SOCIAL STUDIES

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

THE EMIRATES

Mohammed Bin Rashid Smart Learning Program

Teacher Guide

Grade 06

Social Studies

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

Teacher Guide

Grade 6

Term 3

(Pilot Version)

<div dir="rtl">

من أقوال المغفور له
الشيخ زايد بن سلطان آل نهيان

"من لا يعرف ماضيه لا يستطيع
أن يعيش حاضره ومستقبله"

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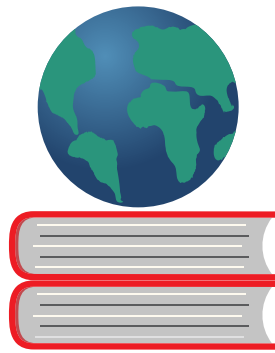
Quotes from H.H. Shaikh Khalifa Bin Zayed Al Nahyan

INTRODUCTION

We live in a world where the government makes and enforces the laws that protect us. In this term, you will learn about the purpose and the functions of various forms of government. You will also learn how laws are created and enforced. Understanding these processes will help make you a more informed and active citizen.

The lessons of Term 3 will cover the 6 Social Studies SLOs:

SOC.1.1.01.013 Explains the causes of historical events and issues

SOC.1.2.01.014 Compares and contrasts the rights and responsibilities of individual under the different political systems in the world

SOC.1.2.01.015 Describes how laws are created; explains the differences between civil and criminal law; gives examples of national, and local laws

SOC.1.2.02.012 Analyses strengths and weaknesses of various kinds of governance systems

SOC.1.2.02.013 Explains the functions and responsibilities of government leaders and public servants

SOC.1.2.02.014 Explains the role of the judicial system in local, national, international contexts

SOC.1.5.02.017 Describes historical and contemporary economic systems

SOC.2.1.01.014 Prepares and gives oral presentations on social studies topics to an intended audience showing evidence from more than one source.

SOC.2.1.02.012 Provides an accurate summary of a text related to social studies topics

SOC.2.2.01.011 Presents arguments on a certain event for discussion

SOC.3.1.01.033 Explain how social background (such as social class, school, town, ethnicity, and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people

SOC.3.1.01.034 Explain that distributive justice is about how scarce resources – such as wealth, work, or positions (e.g., leadership positions) – are allocated fairly within a group or wider community

SOC.3.1.01.036 Demonstrate a personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends)

SOC.3.1.02.035 Give an account of some of the problems that can arise when considering equality (for example, the tension between equality of opportunity and equality in outcomes)

SOC.3.1.02.041 Understand the importance and contested nature of reasoning about how one might go about deciding what is fair

SOC.3.2.02.004 Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future

CONTENTS

LESSON 1: HOW THE GOVERNMENT FUNCTIONS

Student Learning Outcomes (SLOs)

SOC.1.2.02.013 Explains the functions and responsibilities of government leaders and public servants

SOC.3.1.01.036 Demonstrate a personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends)

SOC.3.1.02.041 Understand the importance and contested nature of reasoning about how one might go about deciding what is fair

Lesson Objective

By the end of the lesson, students will:

- understand the roles of political leaders and public servants in government.
- explain the functions and responsibilities of government leaders and public servants.

Key Vocabulary

- policy
- responsibility
- to regulate
- unbiased
- to carry out
- welfare
- to grant
- role
- to enforce
- citizen

Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

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

THE ROLES AND RESPONSIBILITIES OF GOVERNMENT

Lesson Text

Governments and political systems organize and manage countries. Political systems that work well create an organized and safe living environment for people who live in the counties. Each system is based on the cooperation of political leaders, who discuss, debate, and decide policies, and officials who put policies into action.

It can be an exciting event to see political leaders argue and debate the advantages and disadvantages of policy ideas. However, when a decision has been made, the government depends on the skills and abilities of officials to carry out the policies.

Most governments have a constitution. A constitution is a document that explains the roles and responsibilities of all the governmental departments and positions. The constitution explains the processes of government—how laws and policies are developed and carried out. It is the responsibility of political leaders to make sure that they follow these processes to ensure the welfare of their citizens.

The responsibilities of government officials are to carry out and enforce the laws and policies made by the political leaders. Some of these responsibilities include managing social programs, regulating the economy, granting licenses, and giving information to citizens.

Officials may give advice on policymaking to political leaders, which means that officials need to be politically neutral. In other words, their responsibility is to give unbiased advice on policies to keep the government running smoothly and effectively.

Lesson Description with SLO Tags and Notes

In the Warmup, students discuss the purpose and the roles and responsibilities of government (SOC.1.2.02.013).

Activity 1 is designed to check student comprehension of the information provided in the text (SOC.1.2.02.013).

In Activity 2, students chart out facts they have learned about political leaders and officials (SOC.1.2.02.013).

In Activity 3, students work together to make a class constitution (SOC.3.1.01.036, SOC.3.1.02.041).

In Activity 4, students are encouraged to think critically about the role of civil servants and how they function (SOC.1.2.02.013).

Activity 5 is a reflection activity for students to imagine the challenges of working in the civil service (SOC.1.2.02.013).

Selected Activity Answers

Activity 1: Concept Check

1.   Instructions: Choose the correct answer.

        1.   What is true about political leaders?

        ☐ a.   They advise officials on policies.

        ✔ <u>b.   They debate and decide policies.</u>

        ☐ c.   They stay in their positions for their whole careers.

        ☐ d.   They are appointed by officials.

2.   What is true about officials?

        ☐ a.   They are elected.

        ☐ b.   They decide on policies.

        ✔ <u>c.   They implement policies.</u>

        ☐ d.   They are only in their positions for a few years.

3.   A constitution is a _____ .

    ☐   a.   type of government policy

    ✔   b.   <u>document statement rules and responsibilities</u>

    ☐   c.   political leader

    ☐   d.   social program

4.   One responsibility of an official is to _____ .

    ☐   a.   protect the interests of the citizens

    ☐   b.   define the processes of government

    ☐   c.   make government policies

    ✔   d.   <u>give unbiased advice to political leaders</u>

Selected Activity Answers

Activity 2: Categorizing

Instructions: Label the people in the pictures as political leaders (people who make laws and policies) or officials (people who enforce laws and policies). Find information about each type of government job from the text and it under the correct picture.

<u>Political Leader</u>

<u>Official</u>

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

Formative Assessment Opportunities

Remedial Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, the strategies described are the following:

- Activating: "Priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text.

- Inferring: Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text.

- Monitoring-clarifying: Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups.

- Questioning: Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering.

- Searching-selecting: Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information.

- Summarizing: Restating the meaning of text in one's own words—different words from those used in the original text.

- Visualizing-organizing: Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text.

Group students who need remedial attention together and give them an activity based on one or more of these reading strategies.

Extension Opportunities

Activity 5 is a reflective activity and can be used as an extension activity.

Notes

LESSON 2:
ARISTOTLE AND POLITICAL SYSTEMS

Student Learning Outcomes (SLOs)

SOC.1.2.02.012 Analyses strengths and weaknesses of various kinds of governance systems

SOC.1.2.02.013 Explains the functions and responsibilities of government leaders and public servants

SOC.3.1.01.033 Explain how social background (such as social class, school, town, ethnicity, and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people

SOC.3.1.01.034 Explain that distributive justice is about how scarce resources – such as wealth, work, or positions (e.g., leadership positions) – are allocated fairly within a group or wider community

SOC.3.1.02.041 Understand the importance and contested nature of reasoning about how one might go about deciding what is fair

Lesson Objective

By the end of the lesson, students will:

- list different political systems as described by Aristotle
- describe the features of political systems as described by Aristotle.

Key Vocabulary

- tyranny
- oligarchy
- democracy
- monarchy
- aristocracy
- polity
- ideal
- benefit
- to reflect

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

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Materials/ Resources/ Technology

ARISTOTLE AND POLITICAL SYSTEMS

Lesson Text

In the 4th century BCE, the Greek philosopher Aristotle wrote a book called Politics. In this book, he explained early political systems. He wrote about six different categories of political systems: tyranny (rule by a single person); oligarchy (rule by a small group of people), democracy (rule by the citizens), monarchy (rule by a king or queen), aristocracy (rule by a small group of nobles), and polity (rule by the citizenry for the benefit of everyone).

Aristotle believed that the first three—tyranny, oligarchy and democracy—were not ideal.

He wrote that the leaders in the first three systems governed for their own benefit, not for the benefit of the society. He stated that the other three systems—monarchy, aristocracy, and polity – were better because the leaders governed for the benefit of all the citizens.

Over time, other ways of governing have emerged. No form of government is perfect for all countries. Each country has its own history, social structure, customs, and culture reflected in the type of government that it has developed.

Lesson Description with SLO Tags and Notes

The Warmup asks students to consider the challenges of the leader of a country (SOC.1.2.02.013).

Activity 1 is designed to check student comprehension of the information provided in the text (SOC.1.2.02.012).

In Activity 2, students search for information about various political systems (SOC.1.2.02.012).

In Activity 3, students analyse the advantages and disadvantages of the political systems they have learned about (SOC.1.2.02.012).

In Activity 4, students think critically about reasons why a country has the form of government that it does (SOC.1.2.02.012).

In Activity 5, students work together to make a class government (SOC.1.2.02.012, SOC.3.1.01.033, SOC.3.1.01.034, 3.1.02.041).

Selected Activity Answers

Activity 1: Concept Check

Instructions: In this lesson, you learned about Aristotle's six different political systems. Describe each one by filling in the blanks. Circle the three systems that Aristotle believed to be (good).

(suggested answers, with the 'good' systems in bold)

Tyranny is <u>rule by a single person.</u>

Monarchy is <u>rule by a king or a queen.</u>

Oligarchy is <u>rule by a small group of people.</u>

Polity is <u>rule by the citizenry for the benefit of everyone.</u>

Democracy is <u>rule by the citizens.</u>

Aristocracy is <u>rule by a small group of nobles.</u>

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

Formative Assessment Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, refer to the descriptions of the seven reading strategies outlined in the Remedial Opportunities area of Lesson 1 in this Teacher's Guide.

Remedial Opportunities

Activity 5 is a reflective activity and can be used as an extension activity.

Extension Opportunities

LESSON 3: THE CITY-STATE OF ANCIENT GREECE

Student Learning Outcomes (SLOs)

SOC.3.1.01.036 Demonstrate a personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends)

SOC.1.1.01.013 Explains the causes of historical events and issues

SOC.3.1.01.034 Explain that distributive justice is about how scarce resources – such as wealth, work, or positions (e.g., leadership positions) – are allocated fairly within a group or wider community

SOC.2.2.01.011 Presents arguments on a certain event for discussion

Lesson Objective

By the end of the lesson, students will:

- learn about the ancient Greek city-states
- understand the decline of the ancient Greek city-states.

Key Vocabulary

- to define
- border
- dynastic
- oasis
- coastline
- federation

Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

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THE CITY-STATES OF ANCIENT GREECE

Lesson Text

Around 3000 BCE civilizations with clearly defined borders and a central government emerged. One civilization, Ancient Egypt, ran along the Nile River and included important oases around the kingdom. The borders of another civilization, Sumer, extended from the Persian Gulf to the area between the Tigris and Euphrates Rivers. As borders of early civilizations became clearer, an important concept emerged: the concept of the state as a political structure.

The ruins of early Greek city-states dating from around 850 BCE were discovered by archeologists on the Mediterranean island of Cyprus. By the 6th century BCE, there were hundreds of city-states along the ancient Greek coastlines.

A city-state in ancient Greece consisted of a densely populated area or city surrounded by a territory belonging to it. Each city with its territory was an independent state.

Greek city-states could be as small as 10 square kilometres with a population of about 1,000, or quite large. The largest city-state, Athens, was 2,500 square kilometres with a population of over 200,000 people. An ancient Greek city-state was called a polis. This is where the modern word 'politics' comes from. The polis was self-governing and able to defend itself from attack.

From 450 BCE to 350 BCE, city-states gradually joined together forming larger federations, such as the Thessalian League, the Arcadian League, Peloponnesian league, and others. By joining together, the city-states could combine their resources to protect themselves.

Lesson Description with SLO Tags and Notes

The Warmup asks students to brainstorm how countries are divided into smaller areas (SOC.3.1.01.036).

Activity 1 is designed to check student comprehension of the information provided in the text (SOC.1.1.01.013, SOC.3.1.01.036).

Lesson Description with SLO Tags and Notes

In Activity 2, students label a map with territories from ancient Greece (SOC.3.1.01.034).

In Activity 3, students discuss how people might have made a living in ancient Greece (SOC.3.1.01.034).

In Activity 4, students discuss critical thinking questions related to the ancient Greek city-states (SOC.2.2.01.011).

In Activity 5, students reflect on the decline of the ancient Greek city-state period (SOC.1.1.01.013).

Selected Activity Answers

Activity 1: Concept Check

Instructions: Choose the correct answer.

1.   Which ancient state was bordered by the Tigris River?

☐ a.   Egypt

✓ b.   Sumer

☐ c.   Greece

☐ d.   Rome

2.   When did civilizations with borders emerge?

✓ a.   3000 BCE

☐ b.   850 BCE

☐ c.   6th century BCE

☐ d.   450 BCE

? **3.** **What was an ancient Greek city-state called?**

☐ a. federation

☐ b. territory

☐ c. state

✓ d. <u>polis</u>

Activity 2: Labelling a Map

Instructions: Areas where Ancient Greeks lived are shown in red on the map. Label areas in the box on the map. Use the text to help you. Discuss with your class.

Modern-day Greece	Cyprus	Crete	Asia Minor
Mediterranean Sea	Modern-day Italy	North Africa	Spain

ANCIENT GREEK COLONIES

Formative Assessment Opportunities

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

Remedial Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, refer to the descriptions of the seven reading strategies outlined in the Remedial Opportunities area of Lesson 1 in this Teacher's Guide.

Extension Opportunities

Activity 5 is a reflective activity and can be used as an extension activity.

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LESSON 4: THE DEVELOPMENT OF MODERN POLITICAL SYSTEMS

Student Learning Outcomes (SLOs)

SOC.1.1.01.013   Explains the causes of historical events and issues

SOC.1.2.01.014   Compares and contrasts the rights and responsibilities of individual under the different political systems in the world

SOC.1.2.02.012   Analyses strengths and weaknesses of various kinds of governance systems

SOC.1.5.02.017   Describes historical and contemporary economic systems

SOC.3.1.01.034   Explain that distributive justice is about how scarce resources – such as wealth, work, or positions (e.g., leadership positions) – are allocated fairly within a group or wider community

SOC.3.1.01.036   Demonstrate a personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends)

SOC.3.2.02.004   Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future

Lesson Objective

By the end of the lesson, students will:

- 👁 learn about the revolutions of Europe in the 18th-20th centuries

- 👁 describe different political systems from that time period

- 👁 analyse some of the important aspects that contribute to the development of a political system.

Key Vocabulary

- 🖊 revolution
- 🖊 industrial

- 🖊 mass production
- 🖊 social classes

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

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Materials/ Resources/ Technology

FORMING POLITICAL SYSTEMS

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Lesson Text

New countries can be formed when groups of people decide they no longer want to be part of their country. Sometimes they want to change the government of the entire country. A revolution occurs when people fight to change their government.

During the 18th and 19th centuries, Europe was involved in major revolutions: the American Revolution of 1775 CE, the French Revolution of 1789 CE, the German Revolutions of 1848 CE, and the Russian Revolutions of 1905 and 1917 CE. In the American Revolution, British colonists wanted to separate from Britain to form their own government and to manage their economy in America. In the others, people wanted to change the government for the whole country. They felt that the powerful landowners were not sharing the wealth of their countries and not giving them a voice in governing their countries. The new governments formed in Europe replaced monarchies and feudalism with governments that gave people more individual rights and more control over their own lives.

The political revolutions were taking place at the same time as another revolution: the Industrial Revolution. During the Industrial Revolution, starting about 1760 CE, the way of producing goods changed. Up to this time, most goods were made individually by a skilled craftsman in a

T

Lesson Text

workshop. During the Industrial Revolution, a large number of goods were mass produced in factories at one time.

In factories, the process of making a product was broken down into a series of tasks. Where possible, machines did the tasks with one person supporting many machines. Using new machines and technology made goods easier and cheaper to produce. This created higher profits for factory owners. People who worked in the factories were paid for their work.

Many people preferred working in factories over working on farms. Cities grew as people moved from farms to work in factories and other businesses. The changes in peoples' lives from rural farming societies to urban societies is called the Social Revolution.

As the economies changed from farming to producing goods and the societies changed from rural to urban, political systems changed. Wealth was no longer connected to owning land. Owning factories and business became more important than owning land.

During the 20th century, some political systems in Europe and elsewhere began to change to allow people more participation in government. One way people participate in government is by choosing their leaders and lawmakers. Other countries in Eastern Europe and Asia chose a different systems such as socialism or communism. In these two systems, the important idea is to eliminate social classes and to treat everyone the same. No one should be very rich and no one should be very poor. Over time, political systems changed to meet the needs of the people governed by the political systems.

Developing a political system is a complicated process. Some questions that framers of a government need to ask are: How should citizens be able to participate in the political process? How should laws be created? How should political power be transferred to the next leaders? How should the economy be managed? Different countries answer these questions in different ways, which leads to the establishment of different political systems.

The Warmup asks students to brainstorm ways the government and its citizens should help each (SOC.1.2.01.014, SOC.3.1.01.034).

Activity 1 is designed to check student comprehension of the information provided in the text (SOC.1.1.01.013, SOC.1.5.02.017).

In Activity 2, students categorizes various revolutions they have learned about (SOC.1.1.01.013, SOC.1.5.02.017).

In Activity 3, students label a map with areas where the revolutions took place and consider the reasons why these revolutions happened (SOC.1.1.01.013).

In Activity 4, students discuss questions that need to be answered when developing a political system (SOC.1.2.01.014, SOC.1.2.02.012, SOC.3.2.02.004).

In Activity 5, students reflect on how governments can be fair to their citizens (SOC.3.1.01.034, SOC.3.1.01.036).
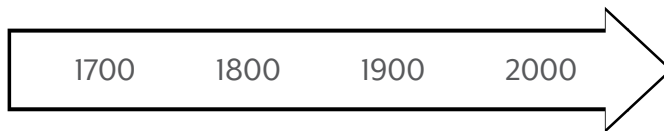
Lesson Description with SLO Tags and Notes

Activity 1: **Concept Check**

Instructions: Match the European revolutions with the year and add to the timeline.

1700   1800   1900   2000

Russian Revolution   1905 and 1917 CE

German Revolution   1848 CE

American Revolution 1775 CE

French Revolution   1789 CE

Industrial Revolution 1760 CE

Selected Activity Answers

Selected Activity Answers

Activity 2: Categorize

Instructions: Match the description to the type of revolution.

A. Industrial Revolution	B. Social Revolution	C. Political Revolution

B. the lives of people change as they move from rural areas to cities	A. goods are mass produced in factories using machines where possible	C. people separate from their governments for form new ones
A. people work in factories for money rather than on farms	C. as new governments are formed important questions are asked	tasks are __

Activity 3: Draw Conclusions from a Map

Instructions: Add the date of each revolution to the area on the map where it occurred.

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

Formative Assessment Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, refer to the descriptions of the seven reading strategies outlined in the Remedial Opportunities area of Lesson 1 in this Teacher's Guide.

Remedial Opportunities

Activity 5 is a reflective activity and can be used as an extension activity.

Extension Opportunities

LESSON 5:
MID-TERM
REVIEW

Lesson Objective:

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.

Materials/ Resources/ Technology

Resources from Student Book

Lesson Description with SLO Tags and Notes

In Activity 1, students match up historical events with facts about them.

Activity 2 is a gap fill using keywords from Lessons 1 to 4.

In Activity 3, students complete a timeline based on historical events from Lessons 1 to 4.

Activity 4 is a trivia game using facts from the texts for Lessons 1 to 4.

Selected Activity Answers

Activity 1: Matching

Instructions: Write the correct number of the term in the blank next to its description.

1. European revolutions _____ major advancements in factories and mass production technology

2. Ancient Greek city-states _____ a time when people changed their governments

3. Industrial Revolution _____ a new type of independent political structure

4. Aristotle's Politics _____ borders became more clearly defined

5. early periods of Sumer and Egypt _____ a description of political systems, their advantages and disadvantages

Activity 2: Fill in the Blanks

Instructions: Write the correct vocabulary word in the blank.

revolution	federation	democracy	border	aristocracy
tyranny	oligarchy	polity	tyranny	monarchy

1. In Aristotle's framework **tyranny** means rule by a single person.

2. After the **revolution** a new government was established in the country.

3. In Aristotle's framework **aristocracy** rule by a small group of nobles.

4. In Aristotle's framework **oligarchy** means rule by a small group of people.

5. You need a visa to cross the **border** between most countries.

6. In Aristotle's framework **democracy** means rule by the citizens.

7. In Aristotle's framework **monarchy** rule by a king or queen.

8. Many Greek city-states joined together to form a larger state, called a **federation**.

10. In Aristotle's framework **polity** rule by the citizenry for the benefit of everyone.

Selected Activity Answers

Activity 3: Timeline

Instructions: When did each of these events occur? Write the number of each event in the correct place in the timeline.

1. The Amer-ican Revolu-tion	2. The sec-ond Russian Revolution	3. The Ger-man Revolu-tions	4. The Indus-trial Revolu-tion	5. The end of the city-state period
CE 1775	CE 1917	CE 1848	CE 1760	BCE 350

Selected Activity Answers

6. hundreds of city-states along the coast of Greece: 6th century BCE	7. city-states existed in Cyprus: 850 BCE	8. The first Russian Revolution: 1905 CE	9. The French Revolution: 1789 CE	10. borders became clearly defined: 3000 BCE

Formative Assessment Opportunities

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

Remedial Opportunities

Teachers can help students who are still having difficulty with text comprehension, or teachers can group stronger students with weaker students to help them.

Extension Opportunities

Students can extend the trivia game by asking each other more questions from the texts.

Notes

LESSON 6: CIVIL AND CRIMINAL LAW

Student Learning Outcomes (SLOs)

SOC.1.2.01.015 Describes how laws are created; explains the differences between civil and criminal law; gives examples of national, and local laws

SOC.2.2.01.011 Presents arguments on a certain event for discussion

SOC.3.1.01.036 Demonstrate a personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends)

SOC.3.1.02.041 Understand the importance and contested nature of reasoning about how one might go about deciding what is fair

Lesson Objective

By the end of the lesson, students will:

- 👁 learn understand how laws are created and enforced
- 👁 describe how laws are created
- 👁 explain the differences between civil and criminal law
- 👁 list examples of national and local laws.

Key Vocabulary

🖊 to interpret	🖊 to draft
🖊 execute	🖊 civil
🖊 to elect	🖊 innocence
🖊 party	🖊 guilt
🖊 to appoint	🖊 accused

Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

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Materials/ Resources/ Technology

T
Lesson Text

Governments create, interpret, and execute laws. Laws are the rules that every member of society must obey. All countries have a legal system to protect people who live in their countries. However, not all political systems create, interpret, and execute laws in the same way. In this lesson, two different political systems are presented: parliamentary and presidential systems.

Most governments have three different branches—legislative (the branch that creates laws), executive (the branch that executes or carries out laws), and the judicial (the branch that interprets laws).

In a parliamentary system, the legislative and the executive branches of government are very closely connected. The leader comes from the legislative branch. This means that the people do not elect a single leader. They elect a party or group of political officials. The leader is elected by the party or appointed by other means.

In a presidential system, the legislative and executive branches are kept separate. This is called 'separation of powers,' where each branch of government is independent and balances the others. The idea is that by separating the branches, each branch will have limited power. All the branches must work together to draft, interpret, and execute laws.

Two types of laws are presented in this lesson: civil laws and criminal laws. Civil laws deal mainly with problems between individuals. Criminal laws focus on violations of state or national laws. In criminal law, disputes may be decided by a judge or a jury. A jury is a group of people who are called to listen to the evidence and decide on the innocence or guilt of the accused.

There are other differences in civil law and criminal laws such as levels of

T
Lesson Text

punishment and types of evidence that are acceptable. While these two types of laws may have some differences, the purpose is the same. Laws are created for the protection of people's interests and the general safety of society. The legal system of a country is one of the most important tools that a government uses to keep society functioning properly and effectively.

Lesson Description with SLO Tags and Notes

The Warmup activates students' existing schemata about laws they know (SOC.1.2.01.015).

Activity 1 is designed to check student comprehension of the information provided in the text (SOC.1.2.01.015).

In Activity 2, student put the steps of the legal process in the correct order (SOC.1.2.0.015).

In Activity 3, students analyse facts about civil and criminal law (SOC.1.2.0.015).

In Activity 4, students debate and decide on some classroom 'bills' (SOC.2.2.01.011, SOC.3.1.01.036).

In Activity 5, students reflect on Activity 4 and the debate and decision-making process they experienced (SOC.3.1.02.041).

Selected Activity Answers

Activity 1: Concept Check

Do you know the function of each of these legal concepts? Write the number next to the correct fact.

Legal Concept	Fact
1. The Legislative Branch	<u>5.</u> listens to evidence and makes decisions in a law court

Legal Concept	Fact
2. Presidential System	<u>4.</u> focuses on crimes against the state
3. Civil Law	<u>1.</u> drafts and debates laws
4. Criminal Law	<u>2.</u> keeps the legislative and executive branches
5. A Jury	<u>3.</u> focuses on issues between individuals.

Selected Activity Answers

Activity 2: Ordering

In many countries, draft laws are called "bills." Read the steps and try to put the steps of the legal process into the correct order. Start from the time the bill is created and end when a decision is made about where a person violated the law.

Write 1-6 next to each step in the series pictures to show the order.

1. The bill is drafted.
2. The bill is debated.
3. The bill is approved and becomes a law.
4. The law is executed and enforced by police.
5. The accused person goes on trial.
6. The judge or jury interprets the law and decides the case.

Activity 3: Matching

Which statements refer to civil law? Which statements refer to criminal law? And which refer to both? Put a checkmark in the correct column.

Selected Activity Answers

CIVIL LAW	STATEMENT	CRIMINAL LAW
X	This law deals with people's rights.	
X	This law is designed to protect people from others.	X
	With this law, disputes are settled by a jury.	X
	This law deals with people who break national laws.	X
X	This law is designed to keep society safe.	X

Formative Assessment Opportunities

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

Remedial Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, refer to the descriptions of the seven reading strategies outlined in the Remedial Opportunities area of Lesson 1 in this Teacher's Guide.

Extension Opportunities

Activity 5 is a reflective activity and can be used as an extension activity.

Notes

LESSON 7: HOW LAWS ARE INTERPRETED

Student Learning Outcomes (SLOs)

SOC.1.2.01.015 Describes how laws are created; explains the differences between civil and criminal law; gives examples of national, and local laws

SOC.1.2.02.013 Explains the functions and responsibilities of government leaders and public servants

SOC.1.2.02.014 Explains the role of the judicial system in local, national, international contexts

Lesson Objective

By the end of the lesson, students will:

- 👁 understand about a country's judicial system works.

- 👁 explain the role of the judicial system in local, national and international contexts.

Key Vocabulary

- ✏ court
- ✏ federal
- ✏ local

- ✏ to be concerned with
- ✏ branch

Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

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

THE JUDICIAL SYSTEM

Lesson Text

The judiciary is the branch of government that interprets laws or makes decisions on legal issues. For example, if a person is accused of a crime, the person must go to a law court, where a judge or jury will decide if the person is innocent or guilty of the crime. This process is part of a country's judicial system.

In many countries, the judicial branch is separate from the other branches of government to make it independent and non-political. The country's constitution provides a framework on how to understand and enforce laws.

The government of a country may have different judicial levels. There may be federal judiciaries or courts and local judiciaries or courts. Federal judiciaries are concerned with federal laws. Federal laws are laws that all people in the country must follow. Local judiciaries are concerned with laws that are not federal laws. Local laws could be laws of a city, state, province, or emirate.

The United Nations was formed as an international organization to help countries make agreements with each other and to help manage disputes between nations. The International Court of Justice is the judicial branch of the United Nations.

Lesson Description with SLO Tags and Notes

The Warmup asks students to think about the difficulties of being a judge (SOC.1.2.02.014).

Activity 1 is designed to check student comprehension of the information provided in the text (SOC.1.2.02.014).

In Activity 2, students work together to complete a chart of information about the judicial system (SOC.1.2.02.014).

In Activity 3, students make a chart with facts about each of the three branches of government (SOC.1.2.01.015, SOC.1.2.02.013, SOC.1.2.02.014).

In Activity 4, students analyse the roles and responsibilities of the three branches of government ((SOC.1.2.01.015, SOC.1.2.02.013, SOC.1.2.02.014).).

Selected Activity Answers

Activity 1: Concept Check

Are these statements true or false? Write T or F next to each statement.

There is no international judicial system. F

The judiciary should be non-political. T

'Local' refers to the whole country. F

Federal judiciaries decide how to enforce local law. F

Activity 2: Information Gap Activity

Get together with a partner. Change each sentence into a question and ask your partner. Your partner should answer with the correct information from the table.

Partner A

1. The judiciary is the branch of government that decides legal issues.

2. Laws that pertain to towns, cities, and smaller political divisions are local laws.

3. The executive is the branch of government that executes laws.

4. Laws that pertain to the whole country are federal laws.

Partner B

1. The United Nations manages disputes between nations.

2. The International Court of Justice is the judicial branch of the United Nations.

3. A constitution is a document that gives a framework for the judicial process.

4. The legislature is the branch of government that writes laws.

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

Formative Assessment Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

Remedial Opportunities

Students can be asked to find out more about the United Nations and some of the more famous issues the United Nations has been involved with.

Extension Opportunities

LESSON 8:
RIGHTS AND RESPONSIBILITIES

Student Learning Outcomes (SLOs)

SOC.1.2.01.014 Compares and contrasts the rights and responsibilities of individual under the different political systems in the world

SOC.1.2.02.014 Explains the role of the judicial system in local, national, international contexts

Lesson Objective

By the end of the lesson, students will:

👁 learn about the rights and responsibilities of citizens in different political systems.

👁 compare and contrast the rights and responsibilities of individuals.

👁

Key Vocabulary

✏ right

✏ according to

✏ to categorize

✏ to hold office

✏ to extend to

✏ to be reserved for

Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

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

RIGHTS AND RESPONSIBILITIES

T
Lesson Text

One main focus of government is protecting the welfare of the people who live in the country. The people who live in a country could be citizens or residents. Citizens are people who have the nationality of the country. Residents are people who are not citizens but live in the country. The rights of citizens are residents may differ according to the law.

Rights given to people who live in the country can be categorized as 'civil rights' and 'political rights.' Examples of civil rights are the right to own property, the right to move around inside the country, and equality for people of any race, gender, or religion. Political rights are the rights that citizens have to participate in government by election or by holding office.

Civil rights typically extend to citizens and residents, while political rights are normally reserved for citizens. For example, in the UAE citizens and residents enjoy safety and security. However, only citizens may vote in the FNC elections or be appointed to FNC seats.

Rights come with responsibilities. It is the responsibility of everyone who lives in a country to understand and obey the laws of the country they live in. The rights and responsibilities balance.

Lesson Description with SLO Tags and Notes   In the Warmup, students brainstorm their roles and responsibilities at home and at school (SOC.1.2.01.014).

Lesson Description with SLO Tags and Notes

Activity 1 is designed to check student comprehension of the information provided in the text (SOC.1.2.01.014).

In Activity 2, students analyse civil and political rights (SOC.1.2.01.014).

In Activity 3, students make a chart analysing the difference between rights and responsibilities (SOC.1.2.01.014).

In Activity 4, students discuss how rights and responsibilities are communicated and enforced (SOC.1.2.01.014, SOC.1.2.02.014).

In Activity 5, students reflect on the importance of understanding and obeying laws (SOC.1.2.01.014).

Selected Activity Answers

Activity 1: Concept Check

Circle the answer that best answers.

1. What is the difference between a right and a responsibility?

☐ a. a right is for individuals, but a responsibility is for everyone.

✔ <u>b. a right is something people can have but a responsibility is something people must do.</u>

☐ c. a right is something that exists in a democracy, but a responsibility is not.

☐ d. there is no difference between a right and a responsibility.

2. What is an example of a civil right?

☐ a. going to college

☐ b. participating in national service

✔ <u>c. moving freely in the country</u>

☐ d. running for office

3. What is a responsibility for all people who live in a country?

☐ a. hold political office

☐ b. speak freely

✔ <u>c. understand and obey the country's laws</u>

☐ d. become wealthy

4. What is an example of a political right?

✔ <u>a. voting in an election</u>

☐ b. owning a mobile phone

☐ c. driving a car

☐ d. opening a business

Activity 3: Categorize

Instructions: Which of the actions in the table are rights and which are responsibilities? Work with a partner to decide and put a checkmark in the correct category.

Actions	Right	Responsibility
paying taxes		X
voting in an election	X	
knowing and obeying all laws of the country		X
behaving respectfully		X
living safely and securely	X	

Selected Activity Answers

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

Formative Assessment Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, refer to the descriptions of the seven reading strategies outlined in the Remedial Opportunities area of Lesson 1 in this Teacher's Guide.

Remedial Opportunities

Activity 5 is a reflective activity and can be used as an extension activity.

Extension Opportunities

LESSON 9: TERM PROJECT

Student Learning Outcomes (SLOs)

SOC.2.1.02.012 Provides an accurate summary of a text related to social studies topics

SOC.2.1.01.014 Prepares and gives oral presentations on social studies topics to an intended audience showing evidence from more than one source.

Lesson Objective

By the end of the lesson, students will:

- present one of the lessons from this term.

Key Vocabulary

All keywords from lessons one through eight.

Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

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

Lesson Description with SLO Tags and Notes

Project Steps:

Step 1: In groups of 3 or 4, choose one of the topics from this term.

Step 2: Divide the topic into different parts, one for each member of the group.

Step 3: Make a PowerPoint presentation about your part of the topic, using images and text.

Step 4: Present your topic to the class.

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

Formative Assessment Opportunities

Stronger students in the groups can help weaker students to find information about their topics and put together their presentations.

Remedial Opportunities

Students can put together a presentation about a second traditional Emirati cultural topic.

Extension Opportunities

LESSON 10: FINAL REVIEW

Student Learning Outcomes (SLOs)

All SLOs from Lessons 6-8

Lesson Objective

By the end of the lesson, students will:

- 👁 check their understanding of Lessons 6 through 8

- 👁 reflect on areas for improvement.

Key Vocabulary

Review keywords for Lessons 6 through 8.

Materials/ Resources/ Technology

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

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

Lesson Description with SLO Tags and Notes

In Activity 1, students complete sentences with facts from the texts.

In Activity 2, students answer questions on concepts from the texts.

Activity 3 is a trivia game using facts from the texts for Lessons 6 to 8.

Selected Activity Answers

Activity 1: Sentence Completion

Instructions: Complete the sentence about each concept with a description or explanation of the concept.

(suggested answers)

1. The function of the executive branch of a government is to execute laws.

2. A citizen of a country is a person who has the nationality of the country.

3. Civil law deals with problems between individuals.

4. The function of the United Nations is to help countries make agreements with each other and to help manage disputes between nations.

5. A jury is a group of citizens who are called to listen to the evidence and decide on the innocence or guilt of the accused.

6. The difference between a right and a responsibility is: a right is something you can have and a responsibility is something you must do.

7. Criminal law deals with violations of state or national laws.

8. The function of the judiciary branch of a government is to interpret laws or makes decisions on legal issues.

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

Formative Assessment Opportunities

Teachers can help students who are still having difficulty with text comprehension, or teachers can group stronger students with weaker students to help them.

Remedial Opportunities

Students can extend the trivia game by asking each other more questions

Extension Opportunities

GLOSSARY
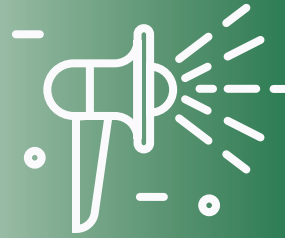
KEYWORD	MEANING
abolishment	(n.) the official end of a system, practice, or law
according to	(adv.) in the opinion of
accused	(n.) a person who is on trial for a crime
appoint	(v.) to officially give someone a position or role
aristocracy	(n.) a form of government where a small group of people who are descended from royalty
benefit	(n.) an advantage gained from something
border	(n.) the edges of a country or state that are the limits of its power and control
branch	(n.) a division of an organization
carry out	(v.) to put a plan or decision into effect
categorize	(v.) to arrange into a particular class or group
citizen	(n.) a person who lives in a country but has certain political recognition
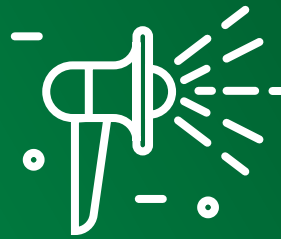
KEYWORD	MEANING
civil	(adj.) about the citizens of a country, as opposed to military or religious matters
coastline	(n.) the edge of an area of land where it touches the sea
concerned with	(prep.) about, as in the topic or subject of something
court	(n.) the office where legal disputes are decided
define	(v.) to make something clear, or to draw a clear line around something
democracy	(n.) a system of government where citizens can choose their own leaders and participate in governmental decisions
draft	(v.) to write something, usually an official message or report
dynastic	(adj.) relating to the passing of power from a parent to his or her children

KEYWORD	MEANING
elect	(v.) to officially choose a leader or representative
enforce	(v.) to make sure that a law is followed and to punish those who break a law
execute	(v.) to make happen
extend to	(v.) to include
federal	(adj.) related to the nation
federation	(n.) a group of states forming a larger state
grant	(v.) to officially give permission
polity	(n.) a political system where citizens form a government
reflect	(v.) to show or represent

KEYWORD

MEANING

KEYWORD	MEANING
regulate	(v.) to make rules or laws to control people and organizations
reserved for	(adj.) used just for that specific purpose
responsibility	(n.) a thing that a person is required to do as part of their job or duty
revolution	(n.) an organized attempt to remove a government and establish a new one
right	(n.) legal permission to have or get something
role	(n.) a duty or position
tyranny	(n.) a political system where power is held by one person who is not controlled by the law
unbiased	(adj.) without any preference for one thing or another; fair
welfare	(n.) the health, happiness, and well-being of a person or group

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NOTES:

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Education System in the United Arab Emirates

Doctorate Degree / Applied Sciences

(3-5 years)

Master's Degree / Applied Sciences

(2 years)

Postgraduate Diploma / Applied Sciences (1-2 Years)

Bachelor's Degree / Applied Sciences

(3-4 years)

Diploma / Postgraduate Diploma

(2-3 years)

Joining Work

Bridging Program

Vocational Qualification

Vocational Education and Development Centre

Continuous Education

Home Schooling	General & Academic Stream	Applied Stream	Literacy

Doctorate Degree

(3-5 years)

24

Master's Degree

(2 years)

**Dual Degree
Bachelor's / Master's**

(4-5 years)

Master's Degree

(2 years)

22

**Postgraduate Diploma
(1-2 year)**

**Postgraduate Diploma
(1 year)**

Bachelor's Degree / Applied Sciences

(3-4 years)

Bachelor's Degree

Advanced University Enrollment

(3 years)

18

The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, mission and goals. They also set the conditions for students' admission to various programmes according to the stream they graduated from, the levels of their performance in the secondary stage, and their results from the Emirates Standard Assessment Test.

Integration and coordination between General and Higher Education systems allow for the approval and calculation of school study courses within university studies according to the school stream and university specialisation, which reduces the duration of university studies.

18

Technical & Vocational Streams | **Academic Streams** | **Cycle 3 / Secondary Stage**

Applied | Specialised Academies | Technical General | Technical Advanced | General | Advanced | Elite

Top 10 percent of students in national test scores

Applied Technology Secondary School Program

Grades 9-12 Ages 14-18 (4 years)

12

Cycle 2

Grades 5-8
Ages 10-14 (4 years)

Elite Program (Grades 5-8)
Top 10 percent of students in national test scores
Ages 10-14 (4 years)

Basic Education

12

Cycle 1

Grades 1-4
Ages 6-9 (4 years)

6

Early Childhood

Kindergarten Ages 4-6 (not compulsory)
Nursery/ Care Ages 0-4 (not compulsory)

3

Theoretical

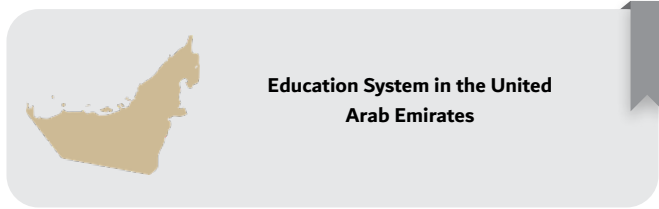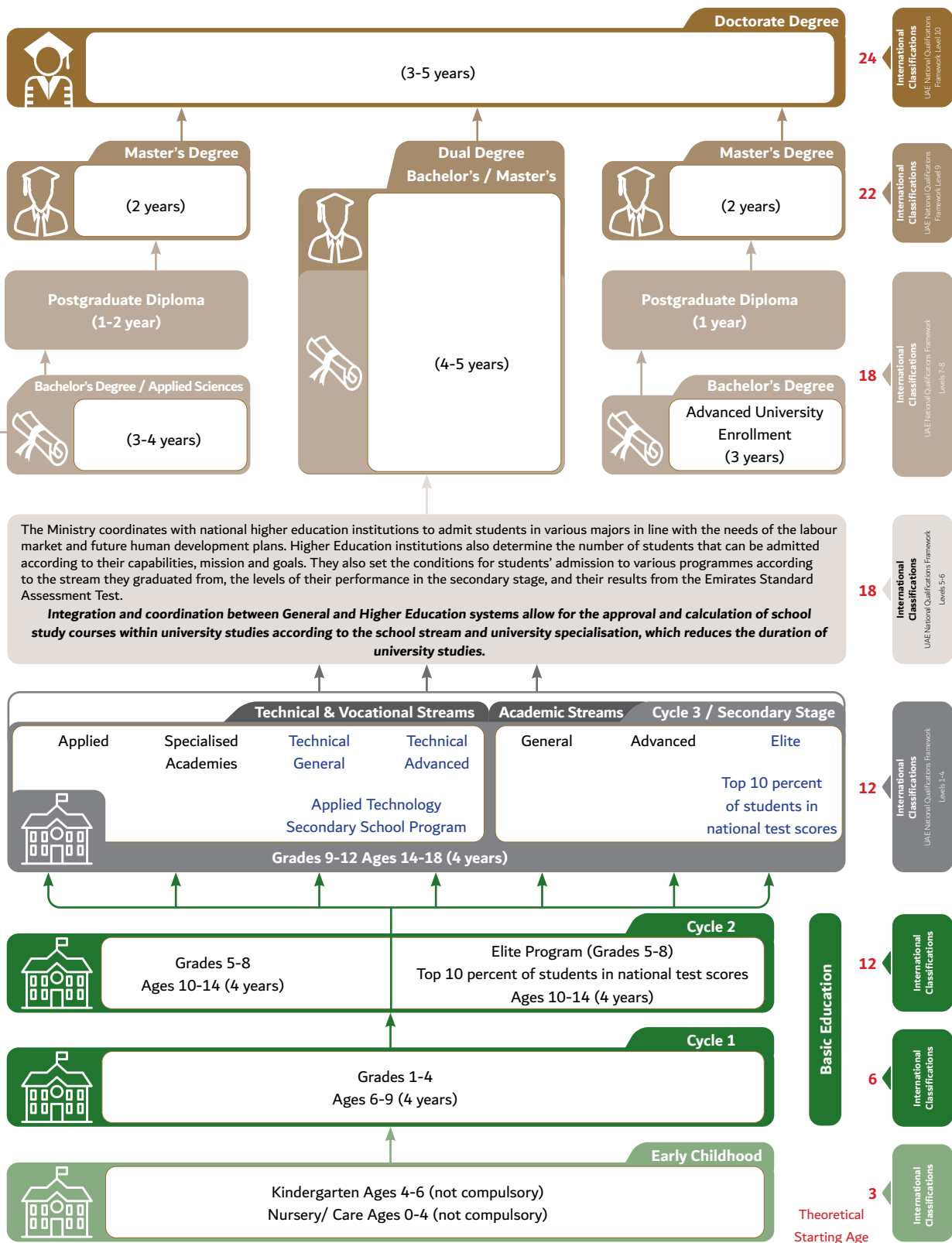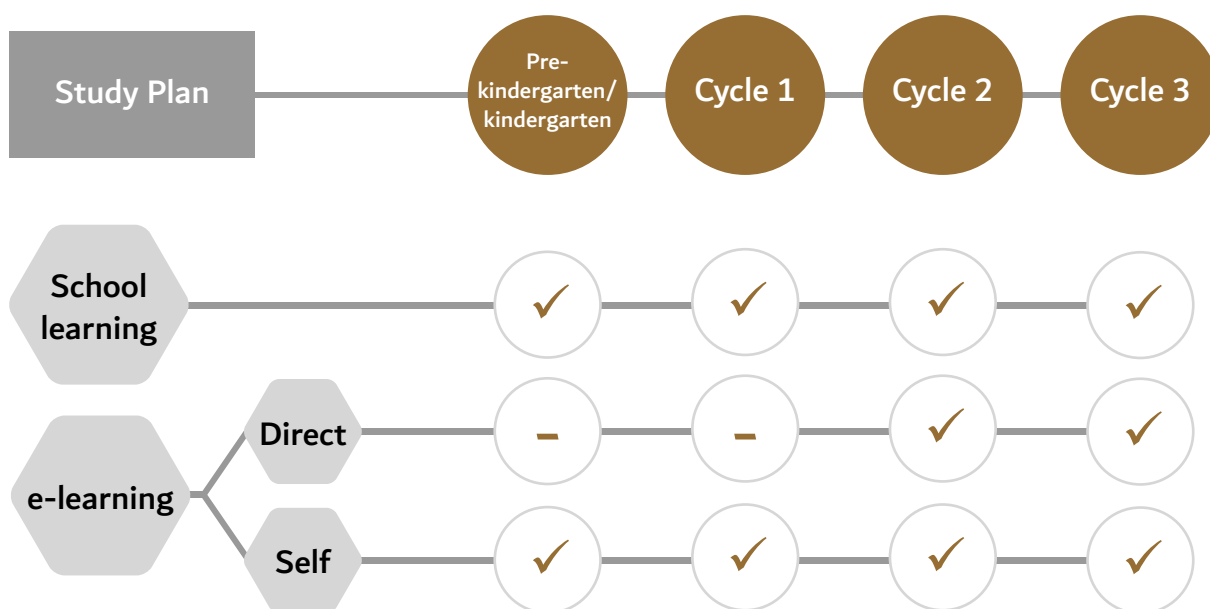Starting Age

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.

Study Plan	Pre-kindergarten/kindergarten	Cycle 1	Cycle 2	Cycle 3
School learning	✓	✓	✓	✓
e-learning — Direct	–	–	✓	✓
e-learning — Self	✓	✓	✓	✓

Channels for obtaining a textbook:

برنامج محمد بن راشــــد
للتعــــلــم الذكــي
Mohammed Bin Rashid
Smart Learning Program

Electronic units

NOTES: