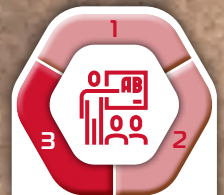




SOCIAL STUDIES

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

Teacher Guide



Grade
02

Social Studies

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

Teacher Guide

Grade 2

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.”

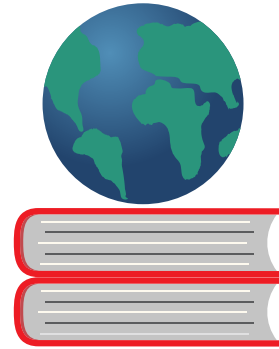
”

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



INTRODUCTION





Social Science for Non-Arabs

Curriculum Overview

During this semester, you will be learning about different institutions in the UAE society such as schools, universities, hospitals, airports, and mosques. You will learn how these institutions contribute to the well-being of the community and to the economy of the UAE.



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content is defined on smart learning app

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LESSON 1: SCHOOLS IN THE UAE





v

Student Learning Outcomes (SLOs):







- SOC.1.5.02.006** Explains ways individuals, school, government contribute to the economic well-being of the community
- SOC.1.1.01.003** Uses historical records and artefacts to describe how people's lives have changed over time
- SOC.3.1.01.007** Behave in a way that ensures they learn effectively and benefit fully from being at school, demonstrating that they know what their place in school is, what school expects of them and how their behaviour should be adapted in different situations (at school, playing with friends, and at home)
- SOC.3.1.01.002** Recognise how their actions as an individual affect others and apply appropriate levels of self-awareness and responsibility to interact correctly with other members of the school community and in role-play activities
- SOC.3.1.01.004** Know who and what they should respect
- SOC.3.1.02.013** Recognise that they, and others, have a range of feelings, both positive and negative, and know how to identify what they and other people are feeling

Lesson Objective



By the end of the lesson, students will:

-  Learn the difference between schools in the past and the present.
-  Realize how school technologies are changing the way people learn.
-  Recognize some bad school behaviours that might stop students from learning.
-  Understand the importance of Respect and Teamwork for success in life.






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Key Vocabulary:



-  respect
-  behaviour
-  teamwork

Materials/ Resources/ Technology



The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.

Lesson Text



Technology in Schools

Schools today are different from schools in the past. Schools today have lots of classrooms and teachers. Many classrooms have new technology like SMART boards, e-books, and computers. A SMART board is like a computer screen on the wall. Teachers use them make the lessons clearer.

Sometimes students learn with laptops or tablets instead of books. Laptops and tablets allow students to see their lessons, watch videos, and do their work at school and at home.

Students use technology to work together. Students must work together to be successful in life. Classroom technology makes learning easier and more fun.

Lesson Description with SLO Tags and Notes



Suggested distribution of activities and SLO Tags			
Lesson 1		Lesson 2	
Warm Up	SOC.1.1.01.003 SOC.1.5.02.006	Activity 3	SOC.3.1.02.013
Text 1	SOC.1.5.02.006	Activity 4	SOC.3.1.01.004
Activity 1	SOC.1.5.02.006 SOC.1.5.02.006	Activity 5	SOC.3.1.01.002
Activity 2	SOC.3.1.01.007		

Distribution of activities can be adjusted to suit class needs. .

**Selected Activity
Answers**



Activity 1: Check Your Understanding

Instructions: Use the text to answer the questions:

? 1. Name two ways that schools today are different from schools in the past.

▶ 1) Schools today have lots of classrooms and teachers.

▶ 2) Many classrooms have new technology

? 2. Name two kinds of technology that students and teachers use.

▶ SMART boards, e-books, and computers

Activity 4:

Instructions: We show respect by being polite and kind to people.

Complete the table by adding people you meet at different places. Add ways to show respect to people.

Place	People you meet in this place	Ways you can show respect
At School	<u>Teacher, principle, other students, helpers</u>	<u>Teacher-listen to the teacher and follow instructions</u> <u>Students-Help each other, be polite and treat each other kindly.</u>
	<u>Parents, siblings</u>	<u>Parents- Listen to them, help in household chores.</u> <u>Siblings-Be kind, help take care of younger brothers and sisters.</u>



**Selected Activity
Answers**



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Activity 5: Class Discussion

Instructions: Discuss the sentence from the text “people must know how to work together to be successful in life.”

Describe each picture. How are people in the pictures working together?



? How are people in the pictures working together?

- ▶ They are helping each other do their schoolwork. Working together makes their schoolwork easier.



? How are people in the pictures working together?

- ▶ They are helping each other reach the top. Working together makes reaching easier.

**Selected Activity
Answers**



How are people in the pictures working together?

- ▶ They are working together to figure out how to win the game. Working together makes winning easier and more fun.



How are people in the pictures working together?

- ▶ The child is helping the mother cook. Working together makes cooking easier.





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Formative Assessment Opportunities



Formative assessment can be carried out by teacher's observation of students' performance on the activities with the tagged SLOs. Tagged SLOs can be found above in the Lesson Description with SLO Tags and Notes.

Remedial Opportunities



Feeling Words: Students can write words that describe different emotions and feelings on cards and display them in class. They can use emoji symbols to show what the words mean. The teacher can occasionally ask the students to look at the pictures and use these words to express how they feel (e.g. happy, frustrated, comfortable, sad).

Extension Opportunities



Students can bring in pictures showing different acts of respect. These pictures can be displayed as examples for students to follow.





LESSON 2: HIGHER EDUCATION IN THE UAE





Student Learning Outcomes (SLOs):






SOC.1.5.01.007 Identifies institutions that are part of economic systems

SOC.1.5.02.006 Explains ways individuals, school, government contribute to the economic well-being of the community

Lesson Objective



By the end of the lesson, students will:

-  Learn how people go to college or university to prepare to get a job and work.
-  Look at a number of professions that people can study at universities and start thinking about what they would like to be when they grow up.
-  Learn about some traditional jobs and some new futuristic jobs.

Key Vocabulary:



-  major
-  job duty
-  profession

Materials/ Resources/ Technology



The teacher is responsible for previewing any visuals /audios that are assigned to students.



Lesson Text



Universities and Colleges in the UAE

Many jobs require more education than school. Universities and colleges are places where people study after they finish school. They prepare students to become teachers, engineers, businesspeople, doctors, and other jobs or professions.

Meet a College Student

Khalid is a student at a college in the UAE. He studies Aircraft Engineering. Read about his experience.

'I want to be a flight mechanic. I like to know how things work. I like to know how to build and fix airplanes.

At college, I learn about the parts in an airplane. I practice with real airplane parts.



When I finish college and work, I will check airplanes between flights. I will work with a team to check airplanes. We will fix damaged parts. My team will make sure that airplanes are safe to fly. I enjoy my courses and I enjoy learning with my classmates."

Lesson Description with SLO Tags and Notes



Suggested distribution of activities and SLO Tags	
Lesson 1	Lesson 2
Warm Up SOC.1.5.02.006	Text SOC.1.5.02.006
	Activity 3 SOC.1.5.02.006
Text1 SOC.1.5.01.007 SOC.1.5.02.006	Activity 4 SOC.1.5.02.006
Activity 1 SOC.1.5.01.007 SOC.1.5.02.006	Activity 5 SOC.1.5.01.007 SOC.1.5.02.006
Activity 2 SOC.1.5.02.006	

Distribution of activities can be adjusted to suit class needs.

Selected Activity Answers



Activity 1: Check Your Understanding

Instructions: Answer the questions.



Why do people go to universities and colleges?

- ▶ Universities and colleges are places where people study after they finish school to prepare for their future careers.



What are three professions mentioned in the text? Name another profession.

- ▶ Teachers, engineers, businesspeople, doctors are professions mentioned in the text.



What kind of job or profession would you like to have when you grow up?

- ▶ Answers will vary



Selected Activity Answers



Lesson 2 | Founding Fathers of the UAE

- ?** How can you prepare to get job or profession you want?
- ▶ By completing school then going to university.

Activity 3: Comprehension Check

Instructions: Answer the questions.

- ?** What does Khalid want to be? What is his major?
- ▶ He wants to be a flight mechanic. He studies Aircraft Engineering.

- ?** What does he do in college?
- ▶ He learns about the parts in an airplane and practices with real airplane parts.

- ?** 3. What will he do after he finishes college?
- ▶ He will check airplanes between flights and he will fix damaged parts.

Activity 4: Knowledge Check

Instructions: One duty or responsibility of an Aircraft Engineer is to check airplanes before take-off. Think about the duties of other people with other jobs. Write down one duty of each of the jobs in the pictures.

- ▶ **Nurse:** Takes care of Patients
- ▶ **Policeman:** Protects the community and keeps it safe.
- ▶ **Librarian:** Organizes books and other resources in a library.

Selected Activity Answers



Activity 5: Traditional Jobs vs. New Jobs

Instructions: Think about which jobs are traditional jobs and which are new? Put the job titles in the table under the correct heading. Discuss the answers with your class.

Fisherman	Smart Phone App Developer	Teacher
Video Game Designer	Nurse	astronaut
laser technician	architect	engineer

Traditional Jobs	New Jobs
▶ fisherman	▶ smart phone app developer
▶ teacher	▶ video game designer
▶ nurse	▶ astronaut
▶ architect	▶ laser technician
▶ engineer	

Formative assessment can be carried out by teacher's observation of students' performance on the activities with the tagged SLOs. Tagged SLOs can be found above in the Lesson Description with SLO Tags and Notes.

Students can act out the different professions mentioned during the lesson, while other students can guess what they are.

Students can come to class dressed up in their future profession clothes. They can play a game and guess what their classmates want to be when they grow up.

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Formative Assessment Opportunities



Remedial Opportunities



Extension Opportunities



Lesson 2 | Founding Fathers of the UAE



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LESSON 3: HEALTHCARE IN THE UAE





Student Learning Outcomes (SLOs):



SOC.1.5.02.006 Explains ways individuals, school, government contribute to the economic well-being of the community

SOC.2.2.01.005 Participates in the resolution of an identified local issue (e.g., recycling, safety, pollution)




SOC.2.2.01.005 Participate enthusiastically in school activities to promote healthy living – including diet, exercise and fitness – showing determination and commitment to achieve their goals

SOC.3.1.02.008 Understand why it is important to be healthy and what they can do to maintain a healthy lifestyle to ensure emotional and physical wellbeing

Lesson Objective







By the end of the lesson, students will:

-  Identify what people need to do in order to stay healthy and happy
-  Learn about what the UAE is doing to keep people healthy.
-  Learn about the local issue of obesity and try to find ways to solve it.

Key Vocabulary:



-  obesity
-  avoid
-  issue
-  medical equipment

Materials/ Resources/ Technology



The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.



Lesson Text



Healthcare in the UAE

The UAE leaders believe that health is important for happiness. Healthy people can work better and enjoy life more. Healthy people can participate more in the community.

Everyone who lives in the UAE must have medical insurance. Medical insurance helps pay for medical care. Hospitals and medical centres have skilled medical professionals such as doctors and nurses. They treat people who are sick and injured with modern medical equipment.

Obesity in the UAE

Having a healthy weight is important. If people are underweight, they may not be strong and healthy. If people are overweight, the extra weight can cause the body to be unhealthy. Obesity is being overweight.

According to the UAE Government website, 15 per cent of schoolchildren suffered from obesity in year 2014. To avoid obesity, people should eat a balanced diet and exercise regularly. Eating less fats and sugars can help people avoid obesity.

Lesson Description with SLO Tags and Notes



Suggested distribution of activities and SLO Tags

Lesson 1	Lesson 2
Warm Up: SOC.3.1.02.008	Text 2: SOC.2.2.01.005 SOC.3.1.02.008
Text 1: SOC.1.5.02.006 SOC.3.1.02.008	Activity 3: SOC.2.2.01.005 SOC.3.1.02.008
Activity 1: SOC.1.5.02.006 SOC.3.1.02.008	Activity 4: SOC.3.1.02.008
Activity 2: SOC.2.2.01.005	Activity 5: SOC.3.1.02.008

Distribution of activities can be adjusted to suit class needs.

Selected Activity Answers



Activity 1: Check Your Understanding

Instructions: Read the text and fill in the blanks.

1. It is important to stay healthy because Healthy people can work better and enjoy life more.
2. Everyone who lives in the UAE must have Health Insurance to help pay for treatment.
3. Hospitals and medical centres have doctors and nurses to treat people who are sick and injured.

Activity 2: What is the problem?

- ?** Instructions: What is the health problem in the picture? Explain.

▶ The answer: Obesity

- ?** Why do you think the boy in the picture has this problem?

▶ Unhealthy habits can lead to obesity.

Activity 3: Knowledge Check

- ?** 1. What does the word 'obesity' mean?

▶ Being Overweight

- ?** 2. Name two things you can do to avoid obesity.

▶ • Eat Healthy

▶ • Exercise



Selected Activity Answers



Formative Assessment Opportunities



Remedial Opportunities



Extension Opportunities



3. How can your school help fight obesity?


- ▶ ____ Schools should not allow unhealthy snacks like chocolate

Formative assessment can be carried out by teacher's observation of students' performance on the activities with the tagged SLOs. Tagged SLOs can be found above in the Lesson Description with SLO Tags and Notes.

Students can bring in pictures of healthy and unhealthy food and students can discuss why they are healthy or unhealthy.

Students can make a healthy snack in class.





LESSON 4: EMERGENCIES IN THE UAE





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Student Learning Outcomes (SLOs):






SOC.2.2.01.005 Participates in the resolution of an identified local issue (e.g., recycling, safety, pollution)

Lesson Objective






By the end of the lesson, students will:

-  Know how they can help in case of an emergency happening around them
-  Know the UAE emergency contact numbers
-  Know what to do in case of a fire emergency

Key Vocabulary:



-  emergency
-  safety
-  social responsibility

Materials/ Resources/ Technology



The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.



Lesson Text



How to Deal with Emergencies

When an emergency happens, people around have to act quickly. It is important to know who to call for immediate help. Emergency response units in the UAE are always ready come immediately.

To help in emergency situations, stay calm and call one of the emergency numbers.

We must never call an emergency number when there is no emergency. We must never call an emergency number as a joke.

Meet a Firefighter (Fire Safety)

Mohamad is a firefighter. He works at a neighbourhood fire department. Here are some important fire safety tips he gives people to stay safe.

- Don't play with matches or lighters
- Don't over-plug. Don't plug too many devices into a single outlet.
- Don't play in the kitchen or near a stove.
- If fire is near, crawl to safety to stay away from smoke. Get low, and get out.
- Stop, drop, and roll if your clothes catch fire.
- Never hide in closets or under beds if you hear there is a fire.
- Leave your things behind and get out.
- Don't use the elevator. Know where the stairs are in your building.
- Follow the fire escape plan (in your school or building).
- Once in a safe place, call 997

Lesson Description with SLO Tags and Notes



Suggested distribution of activities and SLO Tags

Lesson 1	Lesson 2
Warm Up : SOC.2.2.01.005	Text 2 : SOC.2.2.01.005
Text 1: SOC.2.2.01.005	Activity 3: SOC.2.2.01.005
Activity1: SOC.2.2.01.005	Activity 4: SOC.2.2.01.005
Activity 2: SOC.2.2.01.005	Activity 5: SOC.2.2.01.005

Distribution of activities can be adjusted to suit class needs.

Selected Activity Answers



Activity 1: Application of Knowledge

Instructions: Look at the pictures in the warm up. Write the kind of emergency and what number you would call for help.

	Emergency	Emergency Contact Number
1	<i>Medical Emergency-Sunstroke</i>	<i>998 Ambulance</i>
2	<i>Fire Emergency</i>	<i>997 Fire Department</i>
3	<i>Medical Emergency-Choking</i>	<i>998 Ambulance</i>
4	<i>Traffic Accident</i>	<i>999 Police</i>

Activity 3: Application of Knowledge

Instructions: Put the fire safety tips above in the correct place in the table

Things you need to do to prevent a fire	Things you need to do if there is a fire
<ul style="list-style-type: none"> ▶ Don't play with matches or lighters ▶ Don't over-plug. Don't plug too many devices into a single outlet. ▶ Don't play in the kitchen or near a stove. 	<ul style="list-style-type: none"> ▶ If fire is near, crawl to safety to stay away from smoke. Get low, and get out. ▶ Stop, drop, and roll if your clothes catch fire. ▶ Never hide in closets or under beds if you hear there is a fire. ▶ Leave your things behind and get out. ▶ Don't use the elevator. Know where the stairs are in your building. ▶ Follow the fire escape plan (in your school or building). ▶ Once in a safe place, call 997

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Selected Activity Answers



Activity 5: Discuss



Instructions: Think about neighbourhood safety rules. Discuss the points with your classmates and write down some neighbourhood safety rules.

- ▶ Don't talk to strangers
- ▶ Ride on your bike in the designated areas.
- ▶ Don't walk outside by yourself at night.
- ▶ Don't go into abandoned places.
- ▶ Cross the street using the crosswalk.

Formative Assessment Opportunities



Formative assessment can be carried out by teacher's observation of students' performance on the activities with the tagged SLOs. Tagged SLOs can be found above in the Lesson Description with SLO Tags and Notes.

Remedial Opportunities



In groups, students write down safety rules and display them in class. The rules can be related to school safety, neighbourhood safety, home safety...etc.)

Extension Opportunities



Students can practice their school fire drill.

The background features a light pink and white geometric pattern with numerous crumpled pieces of yellowish paper scattered across it. A large, dark red silhouette of a person's head and shoulders is positioned on the right side. A yellow rectangular piece with blue borders and the letters 'HA' and 'TE' is partially visible on the right.



LESSON 5: MID-TERM REVIEW






Lesson Objective:

By the end of the lesson, students will:

-  check their understanding of lessons one through four.
-  reflect on areas for improvement.



Key Vocabulary:

-  review keywords for lessons one through four.

Activity 1:



Complete the sentences with a word or phrase from the box.

Teamwork	respect	jobs
obesity	social responsibility	duty
bad behavior		safety

1. Bullying and making noise in class is ___ **bad behavior** ___. This can make learning and enjoying school difficult.
2. People feel they are not treated with ___ **respect** ___ when they are treated badly.
3. Working together to be success is a form of ___ **teamwork** ___.
4. People study in universities and colleges after they finish school to prepare them for their future ___ **jobs** ___.
5. Nurses have the ___ **duty** ___ of helping treat patients.
6. People should eat a balanced diet and exercise regularly to avoid ___ **obesity** ___.
7. Be free from harm or danger means ___ **safety** ___.
8. Following rules is important for the well-being of the community and it shows ___ **social responsibility** ___.





Activity 2:



Complete the Table.

Instructions: Complete the table with the correct emergency contact number.

Emergency Response Unit	Phone Number
Police	999
Ambulance	998
Fire Department	997

Activity 3:



Matching

Instructions: match the word with the best meaning.

Keyword		Meaning
1. Major	<i>d</i>	a. Stay away
2. Job duty	<i>e</i>	b. Problem
3. Profession	<i>f</i>	c. A serious unexpected and often dangerous situation
4. Avoid	<i>a</i>	d. Specialization in college
5. Issue	<i>b</i>	e. Job responsibility
6. Emergency	<i>c</i>	f. Line of work (Job)

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**LESSON 6:
FAMOUS
LANDMARKS IN
THE UAE**



33

Student Learning Outcomes (SLOs):





- SOC.1.5.01.007** Identifies institutions that are part of economic systems
- SOC.1.5.01.005** Continues to identify basic economic principles (e.g., national industries, traditional industries, modern industries, scarcity, choice, goods, services)
- SOC.2.1.01.004** Creates a poster, a graph, an artefact, a chart for a theme or topic (with or without technology) related to Social Studies

Lesson Objective



By the end of the lesson, students will:

-  Learn about some tourist attractions (places and events) here in the UAE.
-  Understand the importance of tourism as a way to make money.

Key Vocabulary:



-  landmark
-  attractions
-  events

Materials/ Resources/ Technology



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Lesson Text



Special Buildings in the UAE

The UAE has a lot of interesting buildings. They attract visitors to come and see them.

Burj Khalifa in Dubai is the tallest building in the world. On New Year's Eve, the whole building is decorated with lights.

Sheikh Zayed Grand Mosque is in Abu Dhabi. Its walls and floors are made of decorated marble. Iftar is offered to thousands of people during the holy month of Ramadan,. More than 40,000 people can be inside at one time.

Etihad Towers are a group of five towers in Abu Dhabi. The towers have a hotel, a luxury mall, apartments, and offices. In 2015, a movie was filmed in and around the towers.

Burj Al Arab in Dubai is a 7-star hotel built to look like a sail. The hotel is built on a man-made island. Guests can arrive by helicopter because it has its own helipad to land on. The hotel has 202 rooms with average cost of about USD 24,000 or 88,000 AED per night.

Tourism in the UAE

A lot of people from all over the world come to visit the UAE. They come as tourists to see the many attractions including modern wonders, natural landscapes and old historical sites. They also take part in events that usually happen throughout the cooler months of the year. During their visit, tourists spend money. They stay at hotels, use airports and buy things from malls. Tourism is an important way that the UAE makes money.

Lesson Description with SLO Tags and Notes



Suggested distribution of activities and SLO Tags	
Lesson 1	Lesson 2
Warm Up: SOC.1.5.01.007	Text 2 SOC.1.5.01.005
Text 1: SOC.1.5.01.007	Activity 3: SOC.1.5.01.005
Activity 1: SOC.1.5.01.007	Activity 4: SOC.1.5.01.005
Activity 2: SOC.1.5.01.007	Activity 5: SOC.2.1.01.004





Distribution of activities can be adjusted to suit class needs.

**Selected Activity
Answers**



Activity 1: Concept Check

Instructions: Read the text and match the name of the building with its picture.

The building and what makes it special		Picture	
1.	Burj Khalifa	d	A. 
2.	Sheikh Zayed Mosque	c	B. 
3.	Etihad Towers	b	C. 
4.	Burj Al Arab	a	D. 

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Lesson 6 | Famous Landmarks in the UAE

Selected Activity Answers



Activity 3: Matching Activity

Instructions: Match the landmark with its description.

Description		Picture of Landmark	
1.	Modern Attraction	c	<p>A. Dhaya Fort in Ras Al Khaimah</p> 
2.	Natural Landscape	b	<p>B. Ferrari World Theme Park, Abu Dhabi</p> 
3.	Historical Site	a	<p>C. Jabal Hafeet Mountain</p> 

**Selected Activity
Answers**



Event	Description of Event
<p data-bbox="447 369 768 404">Formula One Race</p> 	<p data-bbox="1010 390 1332 527"><i>A car race competition that happens every year.</i></p>
<p data-bbox="447 874 863 909">Dubai Shopping Festival</p> 	<p data-bbox="1010 895 1321 1236"><i>An event that encourages people to come shop in the UAE by offering discounts and entertainment at malls and centers.</i></p>
<p data-bbox="447 1371 628 1406">Expo 2020</p> 	<p data-bbox="1010 1391 1354 1733"><i>An event that will happen once and will last for 6 months. It will gather businesses from all around the world to show their products.</i></p>

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Lesson 6 | Famous Landmarks in the UAE

Formative Assessment Opportunities



Formative assessment can be carried out by teacher's observation of students' performance on the activities with the tagged SLOs. Tagged SLOs can be found above in the Lesson Description with SLO Tags and Notes.

Remedial Opportunities



Students can think of other landmarks in the UAE. They can bring in pictures of interesting buildings in different emirates and describe what make them special.

Extension Opportunities



Students can bring in pictures of themselves visiting different landmarks here in the UAE and show them to their classmates. Students can talk about how their visit to these places contributes to the tourism industry.





LESSON 7: MALLS AND SHOPPING CENTRES IN THE UAE





Student Learning Outcomes (SLOs):







- SOC.1.5.01.005** Continues to identify basic economic principles (e.g., national industries, traditional industries, modern industries, scarcity, choice, goods, services)
- SOC.1.5.01.007** Identifies institutions that are part of economic systems
- SOC.1.5.02.005** Compares and contrasts consumers and producers

Lesson Objective






By the end of the lesson, students will:

-  Know the different reasons people go to malls.
-  Understand how businesses make money (profit)
-  Understand the difference between needs and wants
-  Understand the difference between a Key Vocabulary: Profit, Retail, entertainment

Key Vocabulary:



-  profit
-  retail
-  entertainment

Materials/ Resources/ Technology



The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.





Lesson Text



Malls in the UAE

The UAE has some of the biggest malls and shopping centres in the world. Malls have retail shops that sell everything a person might need or want. People go to the malls for shopping, dining and entertainment.

Malls across the UAE may have ice rinks, cinemas, indoor aquariums, fountains, or even a ski slope with snow. Malls have all types of restaurants and cafes with food and drinks from all over the world. Some malls have hotels in them. Selling goods and services and providing food and entertainment are important ways of making money in the UAE.

How do Businesses make Money?

The students in Noora’s school want to make money for a class project. They decide to have a bake sale. In a bake sale each student brings a dessert and they sell the deserts in the school. The profit goes toward the costs of the project. Each student gets 10 AED to buy ingredients for her dessert.

Noora used the 10 AED to by ingredients to make 20 cupcakes. She sold each cupcake for 2 AED at school for a total of 40 AED. Her teacher subtracted the 10 AED for the ingredients from the total. Noora had 30 AED profit to contribute toward the project.

This is how companies make money. Companies make goods and do services for people. They charge a higher price than the cost to make their product or do their service. The profit is the amount of money after subtracting the selling price from the cost price.

Lesson Description with SLO Tags and Notes



Suggested distribution of activities and SLO Tags	
Lesson 1	Lesson 2
Warm Up SOC.1.5.01.005	Text 2: SOC.1.5.01.005 SOC.1.5.01.007
Text 1 SOC.1.5.01.005 SOC.1.5.01.007	Activity 3 SOC.1.5.01.005
Activity 1 SOC.1.5.01.005 SOC.1.5.01.007	Activity 4: SOC.1.5.02.005
Activity 2 SOC.1.5.01.005 SOC.1.5.01.007	Activity 5 SOC.1.5.01.007

Distribution of activities can be adjusted to suit class needs.

**Selected Activity
Answers**



Activity 1: Check Your Understanding

Instructions: List three things visitors can do at malls and shopping centres across the UAE.

- ▶ 1.They can shop
- ▶ 2.They can go for entertainment
- ▶ 3. They can go to eat

Activity 4: Critical Thinking

Instructions: Look at the first pair of pictures in the table and think about the difference between the Producer and the Consumer. Label the people in the pictures as Producer or Consumer. The first one is done for you.



PRODUCER



: CONSUMER



: Producer



Lesson 7 | Malls and Shopping Centres in the UAE

Selected Activity Answers



CONSUMER



: Producer



: Producer



: CONSUMER



: CONSUMER

**Selected Activity
Answers****Activity 5: Find Out**

Instructions: Noora's teacher goes to the mall with the bake sale money to buy items for the class project. Look at list of items and write where to find each item. Use the list of stores to help you.

Sweet shop	Sports shop	hypermarket
Stationary store		Hardware store

Item	Where to find it
Rubber balls	<i>Sports shop</i>
caps	<i>sports shop</i>
donuts	<i>sweet shop</i>
Paper plates	<i>hypermarket</i>
Juice boxes	<i>hypermarket</i>
Glue	<i>stationary store</i>
Poster board	<i>stationary store</i>
Spray paint	<i>hardware store</i>



Lesson 7 | Malls and Shopping Centres in the UAE

Formative Assessment Opportunities



Formative assessment can be carried out by teacher's observation of students' performance on the activities with the tagged SLOs. Tagged SLOs can be found above in the Lesson Description with SLO Tags and Notes.

Remedial Opportunities



Students can think of names of different stores and places at the mall and categorize them under retail, dining and entertainment.

Extension Opportunities



Student can organize a bake sale. They can use the money to buy something needed for their classroom. This can be extended by explaining to them that buying things makes them consumers of goods.





LESSON 8: AIRPORTS AND SEAPORTS





3v

Student Learning Outcomes (SLOs):






- SOC.1.5.01.005** Continues to identify basic economic principles (e.g., national industries, traditional industries, modern industries, scarcity, choice, goods, services)
- SOC.1.5.01.007** Identifies institutions that are part of economic systems
- SOC.2.1.01.005** Actively participates in group discussions, class debates, with teachers and peers about various Social Studies topics
- SOC.2.2.01.004** Provides explanations using relevant information
- SOC.1.5.01.006** Provides examples of goods and services
- SOC.3.2.01.006** Use some of the vocabulary and concepts that are helpful when considering change over time and how the heritage might be reflected in the present day

Lesson Objective



By the end of the lesson, students will:

-  Understand the importance of the airports, seaports in the UAE
-  Learn what the UAE exports and imports
-  Understand the difference between goods and services.

Key Vocabulary:



-  export
-  import
-  industry

Materials/ Resources/ Technology



The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.



Lesson Text



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Airports

Airports connect the UAE to the rest of the world. The UAE has a number of airports that moves people and goods in and out of the country. Some people come to the UAE for tourism and others come to do business.



Dubai International Airport is one of the world's busiest airports with thousands of passengers coming through it every day. Every emirate has an airport. Some are international and some operate only in the UAE. The UAE has a number of National Airline companies such as Emirates, Etihad and Air Arabia that provide flight services. Pilots other people make a living working in this industry.

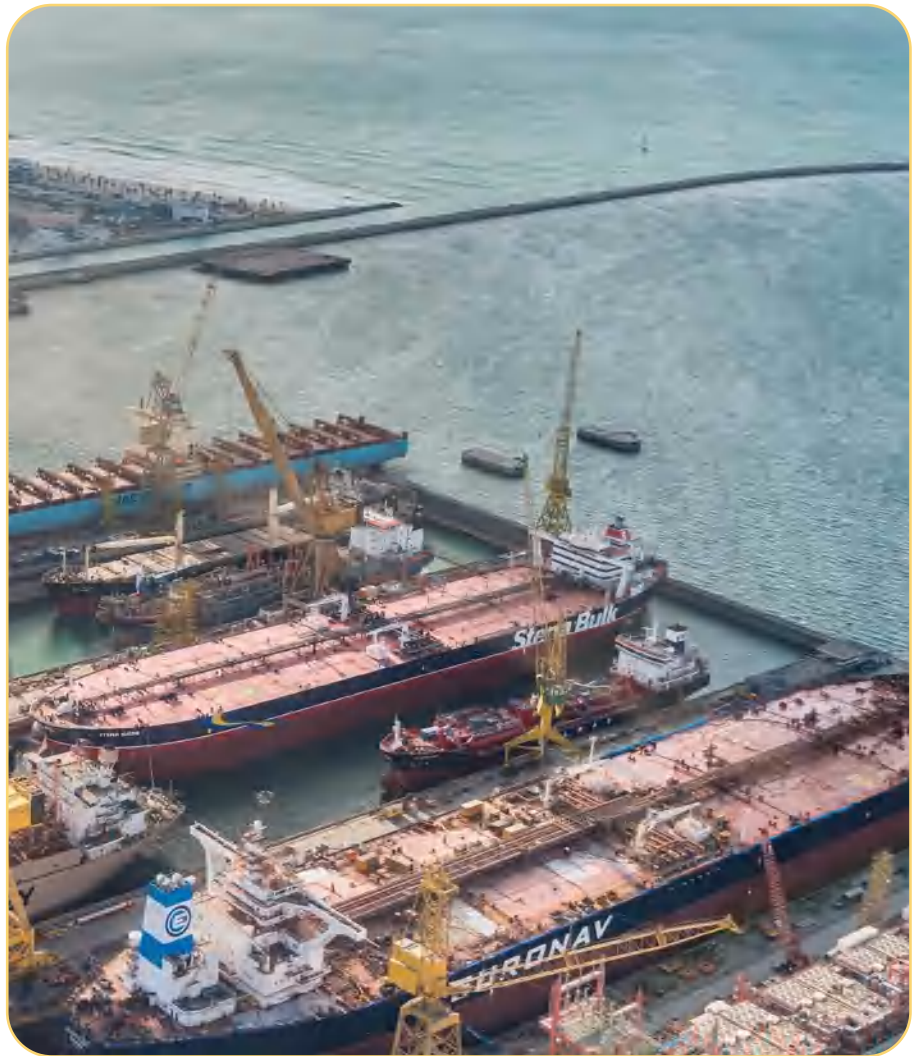
First Airport in the Region

The building of Al Mahatta Museum in Sharjah was the first airport in the region. It was built in 1932 and then turned into a museum in year 2000. It shows the history of flight in the UAE and the region.

Lesson Text**Seaports**

Seaports connect the UAE to the rest of the world by sea. Jabal Ali Port in Dubai is one of the biggest and busiest ports in the area. Ships come to the port from all over the world carrying goods and people.

Companies in the UAE buy goods from companies in other countries. Bringing goods from other countries to the UAE to sell is called importing. Imported goods include cars, electronics, and food items.



The ports are also used to products such as oil, gas and dates from the UAE. Export means to sell to goods to companies in other countries. Many large companies would not be able to work without ports.

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Lesson 8 | Airports and Seaports

Lesson Description with SLO Tags and Notes



Suggested distribution of activities and SLO Tags	
Lesson 1	Lesson 2
Warm Up: SOC.1.5.01.007	Text 3: SOC.1.5.01.007 SOC.1.5.01.005 SOC.1.5.01.006
Text 1: SOC.1.5.01.007 SOC.1.5.01.005 SOC.1.5.01.006	
Activity 1: : SOC.1.5.01.007 SOC.1.5.01.005 SOC.1.5.01.006	
Text 2: SOC.1.5.01.007 SOC.3.2.01.006	Activity 4: SOC.1.5.01.005 SOC.1.5.01.006
Activity 2: SOC.1.5.01.007 SOC.3.2.01.006 SOC.2.2.01.004	
	Activity 5: SOC.1.5.01.005 SOC.1.5.01.006

Distribution of activities can be adjusted to suit class needs.

Selected Activity Answers



Activity 1:

Instructions: Read the text and fill in the blanks:

- One of the world's busiest airports is _____ *Dubai International Airport* _____.
- Two national airline companies in the UAE are _____ *Emirates* _____ and _____ *Etihad* _____.
- Pilots and other people _____ *make a living working* _____ in the airline industry.
- Airline companies provide _____ *flight services* _____ services.

Selected Activity Answers



Activity 2: Compare

Look at the pictures from the Mahatta Museum and think about how airports in the UAE are now. Write some ways airports have changed over time.

Al Mahatta Museum	Airports Nowadays
▶ small airport	▶ very big airports
▶ not many planes	▶ many planes
▶ not many passengers	▶ big number of passengers

Activity 3: Check your knowledge


Instructions: Fill in the blanks to complete the sentences.

- Jabal Ali Port in Dubai is one of the biggest and the busiest ports in the area.
- A big number of ships come to the port from all over the world.
- These ships carry many necessary goods.

Activity 4: Concept Check

Instructions: Look at the goods in the picture. Which goods are imported into the UAE and which are exported from the UAE? Write Import or Export on the line below the picture.



 : import

Lesson 8 | Airports and Seaports

Selected Activity Answers



: export



: import



: export

Activity 5: Critical Thinking

Instructions: Do the pictures show goods or services? Put a check next to the correct choice.



Goods

Services

**Selected Activity
Answers**



Goods

Services



Goods

Services



Goods

Services



Goods

Services

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Lesson 8 | Airports and Seaports

Formative Assessment Opportunities



Formative assessment can be carried out by teacher's observation of students' performance on the activities with the tagged SLOs. Tagged SLOs can be found above in the Lesson Description with SLO Tags and Notes.

Remedial Opportunities



Students can bring in pictures of different services. They can label the services and display them in class.

Extension Opportunities



A trip to Al Mahatta Museum can be arranged for students to see the first airport in the UAE.





LESSON 9: POSTER PRESENTATION





Student Learning Outcomes (SLOs):



- SOC.2.1.01.004** Creates a poster, a graph, an artefact, a chart for a theme or topic (with or without technology) related to Social Studies
- SOC.2.1.02.003** Gathers and accesses information from the internet and books with teacher’s guidance
- SOC.3.1.02.011** Undertake a challenging project-based activity and pursue it without giving up

Lesson Objective



By the end of the lesson, students will:

- Gather information about a place in the UAE and present the importance of the place.
- Create a poster about the place they have chosen.

Key Vocabulary:



- poster
- well-being
- institution

Materials/ Resources/ Technology



The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.

Lesson Text



Project Description

During this term, you learned many things about the UAE. You will look back at the lessons and choose one place and create a poster about it.

It can be any of the following: your school or any school, a university, a hospital, a police or fire department, a mosque, a mall, an airport, a port, a museum, any special landmark, or any other place you would like to present. In the poster, you will include a picture (or pictures) of the place and information about it.

Lesson 9 | Poster Presentation

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Lesson Description with SLO Tags and Notes



Selected Activity Answers



Formative Assessment Opportunities



Remedial Opportunities



Extension Opportunities



Suggested distribution of activities and SLO Tags

Lesson 1	Lesson 2
Activity/Step 1: SOC.2.1.01.004	Activity/Step 2: SOC.2.1.01.004
SOC.2.1.02.003	SOC.2.1.02.003
SOC.3.1.02.011	SOC.3.1.02.011

Distribution of activities can be adjusted to suit class needs.

Project Steps:

Step 1: Gather information and write about your place.

Search online for information about the place you have chosen for your poster.

Write the name and a short description about your place on the lines.

For both lesson activities, answers will vary. Teachers can have students look back at lesson 6 (Famous Landmarks in the UAE) to see how places are described and to include the importance of tourism in their posters.

Formative assessment can be carried out by teacher's observation of students' performance on the activities with the tagged SLOs. Tagged SLOs can be found above in the Lesson Description with SLO Tags and Notes.

This lesson can be a good way to review the information from previous lessons. Students create the poster by going back to the Term 2 lessons. The teacher can guide the students in finding the needed information in the lessons.

Students can display their posters in class, and students can vote on the nicest poster.



LESSON 10
FINAL REVIEW





Activity 1:



Gap Fill

Instructions: Complete the sentences with a word from the box.

profit

natural

tourism

historical

1. Tourists spend money when they come to the UAE. They stay at hotels, use airports and buy things from malls. This is called **tourism**.
2. Tourists come to see the many attractions including **natural landscapes** landscapes and traditional **historical** sites.
3. When companies sell things at a higher price than what they pay, they make money. This is called **profit**.

Activity 2:



Choose the Best Answer.

Instructions: Choose the correct option to complete the sentence.

1. A date farmer is a (**producer** **consumer**) A person buying dates to eat is a (**producer** **consumer**).
2. The UAE has a number of National Airline companies such as Emirates, Etihad and Air Arabia that provide flight (**goods** **services**).
3. Jabal Ali Port in Dubai is one of the biggest and busiest (**ports** **airports**) in the area.
4. The building of Al Mahatta Museum in Sharjah was the first (**ports** **airports**) in the UAE and the region.





Activity 2:



Choose the Best Answer.

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5 The UAE (**imports** **exports**) goods such as cars, electronics, and food items.

6 The UAE (**imports** **exports**) products such as oil, gas and dates to other countries.

7 Etisalat provides communication (**goods** **services**).to people in the UAE.

8 Ports are important because many of the (**goods** **services**) come on ships through the UAE ports.

9 Food and clothes are (**needs** **wants**). They are necessary for us to live.

10 Toys are (**needs** **wants**). They are things we would like to have, but are not necessary.

Activity 3:



Matching

Instructions: Match the word with its meaning.

	Landmark			The action of providing amusement
1.	Attraction	<i>d.</i>	b.	Economic activity (a way people make money)
2.	Retail	<i>c.</i>	b.	A well-known feature
3.	Entertainment	<i>b.</i>	c.	The sale of goods
4.	Industry	<i>a.</i>	d.	A place that attracts or draws people to see it

GLOSSARY





KEYWORD



MEANING

Respect

Having a high opinion of someone

Behaviour

A way in which someone acts

Teamwork

Working well together in a group

Major

Specialization in college

Job duty

Job responsibility

Profession

Line of work

Obesity

The state of being overweight

Avoid

Stay away



KEYWORD



MEANING

Issue	Problem
Medical Equipment	Supplies and tools for medical use
Emergency	A serious unexpected and often dangerous situation
Safety	Protection against danger
Social Responsibility	The need to act for the benefit of society
Landmark	A well-known feature
Attraction	A place that attracts or draws people to see it
Events	Somethings that happens
Profit	Financial gain





KEYWORD



MEANING

Retail

The sale of goods

Entertainment

The action of providing amusement

Export

Send goods to another country for sale

Import

Bring goods into a country for sale

Industry

Economic activity (a way people make money)

Poster

A large printed picture used to show information

Well-being

The state of being well and comfortable

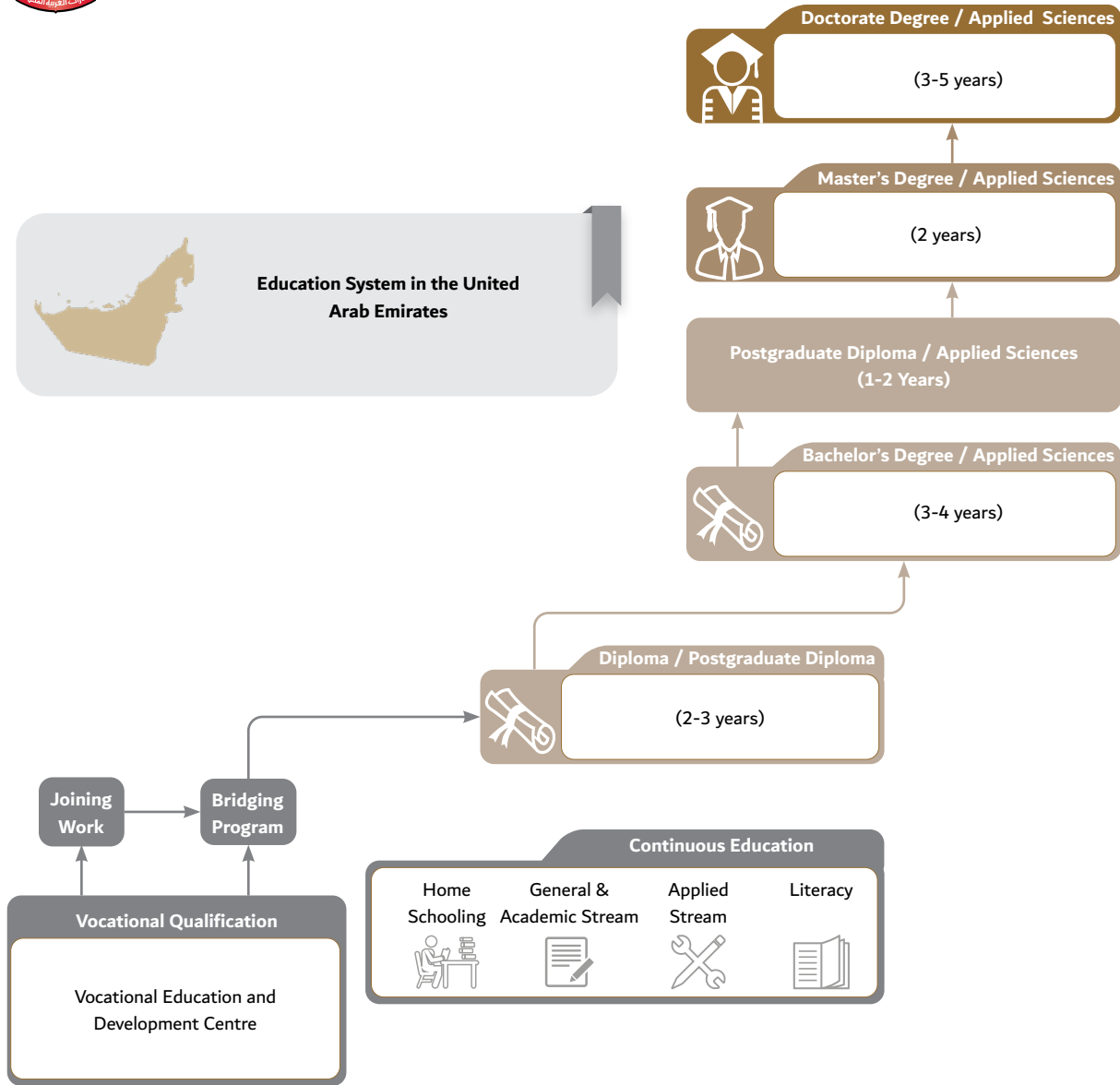
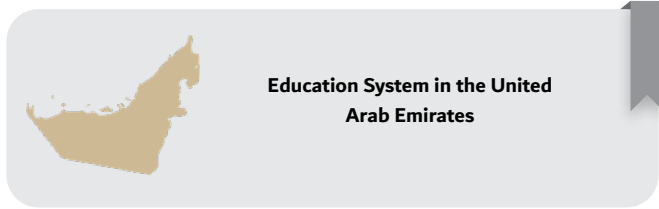
Institution

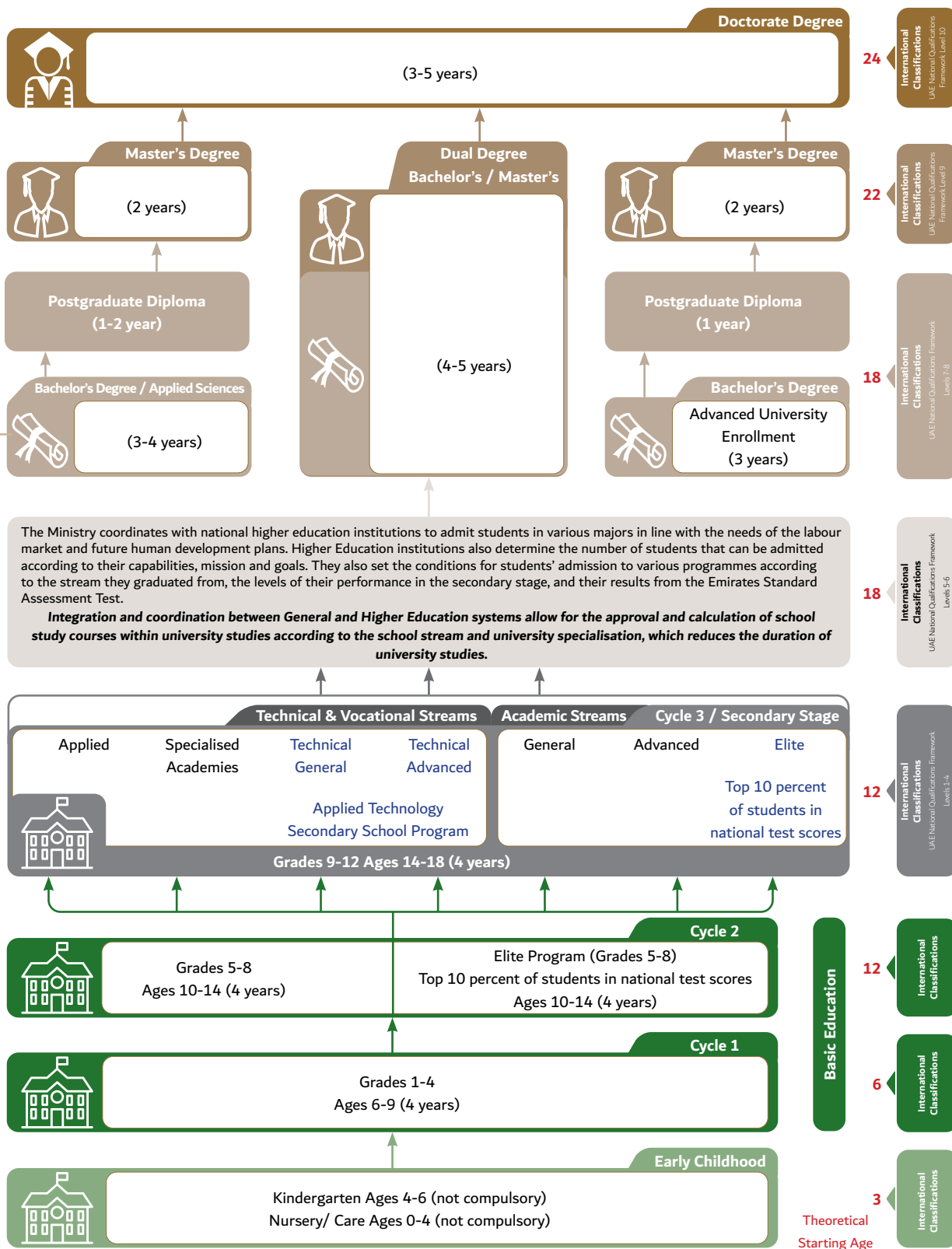
An organization or place in society

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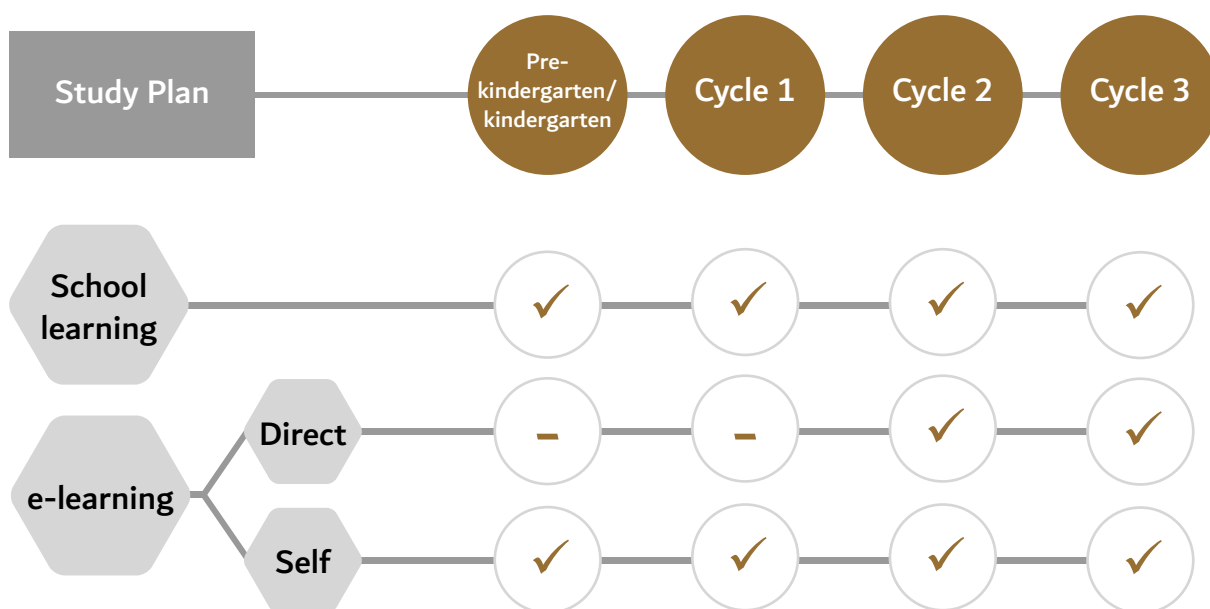
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION





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:



برنامج محمد بن راشد
للتعلم الذكي
Mohammed Bin Rashid
Smart Learning Program

Electronic units

