to individuals and families in need
Sultan AlNeyadi	the second Emirati astronaut selected for the UAE Space Agency

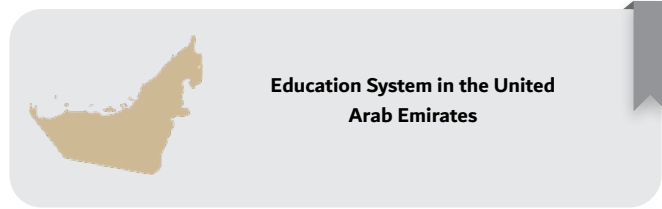
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 <b>KEYWORD</b>	 <b>MEANING</b>
sustainability	the concept of managing resources so that our current needs are met without compromising future needs
tolerance	the philosophical notion of mutual respect and cooperation with persons of other nationalities, religion, gender, or other distinguishing cultural characteristics
trade deficit	when a country's total value of imports exceeds the total value of its exports
trade surplus	when a country's total value of exports exceeds the total value of its imports
UAE Space Agency	the UAE's national space agency
UAE Vision 2021	the UAE government's plan and vision for the country's future

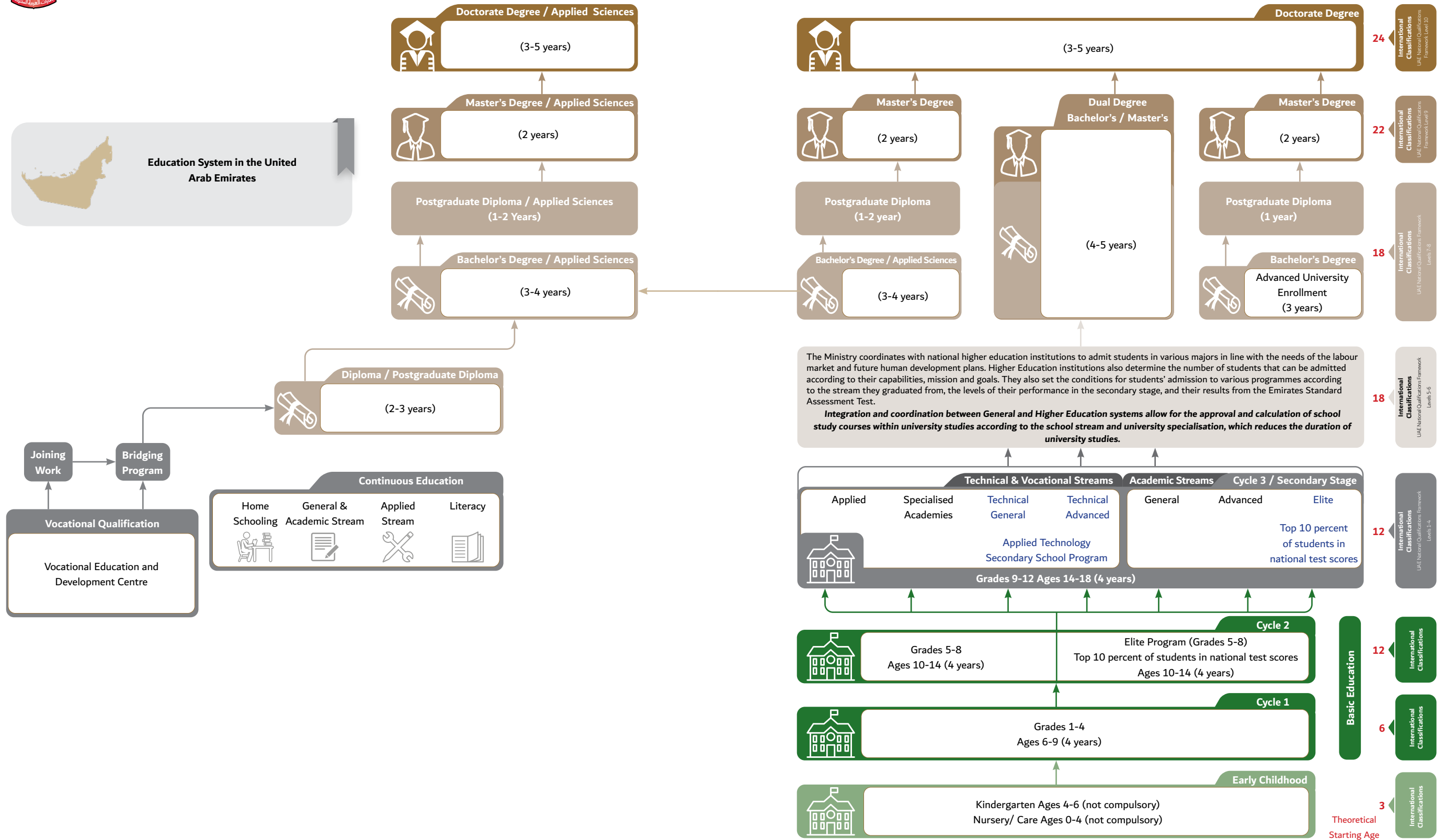
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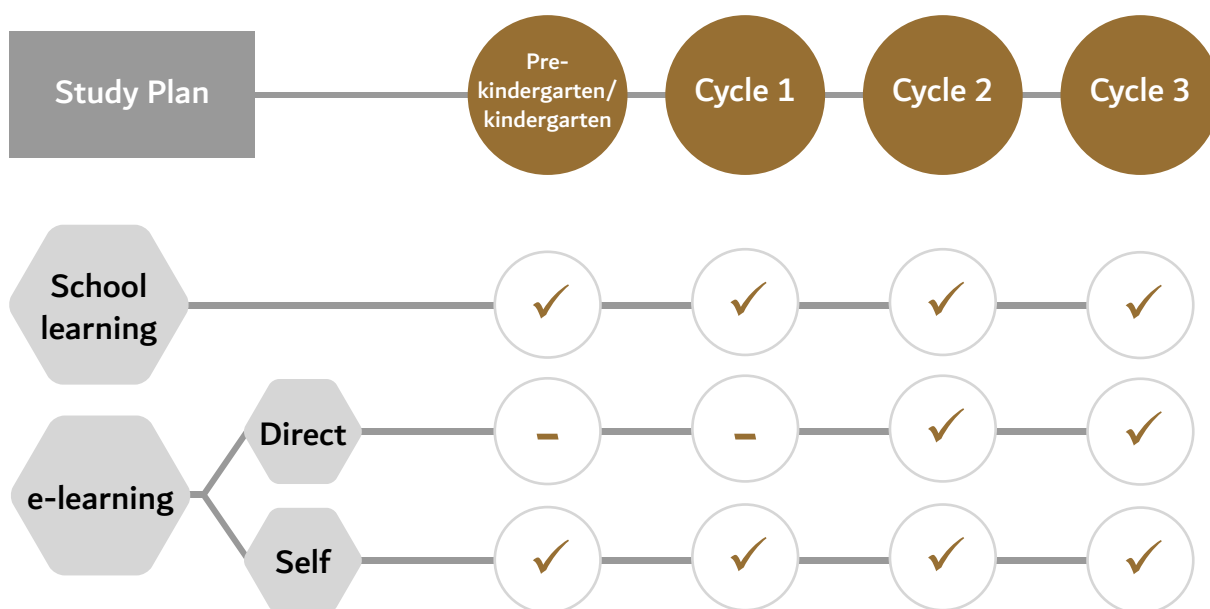


Education System in the United Arab Emirates



## 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:



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للتعلم الذكي  
Mohammed Bin Rashid  
Smart Learning Program

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