

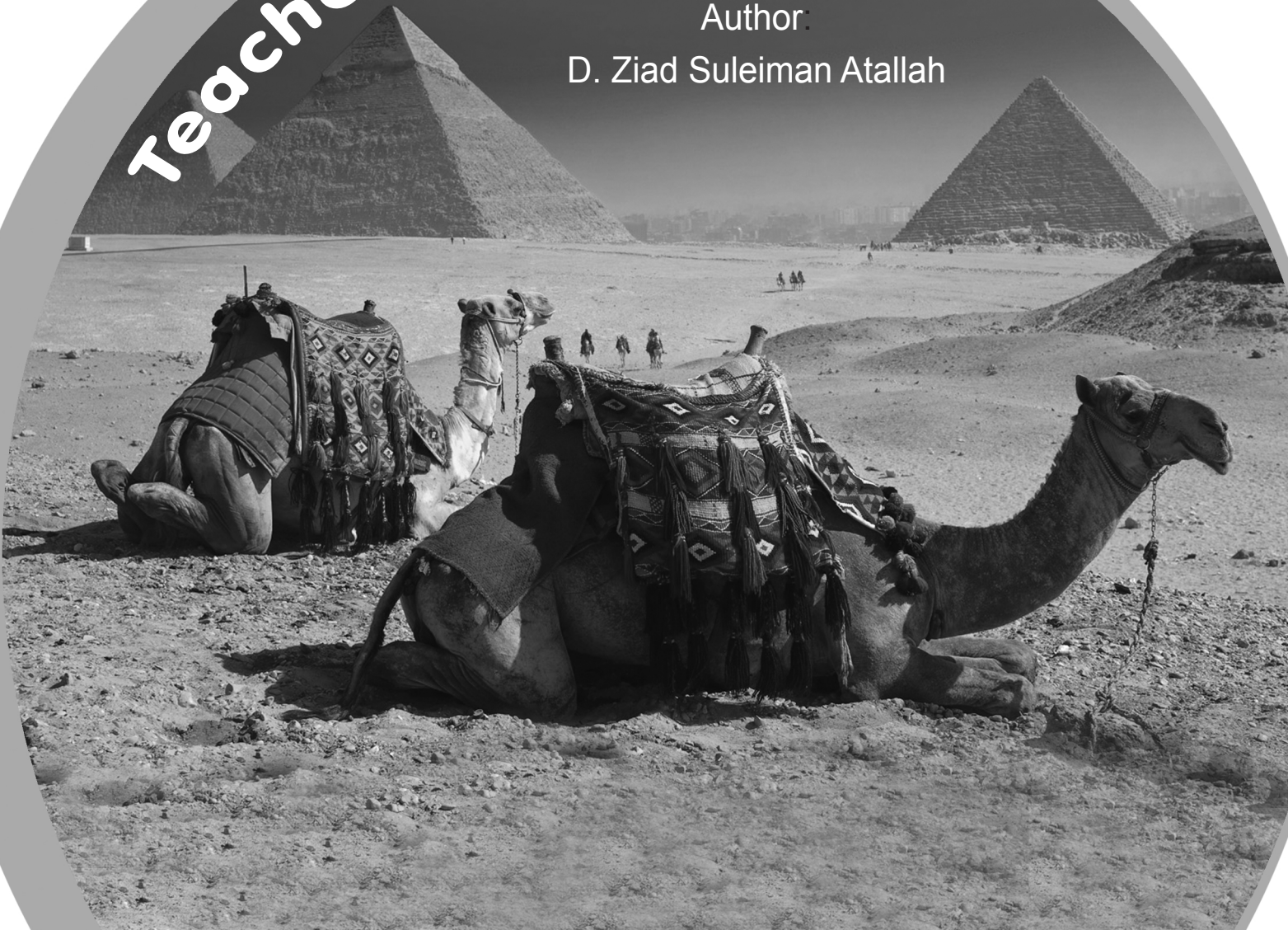
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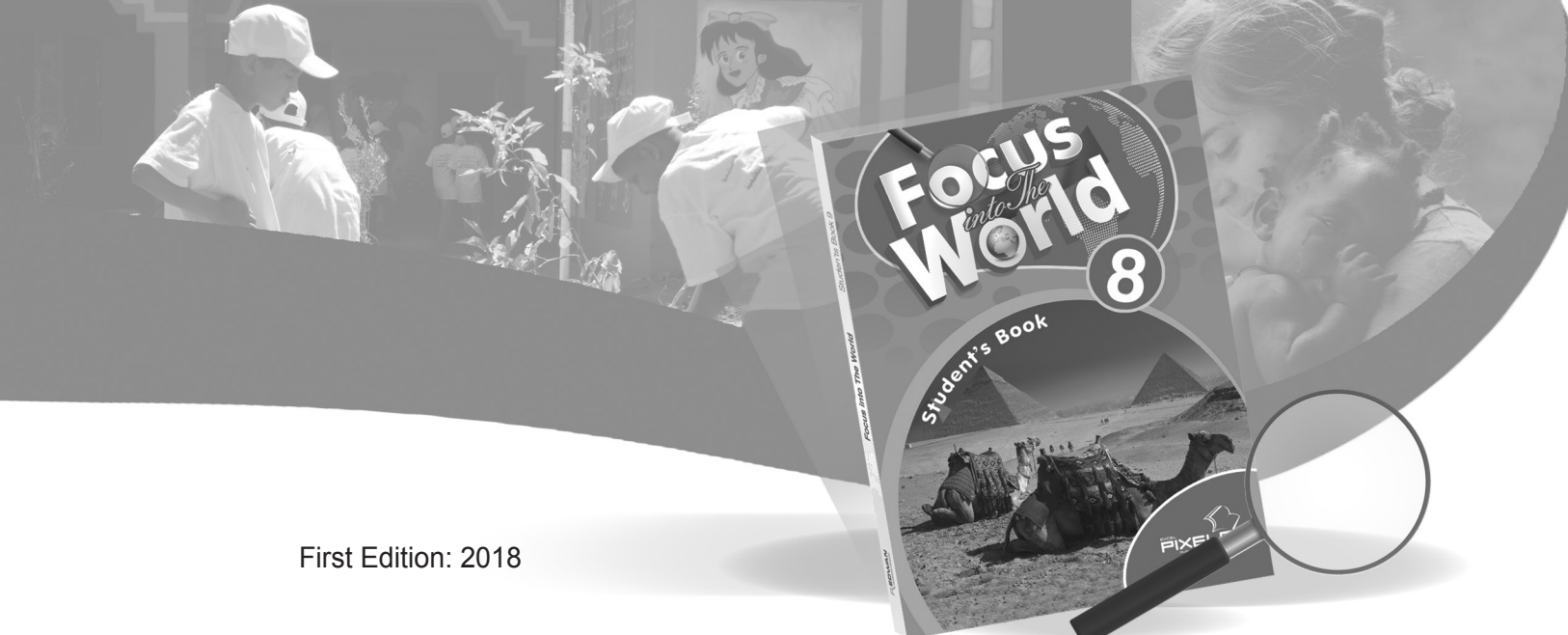
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Teacher's Book

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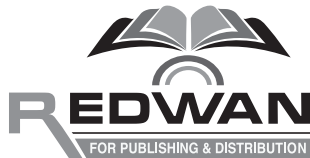
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The World Today

Based on: National Standards for Social Studies Teachers •

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INTRODUCTION

This introduction explains the standards for social studies teachers—standards that were approved initially by the NCSS Board of Directors on April 27, 1997, revised, and approved as revised by the board in September 2002.

This introduction consists of two general sections:

(1) information about the background and contexts in which the standards were developed, and a description of the audiences to which the standards are addressed; and (2) the standards themselves. The standards are of two types: (1) **Subject Matter Standards**, which outline in some detail the social studies content that social studies teachers should know and the skills and disposition they should possess in order to teach social studies to students appropriately, and (2) **Pedagogical Standards**, which outline in very general ways the pedagogical knowledge, skills, and dispositions needed for general learner and teacher effectiveness.

The subject matter standards are the main focus and are described in detail because they are the primary areas of expertise and responsibility of NCSS and its members in the national education professional community. They describe the subject matter that NCSS as an organization believes teachers should know and be able to teach.

The pedagogical standards, on the other hand, are more general and are stated very briefly because NCSS is only one of many professional education expert organizations that have described and explained expectations of these types. The pedagogical standards are identified here primarily to indicate that NCSS concurs with the thrusts of these nine standards or principles.

Social Studies and the Nature of Learning

Although suggestions about how social studies should be taught are beyond the scope of this document, the subject matter standards for social studies teachers that are presented assume that social studies should be taught in manners that are consistent with (1) a constructivist view of learning, and (2) the principles of teaching social studies that have been identified in previous NCSS publications as “essential characteristics of powerful social studies.” Each of these is elaborated upon below.

Constructivist Learning

A constructivist view of learning describes learning as an intellectual process in which learners develop what they know by fitting new ideas together with ideas they have already learned from previous experience, and they do this fitting together in their own unique ways. In the process of making these intellectual constructions, learners are influenced by the social and intellectual environments in which they find themselves. As a result, because much learning occurs in schools and classrooms, these settings affect both how and what learners learn.

This constructivist learning process is often explained by using Jean Piaget’s concepts of adaptation, assimilation, and accommodation. When this explanation is provided in a school context, it can be described as follows: Learners see or hear something in their school environment (or experience it in some other way), interpret that new experience based on what they already know, and come to a personal understanding by connecting the new experience with their previous understanding. The result of the process is learning that is made up of three elements: (1) knowledge they gain from the new experience, (2) their prior understanding, and (3) their personal connection of the new and the old.

Because the learner’s previous understanding is unique and because the intellectual process he or she uses to make the connections is unique as well, the construction is personally unique to each individual.

Because learning occurs in this way, the primary teaching tasks of schools and teachers are (1) to provide constructivist-rich ideas and learning experiences, (2) to stimulate and guide learner constructivist thinking, and (3) to remember continuously that all members of the community—students, teachers, staff members, administrators, and parents—are learning all the time in their unique ways. Particularly important is the realization that teachers continuously learn from and about students just as students learn from teachers.

The World Today Is a Powerful Social Studies

The “essential characteristics of powerful social studies” as described by NCSS consist of five principles and each principle has direct implications for what teachers should know and be able to do and what dispositions they should possess. The five principles are as follows:

- *Social studies teaching and learning are powerful when they are meaningful.*

Meaningfulness is stimulated when:

- Students learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school.
- Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application.
- The significance and meaningfulness of the content is emphasized both in how it is presented to students and how it is developed through activities.

- Classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many.
- Meaningful learning activities and assessment strategies focus students' attention on the most important ideas embedded in what they are learning.
- The teacher is reflective in planning, implementing, and assessing instruction; and the institution values reflection as demonstrated in its practices and policies.

Social studies teaching and learning are powerful when they are integrative.

Integration is encouraged when:

- Social studies subject matter is taught topically across disciplines.
- The subject matter cuts across time and space.
- The instruction interconnects knowledge, skills, beliefs, values, and attitudes with effective social/political action.
- The teaching makes effective use of technology.
- Social studies teaching and learning are connected to other subjects.

Social studies teaching and learning are powerful when they are values-based.

Social studies content invariably involves the examination and understanding of values—one's own and those of others—as values are expressed in points of view, beliefs, policies, actions, or inactions. Values-based instruction appropriate to education in a democratic society committed to safeguarding individual rights and the common good occurs when:

-
- Social studies teachers guide students to consider the ethical dimensions of topics and address controversial issues, providing an arena for reflective development of concern for the common good and application of social values.
 - Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues.
 - Rather than promulgating personal, sectarian, or political views, teachers make sure that students: (a) become aware of the values, complexities, and dilemmas involved in an issue; (b) consider the costs and benefits to various individuals and groups that are embedded in potential courses of action; and (c) develop well-reasoned positions consistent with basic democratic social and political values.
 - Teachers encourage recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility.

Social studies teaching and learning are powerful when they are challenging.

Social studies becomes challenging when:

- Students are expected to strive to accomplish the instructional goals, both as individuals and group members.
- Teachers model seriousness of purpose and a thoughtful approach to inquiry, and use instructional strategies designed to elicit and support similar qualities from students.
- Teachers show interest in and respect for students' thinking and demand well-reasoned arguments rather than opinions voiced without adequate thought or commitment.

Social studies teaching and learning are powerful when the learning is active.

Social studies involves productive active learning when:

- Teachers and students engage in reflective thinking and decision-making as events unfold during instruction.
- Students develop new understanding through a process of active construction of knowledge.
- Interactive discourse facilitates the construction of meaning required to develop important social understanding.
- Teachers gradually move from providing considerable guidance by modeling, explaining, or supplying information that builds student knowledge, to a less directive role that encourages students to become independent and self-regulated learners. Teachers emphasize authentic activities that call for real-life applications using the skills and content of the field.

STANDARDS: I. SUBJECT MATTER STANDARDS

The subject matter standards itemized below are intended to assure that (1) social studies teachers possess the knowledge, capabilities, and dispositions associated with the central concepts, tools of inquiry, and structures of the disciplines that make up the social studies and (2) that they are able to create learning experiences that make these aspects of subject matter meaningful for learners. They are directed toward the initial licensure of beginning teachers. The subject matter standards are of three types: thematic standards, disciplinary standards, and programmatic standards for initial licensure.

The thematic standards are based on the NCSS document *Expectations of Excellence: Curriculum Standards for Social Studies* (1994), which describes NCSS expectations of what pre-K-12 learners should know and be able to do. The thematic standards listed below specify what social studies teachers should know and be able to do in order to teach the learners assigned to them. They apply to individuals, teacher preparation programs, and state standards and procedures that concern licensure (or certification) for endorsement in (1) social studies as a broad field of endorsement; (2) any of the specific disciplines that fall within social studies—history, geography, civics and government, economics, psychology, sociology, and anthropology; and (3) other interdisciplinary licensure areas that are based primarily on social studies/social science subject matter.

The disciplinary standards are based on documents that have been compiled in recent years by various expert groups who have identified what they believe pre-K-12 learners should know and be able to do as a result of instruction in specific social studies/social science discipline-based subjects—history, geography, and so forth. The disciplinary standards listed below specify what teachers in the specific licensure areas of history, geography, civics and government, economics, and psychology should know and be able to do to teach appropriately.

Both the thematic and the disciplinary standards are expected to be used directly in four ways: (1) to assess the knowledge and competence of individuals seeking licensure (or certification) to teach social studies or any of the disciplines within social studies, (2) to assess the quality of teacher education programs that prepare these individuals for initial licensure (or certification), (3) to determine the appropriateness of state standards and procedures that are used to evaluate teacher preparation programs that would be designated “nationally recognized” by NCSS, and (4) to guide those establishing criteria and procedures to be used for advanced certification of social studies teachers, such as the National Board for Professional Teaching Standards (NBPTS).

Although both sets of standards identify areas in which knowledge and competence are expected to be demonstrated, the standards do not specify minimums to be met. This is intentional and in keeping with the role of these standards and their use as described above in the general introduction to this document. In essence, these standards stipulate what areas of knowledge and competence should be required of social studies teachers and the programs that prepare them. Entities such as the institutions that prepare teachers, state licensure offices, the Interstate New Teacher Assistance and Support Consortium (INTASC), NCATE, NCSS reviewers and the NBPTS are expected to determine how much knowledge and competence is to be expected for each of the uses of the standards. It is realistic to assume that particularly well met standards will compensate in some degree for standards that are less well met.

The programmatic standards for initial licensure are of a different order from the thematic and disciplinary standards. They focus directly on teacher preparation programs for initial licensure rather than on the individuals seeking the licenses. They are intended to assure that teacher preparation programs provide the necessary experiences and resources to enable their teacher candidates to become knowledgeable and competent. They are expected to be used for NCSS approval of (1) institutional programs and (2) state standards and procedures that are used to evaluate teacher preparation programs that seek to be designated as “nationally recognized” by NCSS.

A. THEMATIC STANDARDS

These ten thematic standards apply to all individuals seeking initial licensure (or certification) in social studies, (1) as a broad field; (2) in any of the specific disciplines that fall within social studies—history, geography, civics and government, economics, psychology, sociology, and anthropology; and (3) in other interdisciplinary licensure areas that are based primarily on social studies/social science subject matter. They also apply to the teacher preparation programs that prepare these individuals for these respective licenses (certificates). It is recognized however, that depths of knowledge and degrees of competence will, of necessity, vary across the ten standards from individual to individual and program to program. Although no standard should be ignored, neglected, or completely unmet, how well or thoroughly each should be met should be judged during the processes of institutional program development and state licensing, and during reviews by NCSS program reviewers, INTASC, NCATE, and entities that award advanced certification, such as NBPTS.

CULTURE AND CULTURAL DIVERSITY

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

Human beings, learn, modify, and adapt to their cultures. Their culture helps them comprehend and make sense of themselves as individuals and members of various groups. Cultures predispose individuals to develop perspectives, make assumptions, create ideas, and behave in particular ways. Cultures are similar in how they influence individuals but they differ in the specifics of their influence. All cultures have systems of knowledge, values, traditions, and beliefs; yet the specifics of each may vary widely.

Each cultural system is also unique. Cultures and systems within cultures are dynamic, ever-changing, and highly influential on the thoughts and actions of those who belong to them.

In a democratic and culturally diverse society, students need to comprehend multiple perspectives that emerge from within their own culture and from the vantage points of the diverse cultural groups within that society. These understandings allow them to make sense of the actions, ideas, and products of others as well as to relate to and interact with people within their diverse society and throughout the world.

Cultural diversity is a fact in every modern-day society and few nations or empires in the past were void of such diversity. The challenge of all people is, wherever and whenever possible, to consider the strengths and advantages that this diversity offers to the society in general, and to their own growth as a human being in particular.

This consideration is especially important in societies that value human rights, the principles of democracy and equity, and the notion that individuals should act to promote the public good.

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity.

They should:

- assist learners to understand and apply the concept of culture as an integrated whole that governs the functions and interactions of language, literature, arts, traditions, beliefs, values, and behavior patterns;
- enable learners to analyze and explain how groups, societies, and cultures address human needs and concerns; from diverse cultural perspectives and frames of reference;

- guide learners as they predict how experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- encourage learners to compare and analyze societal patterns for transmitting and preserving culture while adapting to environmental and social change;
- enable learners to assess the importance of cultural unity and diversity within and across groups;
- have learners interpret patterns of behavior as reflecting values and attitudes, which contribute to or pose obstacles to cross-cultural understanding;
- guide learners in constructing reasoned judgments about specific cultural responses to persistent human issues;
- have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

In focusing on Culture and Cultural Diversity, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can assist learners to explore, comprehend, and apply critical information, ideas, and concepts that are common across societies, social institutions, cultures, and cultural perspectives. They can help learners comprehend cultural universals, such as norms, folkways, sanctions, social institutions, arts, and taboos and use them to analyze their own and other cultures. They can use comparisons of cultures or subcultures and their perspectives, whether they exist in the present or past, to highlight contextual understanding. Socially, the young learner can be actively and frequently interacting in appropriate ways with other students, some of whom are like the learner and some different. These interactions can be encouraged and monitored and can involve rather than avoid dialogues about the substance of one's own culture and perspectives and those of others.

- Teachers of the middle grades can assist learners to explore and ask questions about the nature of culture that provide a wider range of cultural universals and in-depth study of the specific aspects of particular cultures in similar and different places, times, conditions, and contexts. Teachers can encourage learners to consider the connections between the assumptions, beliefs, and values of a culture and the actions, policies, and products of people in multiple situations. They can help them analyze the ways that a people's cultural ideas and actions influence its members. Through this inquiry, learners can begin to consider such phenomena as cultural lag, assimilation, accommodation, and the strength of the impact traditions have on thought and action within any particular social group.

- High school teachers can help learners deepen their comprehension and increase their application of cultural concepts already studied, such as cultural lag, assimilation, accommodation, and the impact of traditions on thought and action within social groups. They can also introduce new concepts such as the function and interactions of language, literature, and the arts in terms of traditions, beliefs, and values; and the transmitting of culture under circumstances of environmental, technical, and social change. Learners should be able to engage independently in in-depth analysis of any cultural group or subgroup and in-depth comparison of any two or more cultural groups or subgroups. They should be able to connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good.



TIME, CONTINUITY, AND CHANGE

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

Learner Expectations

The study of time, continuity, and change and how historians study the past allows learners to understand their historical roots and to locate themselves in time. Learning how to read and reconstruct the past allows them to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How can I make my understanding of the past more accurate? How has the world changed and how might it change in the future? How and why does our personal sense of relatedness to the past change? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do our personal stories reflect varying points of view and inform contemporary ideas and actions? How can we draw on a knowledge of history to make informed choices and decisions in the present?

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change.

They should:

- assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
- help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
- enable learners to identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions;
- guide learners in using such processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, searching for causality, and distinguishing between events and developments that are significant and those that are inconsequential;
- provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment; and enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

School Applications

In focusing on the theme Time, Continuity, and Change, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can provide learners experience with sequencing to help establish a sense of order and time. Teachers at this level can make stories of the recent past as well as of long ago available to learners. In addition, they can help learners recognize that individuals may hold different views about the past and understand the linkages between human decisions and consequences. Teachers of these grades can lay the foundation for the development of historical knowledge, skills, and values.
- Teachers of the middle grades can provide a beginning level of a formal study of history so that learners can continue to expand their understanding of the past and of historical concepts and inquiry. At this level, teachers can facilitate the understanding and appreciation of differences in historical perspectives, and the recognition that interpretations are influenced by individual experiences, societal values, and cultural traditions. They can also help students understand the values of individuals in shaping historical events, their motives, challenges, and accomplishments, as well as the role of irrational and unpredictable factors.
- High school teachers can engage learners in a sophisticated analysis and reconstruction of the past, helping them to examine the relationship of the past to the present and extrapolating into the future. Teachers can facilitate learners' integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are linked in time and across cultures. Teachers can help learners to draw on their knowledge of history to make informed choices and decisions in the present.

PEOPLE, PLACES, AND ENVIRONMENTS

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Learner Expectations

The study of people, places, and human-environment interactions leads learners to create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals require that learners understand the world in spatial terms and possess knowledge of places and regions, physical terms, and the interactions of environment and society. In addition, learners need the ability to map information in a spatial context and to interpret such maps. The study of people, places, and environments will also help to promote learners' capabilities to make informed and critical decisions about the relationships between human beings and their environment.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places, and environments.

They should:

- Enable learners to use, interpret, and distinguish various representations of Earth such as maps, globes, and photographs, and to use appropriate geographic tools;
- Encourage learners to construct, use, and refine maps and mental maps, calculate distance, scale, area, and density, and organize information about people, places, regions, and environments in a spatial context;
- Help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems such as landforms, climate, and natural resources, and explain changes in the physical systems;
- Guide learners in exploring characteristics, distribution, and migration of human populations on Earth's surface;
- Have learners describe how people create places that reflect culture, human needs, current values and ideals, and government policies;
- Provide opportunities for learners to examine, interpret, and analyze interactions of human beings and their physical environments, and to observe and analyze social and economic effects of environmental changes, both positive and negative;
- Challenge learners to consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world;
- Direct learners to explore ways in which Earth's physical features have changed over time, and describe and assess ways historical events have influenced and been influenced by physical and human geographic features.

School Applications

In focusing on the theme People, Places, and Environments, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment. They can also stimulate learners' interest in things distant and unfamiliar and help lay the foundation for concern about the use and abuse of the physical environment.
- Teachers of the middle grades can help learners relate their personal experiences to happenings in other environmental contexts. They can provide learning experiences which encourage increasingly abstract thought as learners use data and apply skills in analyzing human behavior in relation to its physical and cultural environments.
- High school teachers can guide learners in the application of geographic understandings across a broad range of fields in the sciences, and humanities. They can facilitate understanding of diverse cultures, both historical and contemporary, and help learners to use geographic concepts to comprehend global connections. They can also help learners recognize the importance of core geographic concepts for the analysis of public policy issues and help learners to address reflectively issues of domestic and international significance.

INDIVIDUAL DEVELOPMENT AND IDENTITY

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

Learner Expectations

All humans think, behave, and develop cognitively, socially, physically, emotionally, personally, and mentally as well as construct, test, confirm, revise, and apply multiple concepts of and multiple identities as to who they are. While much of what humans are and become has been associated with genetics and assumed natural stages of physical, psychological, emotional, and mental development, a far greater factor in mental, social, emotional, personal, and identity construction and application is the interaction of the individual with his or her environments and the consequences of these interactions. All individuals should know the factors that contribute to who they are; to what they think, feel, and believe; to what they decide and do; to why they are likely to make certain decisions and act in particular ways; and to how they perceive themselves, their abilities, their personality, and the world.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity.

They should:

- assist learners in articulating personal connections to time, place, and social/cultural systems;
- help learners to appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals;
- assist learners to describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- have learners apply concepts, inquiry, methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality;
- guide learners as they analyze the interactions among ethical, ethnic, national, and cultural factors in specific situations;
- help learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and their effect upon human behavior;
- have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups;
- help learners understand how individual perceptions develop, vary, and can lead to conflict;
- assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;
- enable learners to examine factors that contribute to and damage one's mental health; and analyze issues related to mental health and behavioral disorders in contemporary society.

School Applications

In focusing on the theme, Individual Development and Identity, teachers at various school levels should build upon learners' knowledge, experience, and capabilities.

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.
- Teachers of the middle grades can provide learners with opportunities to examine instances of human behavior in light of sound discipline-based concepts, principles, and factors associated with human memory, thinking, feeling, and behavior. For instance, learners may examine behaviors associated with peer pressure, conformity, personal identity, self-concept, deviance, stereotyping, altruism, social expectations, norms, and roles. They can assist learners to consider personality and individual differences and use sound concepts and principles to interpret and explain them as well as appreciate the commonalities and differences that exist among humans in different and the same cultures, age groups, and social contexts. They can also help learners apply psychological concepts and principles to describe and explain their personal, social, emotional, physical, and cognitive development so far, and the likely and possible changes that may occur over time as they grow older.

- High school teachers can provide learners with opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own self and identities as well as their own behavior and the behavior of others. They can help learners analyze, interpret, and assess personality and individual differences and commonalities, and to consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking, and behavior.

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.

Learner Expectations

Institutions such as schools, religions, families, governments, and businesses all play major roles in our lives. These and other institutions exert enormous influence over us, yet they are no more than organizational embodiments to further the core social values of those who comprise them. Thus, it is important that learners know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares learners to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions.

They should:

- help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;
- help learners analyze groups and evaluate the influences of institutions, people, events, and cultures in both historical and contemporary settings;
- help learners to understand the various forms institutions take, their functions, their relationships to one another and how they develop and change over time;
- assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts of groups and institutions to promote social conformity;
- help learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical societies;
- challenge learners to evaluate the role of institutions in furthering both continuity and change;
- guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- assist learners as they explain and apply ideas and modes of inquiry drawn from the behavioral sciences in the examination of persistent social issues and problems.

School Applications

In focusing on the theme Individuals, Groups, and Institutions, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades should provide learners with opportunities to examine various institutions that affect their lives and influence their thinking. At this level, teachers can assist learners in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, when the school board prohibits candy machines in schools versus a class project to install a candy machine to help raise money for the local hospital. They can also help learners explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs.
- Teachers of the middle grades can provide learners with varied experiences through which they can examine the ways in which institutions address human needs, change over time, promote social conformity, and influence cultures. At this level, teachers can encourage learners to use this understanding to suggest how groups and institutions may be used to promote the common good but sometimes fail to do so.
- High school teachers can help learners understand the paradigms and traditions that undergird social and political institutions. At this level, teachers can provide opportunities for learners to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests.

POWER, AUTHORITY, AND GOVERNANCE

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.

Learner Expectations

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary society, as well as in other parts of the world, is essential for the development of civic competence.

In exploring this theme, learners confront such questions as: What is power? What is legitimate authority? How are governments created, structured, maintained, and changed? How can we keep government responsive to its citizens' needs and interests? How can individual rights be protected within the context of majority rule? By examining the characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security. Through study of dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem solvers and decision-makers when addressing persistent social problems encountered in public life.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.

They should:

- enable learners to examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation;
- help students to understand the purpose of government and how its powers are acquired, used, and justified;
- provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- enable learners to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;
- have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- help learners to analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security;
- challenge learners to apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems;
- guide learners to explain and evaluate how governments attempt to achieve their stated ideals at home and abroad.

School Applications

In focusing on the theme *Power, Authority, and Governance*, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can assist learners in exploring their natural and developing sense of fairness and order as they experience relationships with others. Learners should develop an increasingly comprehensive awareness of rights and responsibilities. For example, learners can examine the rules, types of authority, and governmental

structures of their schools and communities. They can be asked to explore why certain rules exist and what might happen if they did not; why principals, teachers, and other adults at school have particular types of authority; and how rules are made at school and who enforces them. They can investigate rights and responsibilities as they apply to themselves as participants in their schools and communities.

- Teachers of the middle grades can help learners apply these rights and responsibilities in specific contexts, including their studies of history. During these years, learners can play an important role in developing rules for their own classrooms. They can also apply these rights and responsibilities in increasingly complex situations with emphasis upon new applications. For example, learners can be asked to develop hypothetical communities in which certain students play different power and authority roles and they can engage in enforcing rules when infractions are constructed through simulation. Finally, they can also begin or expand on their studies of power and authority in their local communities.
- High school teachers can help learners develop their abilities in the use of abstract principles. At this level, learners can study various systems that have been developed over the centuries to allocate and employ power and authority in the governance process. For example, they can compare structures and authority roles in monarchies, dictatorships, oligarchies, and democracies. They can also study local and national power situations and respond to them intellectually and in action as developing citizens who are reaching the age to vote.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of goods and services.

Learner Expectations

People's wants often exceed the limited resources available to them, and as a result, they have invented a variety of ways to answer four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? How shall factors of production (land, labor, capital, and management) be allocated? Learners need to understand these universal questions and how they are being addressed by various groups. They also need to understand that unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of individual groups, and the economy; that the role of government in economic policy-making varies over time and from place to place; that increasingly economic decisions are global in scope and require systematic study of an interdependent world economy; and that technology plays a significant role in economic decision making.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.

They should:

- enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
- help learners compare the costs and benefits to society of allocating goods and services through private and public means;
- assist learners in understanding the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;
- guide learner analysis of the role of specialization and exchange in economic processes;
- provide opportunities for learners to assess how values and beliefs influence private and public economic decisions in different societies;
- have learners compare basic economic systems according to how they deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
- challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
- enable learners to distinguish between domestic and global economic systems, and explain how the two interact;
- guide learners in the application of economic concepts and principles in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;
- help learners critically examine the values and assumptions underlying the theories and models of economics;
- help learners to distinguish between economics as a field of inquiry and the economy.

School Applications

In focusing on the theme Production, Distribution, and Consumption, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can help learners identify human wants common to all societies as well as unique to individuals. They can introduce learners to basic economic concepts and have them explore economic decisions as they compare their personal economic decisions with those of others and consider the consequences of those decisions on themselves, as well as on groups, communities, the nation, and the world.
- Teachers of the middle grades can help learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic questions. They can expose their students to dilemmas that require difficult economic choices, help them analyze the implications and underlying values of those choices, and help them make reasoned economic decisions.
- High school teachers can help learners develop economic concepts and processes through systematic study of a range of economic and socio-political systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, employment, and trade. They can challenge learners to apply their economic knowledge to societal conditions as they analyze economic issues of past and present, clarify their own economic values, and refine their decision-making capabilities. They can also assist learners in clarifying and examining the explicit assumptions underlying both economic analyses by experts in the field, and the prevailing theories/models of economics.

SCIENCE, TECHNOLOGY, AND SOCIETY

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

Learner Expectations

Science is an enterprise that focuses on inquiry about natural phenomena; technology is the designing of things and processes to achieve practical purposes. Learners need to realize that both science and technology have had a profound effect in shaping human experience and the world around us. Tracing the impact of science and technology historically in such areas of human endeavor as agriculture, manufacturing, the production and distribution of goods and services, the use of energy, communication, transportation, information processing, medicine and health care, and warfare enables learners to understand how science and technology have influenced and been influenced by individuals, societies, and cultures.

By examining questions and issues raised historically and contemporaneously resulting from scientific inquiry and technological applications, learners can be better prepared to make informed decisions as citizens about individual choices and policy alternatives that face society. Are new technologies always better than old ones? What can we learn from the past about how the enterprises of science and technology have resulted in social changes, some of which are unanticipated? How can we cope with the ever-increasing pace of change? How can we manage scientific and technological activities so that the greatest number of people benefit from them and the rights and interests of the minority are not forfeited? How can we preserve our fundamental values and beliefs in the midst of scientific inquiry and technological change?

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology.

They should:

- enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
- provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;
- have learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes influence scientific and technological endeavors;
- prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;
- help learners to identify and interpret various perspectives about human societies and the physical world using scientific knowledge, technologies, and an understanding of ethical standards of this and other cultures;
- encourage learners to formulate strategies and develop policy proposals pertaining to science/technology-society issues.

School Applications

In focusing on the theme Science, Technology, and Society, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can help learners use their own experiences with science and technology to develop an understanding of the role that science and technology play in their lives and the lives of others. They can have them consider how inventions have altered the course of history and how society has employed technologies to modify the physical environment. They can also provide opportunities for learners to consider instances in which changes in values, beliefs, and attitudes have resulted from the communication and acceptance of scientific and technological knowledge. Teachers of young learners can also challenge them to consider ways to understand how science and technology may be used to protect the physical environment, and promote the common good.
- Teachers of the middle grades can provide opportunities for learners to extend their understanding of the roles that science and technology play in their own lives and in the lives of others. They can help learners identify examples of how science and technology have transformed individuals' lives and social institutions and how they have changed people's perceptions of and beliefs about the natural and social world. They can ask learners to weigh the need for laws and policies to govern scientific activities and technological applications.
- High school teachers can provide opportunities for learners to deepen their understanding of the roles that science and technology have played historically and contemporaneously in transforming the physical world and human society and how we need to manage change rather than be controlled by it. They can provide opportunities for learners to

confront issues involving science and technology and in so doing, guide learners as they analyze the reciprocal influence that scientific inquiry and technology and core social values and beliefs have upon one another. They can ask learners to evaluate policies and propose strategies for influencing public discussion of science and technology issues or ways of dealing with social changes resulting from new technologies. They can also challenge them to seek and consider reasonable and ethical alternatives to issues that arise when scientific theories, discoveries, or findings and social norms or religious beliefs come into conflict.

GLOBAL CONNECTIONS

Social studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

Learner Expectations

The realities of global interdependence require that learners understand the increasingly important and diverse global connections among the cultures and societies of the world. Analysis of tensions between national interests and global priorities may contribute to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, and universal human rights. Analyzing patterns and relationships within and among cultures of the world, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners examine policy alternatives that have both national and global implications.

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.

They should:

- enable learners to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;
- challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;
- guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;
- have learners analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- help learners to describe and evaluate the role of international and multinational organizations in the global arena;
- have learners illustrate how individual behaviors and decisions connect with global systems.

School Applications

In focusing on the theme Global Connections, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can build on learners' first-hand experiences and those presented to them through the media to help them to become aware of and to understand how they are affected by events on a global scale. Within this context, teachers can provide experiences through which learners examine and explore global connections, issues, and concerns. For example, learners might explore ways language or beliefs may facilitate understanding or lead to misunderstanding, or, when given examples of conflict, cooperation, or interdependence among groups, think of reasons that lead to such behavior.
- Teachers of the middle grades can encourage learners to initiate analyses of the interactions among states and nations and their cultural complexities as they respond to global events and changes. They might encourage learners to map the locations where various products they own were produced and to explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues or have learners describe and explain various specific instances of tensions between national sovereignty and global interests.
- High school teachers can assist learners in thinking systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology. They might ask learners to formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights, or to illustrate how individual behaviors and decisions connect with global systems.

CIVIC IDEALS AND PRACTICES

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

Learner Expectations

The study of civic ideals and practices, the central purpose of social studies, prepares learners for full participation in society. Examining civic ideals and practices across time and in diverse societies prepares learners to close the gap between present practices and the ideals upon which our democratic republic is based. Learners confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What should be the balance between rights and responsibilities? What is the role of the citizen in the community, in the nation, and in the world community? How can I make a positive difference?

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices.

They should:

- assist learners in understanding the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
- facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view and taking reasoned positions on such issues;
- provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- help learners to analyze and evaluate the influence of various forms of citizen action on public policy;
- prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;
- guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;
- encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;
- create opportunities for learner participation in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.

School Applications

In focusing on the theme Civic Ideals and Practices, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can introduce learners to civic ideals and practices through activities such as involving them in the establishment of classroom rules and expectations and determining how to balance the needs of individuals and the group. In addition, teachers can provide learners the opportunity to view citizenship in other times and places through stories and drama; and in their local community by following current news stories.
- Teachers of the middle grades can help learners expand their ability to analyze and evaluate the relationships between ideals and practice. In addition, they can provide opportunities for learners to envision taking civic roles in their communities. For example, they can monitor news stories of local and national political issues and conflicts, discuss what is happening, explore why it is happening, and compare ideas about what can be, is being, and should be done.
- High school teachers can help learners recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual rights and the common good. In addition, they can provide opportunities for learners to experience participation in community service and political activities and develop skill in using the democratic process to influence public policy. Most important, learners should be guided through the processes of responsible citizenship participation in all its dimensions as they face political issues as citizens approaching voting age.

B. DISCIPLINARY STANDARDS

These five disciplinary standards apply respectively to individuals seeking initial licensure (or certification) in each of the social studies discipline areas of history, geography, civics and government, economics, and psychology as well as to the teacher preparation programs that prepare them for these licenses (certificates). Although these standards should be considered the primary standards for the subject matter component of each discipline-based license, the individuals seeking these licenses and their teacher preparation programs are also expected to meet the ten thematic standards described above. It is recognized, however, that, because of the discipline focus of these licenses, the depth of knowledge and degrees of competence across the ten thematic standards will vary and will likely be less substantial than for those seeking endorsement in social studies as a broad field.

HISTORY

Teachers who are licensed to teach history should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Learner Expectations

The study of history and how historians study the past allows learners to understand their place in time and location. The knowledge base of historical content drawn from the world history provides the basis from which learners develop historical understanding and competence in ways of historical thinking. Historical thinking skills enable learners to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based. Historical understandings define what learners should know about the history of their nation and of the world. These understandings are drawn from the record of human aspirations, strivings, accomplishments, and failures in at least five spheres of human activity: the social, political, scientific/technological, economic, and cultural (philosophical/religious/aesthetic). They also provide learners the historical perspectives necessary to analyze contemporary issues and problems confronting citizens today.

Teacher Expectations

Teachers of history at all school levels should provide developmentally appropriate experiences as they guide learners in their study.

They should:

- assist learners in utilizing chronological thinking so that they can distinguish between past, present, and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines; and can compare alternative models for periodization;
- enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central question(s) addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources;
- guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;
- help learners understand how historians study history;
- assist learners in developing historical research capabilities that enable them to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations;
- help learners to identify issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision;

- guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world;
- enable learners to develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.

School Applications

In focusing on the discipline of history, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can provide learners with experiences that give them a sense of their own roots and of their connections with others and with the past. Learners can have the opportunity to begin to develop the skills of historical thinking that will enable them to differentiate past, present, and future time, and to raise questions and seek answers from historical stories and records from the past. Their historical understandings can draw from at least five spheres of human activity: social, political, scientific/technological, economic, and cultural as they study the history of their families, communities, states, region, nation, and of other nations or topics with world-wide implications.
- Teachers of the middle grades can provide learners with a more formal study of history. Learners can have the opportunity to construct timelines; to group events by broadly defined eras; to study and interpret historical documents, taking into account the context of the historical period from which the document is drawn; to formulate historical questions; and to identify the values and moral convictions of individuals who hold differing views on a dispute.
- High school teachers can engage learners in a sophisticated analysis and reconstruction of the past. Learners can be encouraged to draw upon various forms of data in order to elaborate upon information provided by historical narratives; to distinguish between accepted historical facts and interpretations; to consider multiple perspectives in interpreting the past; to make choices regarding historical sources, drawing from bibliographical studies; and to utilize historical methodologies in analyzing and defending historical arguments. For further information, see the following parallel documents that were consulted as this standard was developed: the NCSS theme, "Time, Continuity, and Change," in *Expectations of Excellence: Curriculum Standards for Social Studies* and the *National Standards for History*.

GEOGRAPHY

Teachers who are licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Learner Expectations

The study of geography allows learners to develop an understanding of the spatial contexts of people, places, and environments. It provides knowledge of Earth's physical and human systems and the interdependency of living things and physical environments. Studying geography stimulates curiosity about the world and the world's diverse inhabitants and places, as well as about local, regional, and global issues. Geography allows learners to understand and make decisions about issues at the global as well as the local level.

Teacher Expectations

Teachers of geography at all school levels should provide developmentally appropriate experiences as they guide learners in their study.

They should:

- guide learners in the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective;

- enable learners to use mental maps to organize information about people, places, and environments in a spatial context;
- assist learners to analyze the spatial information about people, places, and environments on Earth's surface;
- help learners to understand the physical and human characteristics of places;
- assist learners in developing the concept of regions as a means to interpret Earth's complexity;
- enable learners to understand how culture and experience influence people's perceptions of places and regions;
- provide learners opportunities to understand and analyze the physical processes that shape Earth's surface;
- challenge learners to consider the characteristics and spatial distribution of ecosystems on Earth's surface;
- guide learners in exploring the characteristics, distribution, and migration of human populations on Earth's surface;
- help learners to understand and analyze the characteristics, distribution, and complexity of Earth's cultural mosaics;
- have learners explore the patterns and networks of economic interdependence on Earth's surface;
- enable learners to describe the processes, patterns, and functions of human settlement;
- challenge learners to examine how the forces of cooperation and conflict among people influence the division and control of Earth's surface;
- help learners see how human actions modify the physical environment;
- enable learners to analyze how physical systems affect human systems;
- challenge learners to examine the changes that occur in the meaning, use, distribution, and importance of resources;
- help learners to apply geography to interpret the past and present and to plan for the future;
- enhance learners' abilities to ask questions and to acquire, organize, and analyze geographic information so they can answer geographic questions as they engage in the study of substantive geographic content.

School Applications

In focusing on the discipline of geography, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can provide learners with experiences that give them an understanding of the characteristics and purposes of geographic representations, such as maps, globes, and satellite-produced images. Learners can be helped to understand their local community and nearby communities. They can be taught the location of major physical and human features in the Arab World and on Earth and how these physical and human processes together shape places and ways of living. They can be given opportunities to understand how people depend upon and modify the physical environment, and how the physical environment can both accommodate and be endangered by human activities. They can be helped to understand how places, and people's perceptions of places, change over time. Learners in the early grades can be introduced to the spatial dimensions of social and environmental problems.
- Teachers in the middle grades can provide learners with experiences in making and using maps, globes, charts, models, and data bases to analyze spatial distributions and properties. Learners can begin to develop skills to analyze the physical and human characteristics of places and how different human groups alter places in distinct ways. This can include developing an ability to identify and understand how technology shapes the physical and human characteristics of places. Middle grade learners can begin to develop an understanding of how ecosystems work and how physical processes and human activities influence change in ecosystems. They can study spatial variations in population distribution and migration, as well as in the effects of migration

on the characteristics of places. They can be introduced to the processes of cultural diffusion and urbanization and to the fundamental role of energy resources in society. Middle level learners can be helped to apply a geographic point of view to solve social and environmental problems.

- High school teachers can enable learners to use geographic representations and tools to analyze, explain, and solve geographic problems. They can provide learners with experiences in applying concepts and models of spatial organization to make decisions. They can guide them in developing an understanding of how relationships between humans and the physical environment lead to the formation of places and to a sense of personal and community identity. They can also guide learners in the understanding of how multiple criteria are used to define a region and to analyze geographic issues. They can provide experiences that lead to an understanding of the interactions of Earth's physical systems and the spatial consequences of physical processes across Earth's surface. They can help learners understand the spatial characteristics of cultural convergence and divergence, and facilitate an understanding of the classification, characteristics, and spatial distribution of economic systems and the increasing economic interdependence of the world's economies. They can help learners see how differing points of view and self-interest play roles in conflict over territory and resources. They can help high school students to learn how to use geographic knowledge, skills, and perspectives to analyze problems and make decisions.

CIVICS AND GOVERNMENT

Teachers who are licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government

Learner Expectations

The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of constitutional democracy. This effective and responsible participation requires the acquisition of a body of knowledge and of intellectual and participatory skills. Effective and responsible participation also is furthered by the development of certain dispositions or traits of character that enhance the individual's capacity to participate in the political process and contribute to the healthy functioning of the political system and improvement of society.

The study of civics and government allows learners to find answers to the following questions: What is civic life? What is politics? What is government? What are the foundations of the political system? What are the basic values and principles of democracy?

Teacher Expectations

Teachers of civics and government at all school levels should provide developmentally appropriate experiences as they guide learners in their study

They should

- assist learners in developing an understanding of civic life, politics, and government, so that the learners can explore the origins of governmental authority, recognize the need for government; identify the crucial functions of government, including laws and rules; evaluate rules and laws; differentiate between limited and unlimited government; and appreciate the importance of limitations on government power;
- enable learners to understand the relationship of the Arab World to other nations and to world affairs;
- assist learners in developing an understanding of citizenship, its rights and responsibilities, and in developing their abilities and dispositions to participate effectively in civic life.
- insure that learners are made aware of the full range of opportunities to participate as citizens in the democracy and of their responsibilities for doing so.

School Applications

In focusing on civics and government, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can provide learners with experiences that give them a sense of their relationship to others and the need for rules for resolving conflicts and disagreements. They can introduce learners to government through the use of analogies with the governance of the family and the school.
- Teachers of the middle grades can provide learners with a sense of the difference between the pursuit of private interest and promotion of the common good through the use of role play, simulation, analogies, or dramatic portrayal. Through the use of selective biography, they can demonstrate the ideal of government service for the public good. They can introduce the idea of a constitution by analogy to the rules of a game (baseball, for example) and contrast that with the analogy of laws as limitations that define fair play in the game. They can introduce the idea of alternative constitutional forms by way of analogy with the differences between the rules of baseball and rules of football.

Teachers who are licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Learner Expectations

The study of economics provides learners with basic information about how people attempt to satisfy their wants and helps them employ logical reasoning in thinking about economic issues. It enables them to understand the economic issues that affect them every day, the roles they play as consumers and producers, and the costs and benefits associated with their personal decisions as well as governmental practice. It enables them to understand the universal questions: What will be produced? How will production be organized? How will goods and services be distributed? How will factors of production (land, labor, capital, and management) be allocated? and it helps them understand how these questions have been answered by various groups.

Teacher Expectations

Teachers of economics at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should assist learners in acquiring an understanding of the following principles:

- Productive resources are limited. Therefore, people cannot have all the goods and services that they want; as a result, they must choose some things and give up others.

- Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all or nothing decisions.
- Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
- People respond predictably to positive and negative incentives.
- Voluntary exchange occurs only when all parties expect to gain. This is true for trade among individuals or organizations within a nation, or among individuals or organizations in different nations.
- When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.
- Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
- Prices send signals and provide incentives to buyers and sellers. When supply and demand change, market prices adjust, affecting incentives.
- Competition among sellers lowers costs and prices, encouraging producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
- Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions.

- Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
- Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, thus affecting the allocation of scarce resources between present and future users.
- Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.
- Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.
- Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.
- There is an economic role for government to play in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.
- Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees; because of actions by special interest groups that can impose costs on the general public; or because social goals other than economic efficiency are being pursued.
- Cost and benefit analysis is complex and involves placing value on both tangible and intangible factors when making policy decisions.
- A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.
- Unemployment imposes significant personal costs on individuals and families. It can also place a heavy burden on governments. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power.
- The assumptions and values on which economic theory and public policy are based require careful analysis.

- Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all or nothing decisions.
- Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
- People respond predictably to positive and negative incentives.
- Voluntary exchange occurs only when all parties expect to gain. This is true for trade among individuals or organizations within a nation, or among individuals or organizations in different nations.
- When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.
- Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
- Prices send signals and provide incentives to buyers and sellers. When supply and demand change, market prices adjust, affecting incentives.
- Competition among sellers lowers costs and prices, encouraging producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
- Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions.

School Applications

In focusing on economics, teachers at various levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can provide learners with experiences that enable them to understand the concepts of resources, economic wants, supply and demand, goods and services, and opportunity costs. They can help learners see that resources are insufficient to provide everyone with everything they want, that people make choices that determine how resources are used, and that choice means that something is given up.
- Teachers of the middle grades can provide learners with experiences that enable them to understand the concept of scarcity, that economic choices involve trade offs, that governments and societies experience scarcity as well as individuals, and that the choices people make have consequences. They can help learners realize that the evaluation of choices and opportunity costs can be subjective in some respects and differs across individuals and societies.
- High school teachers can provide learners with experiences that enable them to understand the concepts of marginal costs and marginal benefits, how each relates to decisions concerning production and consumption, and how public policy affects such decisions. They can assist learners in understanding the economic components of virtually all public policy decisions. For further information, see the parallel documents that were consulted as this standard was developed: the NCSS theme "Production, Distribution, and Consumption" in *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, D.C.: NCSS, 1994); *Voluntary National Content Standards in Economics* (New York: National Council on Economic Education, 1997).

Teachers who are licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Learner Expectations

The study of psychology and human behavior allows learners to understand major theories that have been proposed to describe human thinking, learning, memory, development, personality, and behavior. It helps them address questions such as the following: Who am I? What factors have contributed to my becoming who I am? How can I adjust to, cope with, benefit from, and contribute to my own well-being and to the well-being of others? What is involved in mental and emotional health, and how can one become and remain mentally and emotionally healthy and prevent or overcome psychological disorders? How do biological and environmental factors affect human psychological, emotional, social, and emotional growth, development, and behavior? How can individual differences be understood? What are the concepts, approaches, procedures, and principles of conducting psychological research and reporting findings of research? How does one accurately interpret and apply the findings from research studies?

Teacher Expectations

Teachers of psychology at all school levels should provide developmentally appropriate experiences as they guide learners in their study.

They should:

- assist learners in comprehending and applying concepts, theories, and principles associated with human cognition; emotional, social, and personal development; and growth and change;
- guide learner understanding of human thinking, memory, perception, learning, development, and behavior;
- assist learners in comprehending factors associated with human adjustment and coping behaviors in various situations, during different stages of life, and in respect to particular personal and environmental situations;
- have learners consider how such factors as memory, thinking, beliefs, emotions, personality, perceptions, attitude, and abilities affect people's decisions and actions at any particular moment;
- have learners examine factors associated with the construction, revision, and use of self-concepts and identity and how these may affect an individual's thinking, feelings, decisions, and actions toward self, others, and the world;
- have learners examine factors that may have contributed to their own self-concepts and identity, including how their family, groups, peers, and communities may have been among these factors;
- have learners examine and comprehend factors associated with personality and individual differences and how personality and individual differences may be described, classified, assessed, and interpreted;
- assist learners to examine, comprehend, and apply ideas associated with mental and emotional health as well as psychological disorders, including factors contributing to and the treatment of such disorders;
- enable learners to understand interconnections between themselves and particular situations, places, time, events, and social/cultural environments and systems that may influence them as well as be influenced by them;
- insure that learners comprehend, consider the advantages and disadvantages of, and apply concepts, principles, and procedures for conducting, monitoring, applying, and interpreting sound psychology research activities;

- insure that learners consider the various codes of ethics accepted by psychologists regarding the conduct of research on human and animal subjects and the reporting of research findings;
- enable students to engage in preliminary behavioral science research, using various research paradigms and perspectives.

School Applications

In focusing on the discipline of psychology, teachers should build upon learners' knowledge, experience, and developmental capabilities.

- High school teachers can provide learners with opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting and explaining. Learners should be encouraged to study personality and individual differences and commonalities and to consider possible biological, social, cultural, economic, peer, and family influences on personality, thinking, learning, and behavior. In addition, learners can be guided in conducting and reporting psychological research as well as applying the various codes of ethics that should guide all psychological researchers.

II. PEDAGOGICAL STANDARDS

The pedagogical standards itemized below focus on teacher knowledge, competence, and dispositions beyond the subject matter that is the focus of the Subject Matter Standards above. They are intended to assure that social studies teachers possess the general pedagogical knowledge, capabilities, and dispositions needed to create the kinds of learning experiences and classroom and school environments that are envisioned by recent reform movements and validated by research. As such, these standards favor learner-centered, meaningful, integrative, value-based, challenging, and active instruction. They see teachers as instructional decision-makers, members of school-based learning communities, and members of the larger community of stakeholders who can help support the learning of students.

1. LEARNING AND DEVELOPMENT

Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development.

2. DIFFERENCES IN LEARNING STYLES

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.

3. CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

4. ACTIVE LEARNING AND MOTIVATION

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.

5. INQUIRY, COLLABORATION, AND SUPPORTIVE CLASSROOM INTERACTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

6. PLANNING INSTRUCTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community, and curriculum goals.

7. ASSESSMENT

Social studies teachers should possess the knowledge, capabilities, and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the Pedagogical Standards continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.

8. REFLECTION AND PROFESSIONAL GROWTH

Social studies teachers should possess the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners.

9. PROFESSIONAL LEADERSHIP

Social studies teachers should possess the knowledge, capabilities, and dispositions to foster cross subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.

Unit

1

State and law

Lesson 1: Constitution

Objectives

At the end of this lesson, students are expected to:

- recognize the main concepts and terms in the lesson
- identify the importance of laws for individuals and states
- distinguish the basic rules stated in the Constitution
- recognize forms of constitutions in the world
- identify the importance of Constitution.

Concepts

Constitution, legislative, judiciary, executive, customary constitutions, written constitutions, flexible constitutions, rigid constitutions, Constitutional supremacy.

Research skills

The majority of the world, But the Customary Constitution in Britain.

Teaching strategies

- Begin by showing the importance of laws for individuals while giving real-life examples, (laws while playing, laws while in school), and then expand the concept to the lives of individuals within a community.
- Begin by showing the importance of laws for individuals while giving real-life examples, (laws while playing, laws while in school), and then expand the concept to the lives of individuals within a community.
- Clarify forms of constitutions in the world and how they differ, where they are, sometimes, customary, as in Britain, and sometimes written, as the vast majority of the countries of the world.
- Start a discussion on the importance of the Constitution and discuss each of the points contained in the book.

Activity

- Participating in the implementation of lesson activities.
- Implementing activities.
- Answering the work book questions.
- Role-distribution in preparing reports.

Lesson 2: Legislative authority

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the historical conditions of the emergence of governments
- mention common characteristics of governments in the world
- recognize the most important functions and duties of the government
- recognize forms of participation of individuals in governance
- distinguish between the three authorities in terms of jurisdiction.

Concepts

Government, executive, legislative, judicial, direct democracy, Parliamentary system, indirect democracy

Research skills

- Open-ended answer: usually, Ministry of Finance.
- Open-ended answer: Security, Health, Education.

Teaching strategies

- Begin by relating to the previous lesson.
- Divide students into groups to carry out the following tasks:
 - 1.First task: the historical conditions that contributed to the emergence of governments
 - 2.Second task: the common characteristics of governments in the world
 - 3.Third task: the most important duties of the government
 - 4.Fourth task: how individuals participate in governance
 - 5.Fifth task: the three authorities and their jurisdiction.
- Each group presents its findings and shares those findings with the rest of the class.
- Then, conduct a general discussion about the results of the five tasks.

Activity

- Working in groups and implementing the required tasks.
- Participating in discussions.
- Answering the work book questions.
- Role-distribution in preparing reports.

Lesson 3: Executive authority

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- identify the functions of the executive
- recognize the importance of the relationship between executive and legislature authorities
- infer the importance of separation between authorities

Concepts

Executive authority, Democratic government, Foreign Diplomacy, Military defense, Taxes

Research skills

- Tax collection helps governments implement projects for the benefit of citizens.

Teaching strategies

- Begin by providing a definition of the executive authority, describing its various designations by countries, and then mentioning who usually heads that authority.
- Then move to discussing the functions of the executive authority in detail, while giving examples.
- In groups, students arrange the functions of the executive authority from the most to the least important, and then they present their findings.
- Each group will defend their reasons for selecting the most important functions.
- Connect ideas together while linking with the previous lesson (legislative authority), to show the importance of cooperation between the two authorities and the positive effects of that relationship. At the same time, highlight the importance of the legislative authority's supervision over the executive authority

Activity

- Participating in dialogues and discussions.
- Implementing activities.
- Answering the work book questions.
- Role-distribution in implementing presentations.

Lesson 4: Judicial Authority

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the importance of compliance with laws
- recognize the importance of spreading justice and equality
- recognize the objectives of the judicial authority
- infer the importance of cooperation between the three authorities
- know the types of courts and the jurisdiction of each
- recognize the nature and importance of the Constitutional Court.

Concepts

Judicial Authority, Law, Justice, Equality, Establishing justice, Court of First Instance, Court of Appeals, Supreme Court, Constitutional Court.

Research skills

- Open-ended answer.

Teaching strategies

- Begin by connecting with the legislative and executive authorities.
- Start a discussion about the importance of the rule of justice and equality among population on the one hand and the importance of the rule of law.
- In detail, explain the objectives of the judicial authority while giving examples
- Discuss the importance of cooperation among the three authorities without overlap, where each of them is independent in making decisions.
- Mention types of courts and the jurisdiction of each of them. Give examples
- Clarify the nature and jurisdiction of the constitutional authority.

Activity

- Participating in dialogues and discussions.
- Answering the work book questions.
- Group work.

Unit

2

Citizenship Rights and Duties

Lesson 1: Human rights

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize types of human rights
- recognize the characteristics of human rights
- infer the reason behind the Universal Declaration of Human Rights
- know the most important articles of the Universal Declaration of Human Rights
- recognize the role of the United Nations in keeping human rights.

Concepts

Human rights, Civil and political rights, Economic and social rights, Environmental, cultural and developmental rights, The Universal Declaration of Human Rights, International Covenant on Civil and Political Rights.

Research skills

- The Universal Declaration of Human Rights (UDHR) (text) is a declaration adopted by the United Nations General Assembly on 10 December 1948. The Declaration arose directly from the experience of World War II and represents the first global expression of what many people believe to be the rights to which all human beings are inherently entitled.
- The International Covenant on Civil and Political Rights (ICCPR) is part of the International Bill of Human Rights, along with the International Covenant on Economic, Social and Cultural Rights (ICESCR) and the Universal Declaration of Human Rights (UDHR). The (ICCPR) is monitored by the United Nations Human Rights Committee (a separate body to the United Nations Human Rights Council), which reviews regular reports of States parties on how the rights are being implemented. States must report initially one year after acceding to the Covenant and then whenever the Committee requests (usually every four years). The Committee normally meets in Geneva and normally holds three sessions per year.

Teaching strategies

- Preferably, this lesson should take two classes.
- Begin directly by explaining the concept of human rights. Then, students should analyze the first figure in the lesson, which includes a number of human rights.
- Classify human rights into three main categories and discuss this with students using the illustrations as examples. Then, present a range of rights and ask students to classify those rights into the previous main categories.
- In collaboration with students, analyze the characteristics of human rights.
- Provide an explanation of the conditions of the world after World War II and the reasons that prompted the need for the issuance of the United Nations Charter, and later the Universal Declaration of Human Rights.
- Students, with the help of the teacher, should read and analyze the most important articles in the Universal Declaration of Human Rights.
- Move to clarify the role of the United Nations in keeping human rights.
- Then, highlight the importance of including human rights in national constitutions, and the role of the United Nations in helping a number of people around the world.
- Ask students to write a paragraph about the importance of keeping human rights, where they should write individually. Then, organize a dialogue session in the class to discuss what students wrote.

Activity

- Participating in the implementation of lesson activities.
- Participating in dialogues and discussions.
- Answering the work book questions.

Lesson 2: Women and Children rights

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- infer the reasons behind the growing number of institutions calling for women rights
- identify treaties and conventions which focused on women rights
- infer the reasons behind the growing number of institutions calling for children rights
- identify conventions and treaties that focused on children rights
- infer the reasons for allocating special treaties for children and women.

Concepts

Rights, Women rights, children rights.

Research skills

- Open-ended answer; depending on the country.

Teaching strategies

- Begin the lesson by introducing a set of examples that highlight the role of women in society, and then clarify the most important treaties that focused specifically on women rights.
- Move to talk about the importance of caring for children, while stressing the need for creating safe conditions for children to become better participants in society in the future.
- Organize groups to answer a work sheet containing the following questions
 1. The reason for establishment institutions that called for the rights of women and children.
 2. The most important rights of women that are contained in the United Nations Charter.
 3. The most important rights which most international conventions have focused on.
 4. The most important articles of the Covenant on Children Rights
 5. How social habits affect women's lives.
- Students present their findings. Organize a dialogue session.

Activity

- Participating in the implementation of lesson activities.
- Group-work.
- Answering the work book questions.
- Role-distribution.

Lesson 3: Global Citizenship

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the impact of scientific development on citizenship
- infer the importance of representing the values of global citizenship
- recognize the main pillars of global citizenship
- identify ways to reach global citizenship
- recognize the significance of teaching global citizenship.

Concepts

Global Citizenship, UNESCO, Sustainable development, Justice and equality, Culture.

Research skills

- Global warming, pollution and climate change are the main environmental challenges that face the world in the modern era.

Teaching strategies

- Begin by asking some questions about some objects in the classroom, (where was it manufactured? how did it reach us? ... etc.) in order to help student infer the importance of cooperation between countries. Then, move to the impact of a certain weather phenomena on a particular region and how it, later, affects the rest of the world.
- Take the concept of citizenship from a local scope to a more comprehensive scope while emphasizing the idea that all human beings belong to one world will have one future.
- In detail, discuss the main pillars of the concept of global citizenship and give examples.
- Explain the ways to reach global citizenship through text analysis and discussion. Then, discuss the importance of teaching global citizenship education.

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- Eventually, ask some students to develop a special definition of global citizenship that highlights its importance.

Activity

- Participating in dialogues and discussions.
- Answering the work book questions.
- Implementing activities.
- Role-distribution.

Unit

3

Living Together

Lesson 1: Freedom

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize types of freedom
- infer the positive effects of responsible freedom
- realize the impact on the freedom on both the individual and society
- recognize the relationship between freedom and the spread of security and peace.

Concepts

Freedom, Legal freedom, Political freedoms, Social freedoms, Civil freedom, Limitations of freedom, Irresponsible freedom.

Research skills

- The practice of behavior without respect for the freedom of others.

Teaching strategies

- Introduce the lesson by asserting the right of everyone to live and practice their daily activities. Then, present the concept of freedom while highlighting that there should be no conflict between the various desires and freedom; by respecting the freedom of the other.
- Present types of freedoms, and then provide a variety of examples, and ask students to classify these types into suitable types.
- Introduce the concept of freedom limitations, and explain how these limitations enable each of us to exercise freedom without abusing the right of others.
- Explain the importance of the Constitution in ensuring the freedom of individuals.
- Discuss with students the positive effects of freedom on both individual and society.
- Ask students to write a simple paragraph, individually (life without freedom), and then discuss some of the answers in class.

Activity

- Participating in dialogues and discussions.
- Implementing activities.
- Answering the work book questions.
- Role-distribution in presentations.

Lesson 2: Justice

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the positive effects of justice in society
- identify the main pillars of justice
- recognize the effects of the rule of justice
- recognize the practical procedures to ensure the implementation of social justice in society.

Concepts

Justice, Social and economic development, Local level, Global level, Social Justice.

Research skills

- International Court of Justice.

Teaching strategies

- Introduce the lesson by presenting the concept of justice, its importance and its positive impact on society. Provide examples.
- Move to group work by preparing a work sheet that contains the following questions:
 1. What are the pillars of justice?
 2. What are the results of the rule of justice?
 3. What are the practical procedures to achieve social justice in society?
 4. What is the impact of justice on the members of society?
- After the end of the task, groups present their findings with a discussion of answers.
- Students perform an activity individually to answer the question: How would life be without justice?

Activity

- Participating in dialogues and discussions.
- Group-work to carry out missions.
- Answering the work book questions.
- Role-distribution in implementing presentations.

Lesson 3: Equality

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- realize the common qualities of humans
- recognize the principles of equality
- recognize the forms of equality
- infer the positive effects of equality among members of society.

Concepts

Equality, Equality before law.

Research skills

- The Declaration arose directly from the experience of World War II and represents the first global expression of what many people believe to be the rights to which all human beings are inherently entitled.
- Mainly UK, Germany, Netherlands and some other countries.

Teaching strategies

- Introduce the lesson by providing a definition of equality and illustrating with examples.
- It is essential to differentiate between the concepts of justice and equality by giving preliminary examples.
- Move to clarifying the principle of equality before law and equality in rights and duties, and illustrating the positive effects for the implementation of these principles on the life of the individual and society.
- Present some examples that show lack of equality and the negative effects of it. Provide examples of inequality that occurred in some countries of the world, for instance, South African.
- Ask students to express their feelings if they were treated with inequality to create negative attitudes about inequality.

Activity

- Participating in discussions
- Answering the work book questions.
- Implementing activities.
- Role-distribution in preparing proposals.

Unit

4

World around Us

Lesson 1: The Continent of Africa: Area and Population

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- determine the geographical location of the continent of Africa
- compare the continent of Africa with other continents in terms of area and population
- recognize the most important features of population
- analyzes tables, graphs and charts correctly
- infer population relationships through information and data analysis
- infer the reasons for the difference in the distribution of the population of the continent
- recognize the most important demographic characteristics of the countries of Africa.

Concepts

Ocean, Suez Canal, Strait, Equator, Tropic of Cancer, Tropic of Capricorn, dwarfs

Research skills

- Comoros is an African Arab state which lies in the Indian Ocean.
- Comoros is the smallest Arab nation on the continent of Africa in terms of area.
- South Africa is the first producer of gold in the world.

Teaching strategies

- Begin by showing the world map and determining the geographical location of the continent of Africa, and then show a detailed map of the continent of Africa, indicating regions and countries in the continent.
- Provide information on the area and population of the continent.
- Ask students to analyze the table and identify countries on the map.
- With students, make comparisons between countries' areas using the data contained in the lesson.
- Students analyze the "population in the world" graph. Then, they should make comparisons regarding the population in the countries of Africa.

-
- Explain the factors that have affected the distribution of the population within the continent.
 - With students, start a discussion about the areas where the Arabic language and the Islamic religion spread in the continent.
 - Mention the continent's most important natural resources and investment barriers.
 - Analyze the demographic characteristics of the continent by analyzing the table and asking questions.

Activity

- Analyzing maps content.
- Analyzing graphs and tables.
- Extracting information and analyzing data.
- Answering the work book questions.
- Role-distribution for the purposes of a comparison.
(You can use datasheet by the United Nations).

Lesson 2: The Continent of Africa: Terrains and climate

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the most important forms of the earth surface in the continent of Africa
- infer the relationship between the breadth of space and climate diversity
- recognize the most important botanical regions in Africa and their characteristics
- identify the most important natural sights in the continent
- infer the causes of climate diversity in the continent of Africa
- realize the impact of climate diversity on agricultural production
- recognize the most important natural resources in the continent.

Concepts

Natural environments, Climatic and botanical regions, Flooding plains, Seasonal forests, Tropical forests.

Research skills

- Mountains of Toubkal in Morocco.
- Ethiopia, Sudan, Egypt, Uganda, Congo-Kinshasa, Kenya, Tanzania, Rwanda, Burundi, South Sudan and Eritrea.

Teaching strategies

- Begin by showing a map of Africa and link between the expansion of space and the diversity of climatic regions. Display and locate the prominent landmarks of the continent.
- Move to group work through dividing the class into four groups; each group deals with one of the following topics: (mountains, highlands, plains, rivers).
- Supports groups during presentation in positioning on the map.
- The same groups will study and present information about the climatic regions, where each group deals with two regions (climatic, botanical characteristics and animal).

-
- Help in determining the extension of regions on the map .Students should use the pictures in the book to distinguish between regions.
 - At the end of the task, link ideas together, and link between scientific progress on the one hand with economic progress on the other hand. Also, make a comparison between the north and south of the continent.

Activity

- Participating in dialogues and discussions.
- Group-work and implementing the required tasks.
- Answering the work boo k questions.
- Role-distribution in implementing presentations.

Lesson 3: The Continent of Europe: Area and population

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson.
- determine the geographical location of the continent of Europe
- compare the continent of Europe with other continents in terms of area and population
- recognize the most important features of the population
- analyze tables, graphs and charts correctly
- recognize the most important demographic characteristics of the continent's population
- recognize the most prominent features of economic development in the continent.
- explain the spread of European languages in the countries of the world.

Concepts

Eurasia, Peninsulas, Geographical discoveries, Industrial revolution

Research skills

Great Britain is the largest European island in terms of area.

Teaching strategies

- Begins by showing the world map and determining the geographical location of the continent of Europe while locating neighboring areas.
- After that, present the map of Europe and locate some countries in the continent and neighboring water bodies.
- Moving to group-work and distribute tasks:
- The first group: geographical and astronomical location of the continent.
- The second group: area.
- The third group: population.
- Organize the work of the groups and the presentation, then write the main ideas on the board.
- Provides additional information by the analysis of the graphs and the tables.

Activity

- Group-work.
- Analyzing map content.
- Extracting information and analyzing data.
- Answering the work book questions.
- Role-distribution in preparing proposals.

Lesson 4: The Continent of Europe: Terrains and climate —

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the most important forms of the earth surface in the European continent
- infer the relationship between the breadth of space and climate diversity
- recognize the most important climatic regions in the continent and their characteristics
- infer the relationship between climate diversity and agricultural progress
- realize the importance of scientific progress and its impact on countries
- recognize the most important natural sights in the continent.

Concepts

Climate Regions, Taiga, Tundra.

Research skills

- Norway, Sweden, Denmark, Finland and Iceland.

Teaching strategies

- Begin by showing the natural map of the continent of Europe and locating the main forms of the earth surface.
- In a presentation, show forms of the earth surface while positioning them on the map, and then describe the most important characteristics of those areas.
- Move to mentioning the most important natural features and include pictures to illustrate.
- In a group-work, present a work sheet containing a comparison between climatic regions in the continent in terms of heat, rain, plants and animals. When students finish, they should presents their findings.
- Link between the climate diversity in the continent with the diversity of production, and the impact of the natural characteristics of the continent in the distribution of the population.

Activity

- Participating in dialogues and debates.
- Group-work and implementing the required tasks.
- Answering the work book questions.
- Role-distribution in preparing reports.

Unit

5

Human and Civilization

Lesson 1: The Ancient Egyptian Civilization

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the geographical location the Egyptian civilization
- infer the importance of the Nile River in the Egyptian civilization
- trace the most important stages of the Egyptian civilization
- recognize the political, social and economic organization of Egyptian civilization
- recognize the most prominent achievements of the Egyptian civilization .

Concepts

Egyptian civilization, Pharaoh, Pyramids, Hyksos, Ptolemies, Hieroglyphic, Mummification.

Research skills

- Relative to the Macedonian Alexander, who built it.

Teaching strategies

- Begin by showing a map of Egypt and refer to the course of the Nile, its importance in agriculture and how that was reflected on the development and prosperity of the Egyptian civilization. Then, show trade routes with Yemen, Levant and Greece.
- Explain the political and religious system and the absolute authority of the pharaoh. Then, explain the stages of the evolution of the Egyptian civilization by building a line while highlighting the most important military events for each stage.
- Move to display the achievements of the Egyptian civilization in various fields.
- In groups, ask students to write a paragraph about the importance of religion as an essential influence in all aspects of the Egyptian civilization, and then discuss answers.

Activity

- Working in groups and implementing the required tasks.
- Implementing activities.
- Answering the work book questions.
- Role-distribution in preparing reports.

Lesson 2: The Greek Civilization

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the geographical location the Greek civilization
- realize the impact of the location on the nature of economic activities
- trace the chronological evolution of the Greek civilization
- recognize the political, social and economic organization of the Greek civilization
- identify the most prominent achievements of the Greek civilization
- recognize the most important wars of the Greek civilization.

Concepts

Greek Civilization, Alheilinen, Philosophers, The Iliad, The Odyssey, Peloponnesian, Expansion of Macedon, the Olympic Games.

Research skills

- Plato, Aristotle, Socrates, Call for wisdom and ethics.

Teaching strategies

- Begin the lesson by showing a map of Greece. Point to the geographical location and explain the impact of the geographical nature of the region in the emergence of state-cities. After that, clarify the relationship between the geographical environment and economic activities.
- Move to illustrate the historical development of the Greek civilization from its beginning until its fall. Mention the most important wars until the Macedonian expansion phase and the kingdoms that have emerged after the fall of the empire.
- Ask students to work in groups and hold a discussion on the most important achievements of the Greek civilization to humanity. (Architecture, literature, mathematics).

Activity

- Participating in dialogues and debates.
- Working in groups and implementing the required tasks.
- Answering the work book questions.
- Role-distribution in implementing reports .

Lesson 3: Romanian Civilization

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the geographical location of the Romanian civilization
- identify the stages of the Romanian civilization from beginning until fall
- realize the historical events that contributed to the division of the imperial civilization into two parts
- recognize the causes of the collapse of the Western Empire and the Byzantine Empire
- recognize the most prominent achievements of civilization Romanian Empire

Concepts

Romanian Civilization, Absolute Monarchy, Empire, Punic wars, Empire of west Romania, Empire of Byzantine, Ottoman Empire, Triumphal arches.

Research skills

- The Germanic peoples are an ethno-linguistic Indo-European group of Northern European origin. They are identified by their use of Germanic languages, which diversified out of Proto-Germanic during the Pre-Roman Iron Age. The term “Germanic” originated in classical times when groups of tribes living in Lower, Upper, and Greater Germania were referred to using this label by Roman scribes. The Roman use of the term “Germanic “ was not necessarily based upon language, but rather referred to the tribal groups and alliances that lived in the regions of modern-day Luxembourg, Belgium, Northern France, Alsace, the Netherlands, and Germany, and which were considered to be less civilized and more physically hardened than the Celtic Gauls. Tribes referred to as “Germanic” by Roman authors generally lived to the north and east of the Gauls.
- They used the method of exchanging of goods and services (Barter).

Teaching strategies

- Begin by displaying the map of Europe and locate the region of the origin of the Roman civilization. Explain that the appropriate climatic conditions helped in the prosperity of agriculture. (It is essential to assert the relationship between agriculture and the development of ancient civilizations. Remind students with the Egyptian civilization).
- Move to the stages of the evolution of the Roman civilization and the factors associated with each stage until the expansion phase. Mention the most important wars of the empire (show the map of the great expansion of the Roman Empire).
- After that, describe the division stage in terms of conditions and geographical areas for each of the two empires; Western and Byzantine, until the fall stage .
- Show how the Greek civilization affected the Roman civilization, and then present the impact of the Roman civilization on many Arab countries, particularly Levant (the city of Jerash in Jordan is an example).
- At the end, it is essential to show the stages of cultural change over time by tracing how civilizations are sequential. Remind with the emergence and prosperity of the Greek civilization, and then its fall. Also, mention the Roman civilization's expansion and then the division stage. Finally, describe the emergence of the Ottoman Empire, which came after the fall of the Byzantines.

Activity

- Participating in dialogues and discussions.
- Implementing activities.
- Answering the work book questions.
- Role-distribution in preparing presentations.

Unit

6

Human and Environment

Lesson 1: Natural disasters and hazards

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- distinguish between the natural hazards and disasters
- recognize the relationship between the disaster and the region where it occurs
- identify positive and negative effects of natural disasters
- recognize the kinds of natural hazards and disasters
- recognize the factors that affect the size of losses resulting from natural hazards.

Concepts

Natural hazards, Disasters, Cyclones, Tornado, Catastrophic hazards, Flood, Human hazards, Landslide, Earthquake, Ozone layer.

Research skills

- Flood plain is an area of land adjacent to a stream or river that stretches from the banks of its channel to the base of the enclosing valley walls and experiences flooding during periods of the high discharge. In other words, a floodplain is an area near a river or a stream which floods when the water level reaches flood stage.
- A cyclone is a large scale air mass that rotates around a strong center of low atmospheric pressure.
- A tornado is a rapidly rotating column of air that spins while in contact with both the surface of the Earth. Tornadoes come in many shapes and sizes, but they are typically in the form of a visible condensation funnel originating from the base of a huge storm cloud, whose narrow end touches the earth and is often encircled by a basal cloud of debris and dust. Most tornadoes have wind speeds less than 110 miles per hour (180 km / h), are about 250 feet (80 m) across, and travel a few miles (several kilometers) before dissipating. The most extreme tornadoes can attain wind speeds of more than 300 miles per hour (480 km/h), are more than two miles (3 km) in diameter, and stay on the ground for dozens of miles (more than 100 km).

Teaching strategies

- Begin the lesson by making distinction between the concepts of hazard and disaster, and explaining how location is related with these natural phenomena.
- It is essential to explain that natural disasters are part of the natural processes occurring on the planet, and earth with its current form is the product of those operations through millions of years. Provide examples (soil, flood plains, water springs....etc.).
- Move to the classification of natural hazards and disasters, while giving examples related to each category.
- Refer to the human impact in the modern era in creating some hazards as a result of construction work, making roads and some mistakes that may occur, and these mistakes, whether human or natural have subsequent results.
- Clarify the factors that affect the size of losses caused by natural hazards, and highlight the contrast between developing and developed countries in their ability to face those hazards or address and overcome the results.

Activity

- Participating in dialogues and discussions.
- Implementing activities.
- Answering the work book questions.
- Role-distribution in preparing presentations.

Lesson 2: Earthquakes and volcanoes

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the effects of both earthquakes and volcanoes
- identify the prone to earthquakes and volcanic areas
- be familiar with safety procedures in case of earthquake
- recognize the benefits of volcanoes.

Concepts

Earthquakes, Volcano, Ring of Fire, Tsunami, Active volcano, Extinct volcano, Soil fertility.

Research skills

- The Richter magnitude scale (also Richter scale) assigns a magnitude number to quantify the size of an earthquake. The Richter scale, developed in the 1930s, is a base-10 logarithmic scale, which defines magnitude as the logarithm of the ratio of the amplitude of the seismic waves to arbitrary, minor amplitude as recorded on a not standardized seismograph at a standard distance.
- Richter is most famous as the creator of the Richter magnitude scale, Richter first used the scale in 1935 after developing it in collaboration with Beno Gutenberg; both worked at the California Institute of Technology.
- A tsunami is a series of waves in a water body caused by the displacement of a Large Volume of water, generally in an ocean or a large lake.
- An active volcano is a one that has erupted once and is likely to erupt at any time, while an extinct volcano is a one that erupted once but will not erupt again.

Teaching strategies

- Introduce the lesson by defining earthquakes and volcanoes and linking with the previous lesson; natural hazards and disasters.
- Move to group work by dividing the class into several groups to implement two tasks:
 1. First task: earthquakes: (definition, negative results of earthquakes, prone to earthquake areas, safety procedures in case of earthquakes).

2. Second task: volcanoes: (definition, negative and positive results of volcanoes, the prone to volcanoes areas).

- When time ends, groups show their findings and start a discussion.
- Clarify some major points with reference to marine earthquakes and their consequences while using pictures to illustrate. Refer to the most violent earthquakes and volcanoes that have occurred.

Activity

- Participating in dialogues and discussions.
- Group work
- Answering the work book questions.
- Role-distribution in preparing reports.

Lesson 3: Floods and hurricanes

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- identify the factors that cause floods and hurricanes
- recognize floods and hurricanes results
- recognize the factors that affect the strength of the floods and hurricanes
- be familiar with the characteristics and types of forests
- identify the strongest floods and hurricanes that have ever occurred.

Concepts

Flood, Hurricane, Fertile Plain.

Research skills

- Plains: Nile, Tigris, and Euphrates.
- By satellites we can monitor the movement of hurricanes.

Teaching strategies

- Begin by linking with previous lessons while introducing floods and hurricanes (these concepts were addressed in the first lesson of the unit).
- Move to group work to implement two tasks
 1. First task: floods: definition, reasons for its occurrence, risks, and positive results).
 2. Second task: hurricanes: (definition, areas of occurrence, reasons for its occurrence, negative results).
- After the end of the allotted time, groups show their findings.
- It is very essential to show the negative impact of human behavior on environment which increases the severity of floods. Mention some of the examples in the lesson of the most violent incidents of these natural hazards.

Activity

- Participating in dialogues and discussions.
- Group work.
- Answering the work book questions.
- Role-distribution in preparing reports.

Lesson 4: Drought

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize causes of drought
- recognize types of drought
- recognize the direct effects of drought
- identify areas most prone to drought
- appreciate the role of science in the face of drought.

Concepts

Drought, Desalination of sea water, Permanent Drought, Seasonal Drought, Urgent Drought.

Research skills

- Iraq
- Migration of the countries of the Sahara and East Africa, such as Somalia.

Teaching strategies

- Begin the lesson with a simple description of water cycle in nature, and climatic regions.
- Explain the concept of drought, the factors that contribute to it and its types. Then, explain why the urgent drought is the most dangerous. Refer to the ability of some countries to partially solve the problem of water shortage by accessing other sources such as the Arab Gulf states.
- Organize a discussion about the expected effects of drought.
- It is important to show the negative impact of human encroachment on nature and how, thus, ecosystems change.

Activity

- Participating in dialogues and discussions.
- Group work.
- Answering the work book questions.
- Role-distribution in preparing reports.

Unit

7

Economic Issues

Lesson 1: Labor types

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the elements of the production process
- identify the characteristics of labor
- distinguish types of work
- infer the reasons for the emergence of specialization in labor
- recognize the advantages of the division of labor
- infer the importance of labor and its effects on the individual and society.

Concepts

Labor, Goods, Services, Capital, Land, Management, Administrative labor, Manual labor, Mental labor, Specialization in labor.

Research skills

- Boredom and repetition.

Teaching strategies

- Introduce the lesson by simple examples, and then implement the activities of the lesson in group work. Divided students to perform five tasks:
 1. First task: definition of labor, goods, services, and elements of labor.
 2. Second task: definition of labor, manual labor (handwork), mental labor, labor characteristics.
 3. Third task: definition of labor, administrative labor, executive labor, manual labor (handwork), mental labor.
 4. Fourth task: definition of labor, the concept of specialization in labor, the reasons for the emergence of specialization in labor, the advantages of the division of labor.
 5. Fifth task: definition of labor, the impact of positive labor on the individual and society.
- After the end of the presentation and exchange of ideas between the students, the teacher Bashir to the importance of work in the continuing evolution of human life and its effects on the individual.

Activity

- Participating in dialogues and discussions.
- Group work.
- Answering the work book questions.
- Role-distribution in preparing reports.

Lesson 2: Supply And Demand

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- deduce the cause of the different values of things
- recognize the importance of the market in economic life
- recognize the factors affecting the market economy
- realize the relationship between supply and demand
- recognize the factors affecting demand
- recognize the factors affecting supply.

Concepts

Supply, Demand, Market, Consumer, Product name, Demand law, Supply law, Consumer taste, Consumer income, Profit, Production elements, Taxes.

Research skills

- Land, labor, capital and administration.

Teaching strategies

- Introduce the lesson by addressing the concept of need and desire in addition to analyzing the examples in the lesson (preferably, this activity should be done)
- Through dialogue and discussion, put forward the concept of market, its importance, its forms and the evolution of its forms over time. Then, mention the factors affecting the market economy; supply and demand which are the main themes of the lesson.
- Explain the concept of demand and the law of demand while analyzing the related graph, and then discuss the factors affecting demand. Ask students open-ended questions about those factors.
- Move to explaining the concept of supply, and the law of supply while analyzing the related graph, and then discuss the factors affecting supply. Ask students open-ended questions about those factors.

-
- **(The second class)** This class is mainly a group work. Prepare a work sheet which includes the main themes of the topic. Dialogue and discussion among groups is essential, after finishing the work sheet, in order to ensure students' ability to draw conclusions and build relationships.

Activity

- Participating in dialogues and discussions.
- Participating in the implementation of lesson activities.
- Answering the work book questions.
- Role-distribution in preparing reports.

Lesson 3: Competitive Advantage

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- infer the results of the various and changing desires and buying abilities of consumers
- recognize the internal and external factors for the emergence of the competitive advantage
- recognize the importance of sustaining a competitive advantage
- recognize the strategies of the competitive advantage.

Concepts

Competitive advantage, Internal factors, External factors, Sustaining competitive advantage, Cost advantage, Differentiation advantage, Cost leadership strategy, Differentiation strategy, Focus strategy.

Research skills

- Toyota, Samsung and Nike.

Teaching strategies

- Preferably, address this topic in two classes; the first is based on group work, the second is based on explaining and discussing the themes of the lesson.
- Introduce the lesson by connecting with the main concepts of the previous lesson and the factors affecting both supply and demand.
- Move to group work. Divide students into groups where each group should think of a project (name of the project, the target group, its goals and strategies to achieve success and achieve a competition advantage).
- When groups finish, they should present their findings, start a discussion and write results on wall charts.
- In the second class, discuss the concept of competitive advantage thoroughly, while highlighting its strategies.
- Review and emphasize, with students, the ideas of the previous class and ask students if they will change any of their projects or strategies.

Activity

- Participating in dialogues.
- Working in groups and implementing the required tasks.
- participate in presentations.
- Answering the work book questions.
- Role-distribution in preparing reports.

Unit

8

Evolution Across time

Lesson 1: Middle Ages

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- recognize the most important historical events in the period of the Middle Ages
- recognize the conditions of the division of the Roman empire and its fall
- recognize the most prominent achievements of the Islamic civilization in the Middle Ages
- compare between the economic and social conditions of Levant and Europe.

Concepts

Middle Ages, Ottoman Empire, Barbarians, Byzantine, Dark Ages, Feudal System, Crusades, Hundred Years War.

Research skills

- Al-Farabi, Ibn Sina Ibn Rushd and Al-Khwarizmi.

Teaching strategies

- Introduce the lesson by asking open-ended questions about the Roman civilization. Then, move to display the events that are prominent in the separating historical periods.
- Describe the conditions of the Roman Empire in terms of the division stage and the fall of the Western Roman Empire stage.
- Use the narrative style to display the features of the civilizations in those ages, particularly, the Islamic civilization and Europe, and the most important innovations and achievements of the Islamic civilization. On the other hand, describe the feudal system and the authority of the Church on aspects of life in Europe.
- Highlight the negative aspects of the feudal system and the negative practices of the clergy then the spread of corruption and finally, the Crusades.
- Move to display the last part of the situation in that period, the splits and

the most prominent historical events until the fall of Constantinople in the hands of the Ottomans.

- It is important to use maps and analyze them along with the analysis of texts.

Activity

- Participating in dialogues.
- Participating in the presentations
- Answering the work book questions.
- Role-distribution in preparing reports.

Lesson 2: Geographical Expeditions

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- identify the impact of the Islamic civilization in the European Renaissance
- recognize the results of the European Renaissance
- be familiar with the movement of geographical expeditions
- recognize the results of the geographical expeditions movement.

Concepts

Renaissance, Astrolabe, Compass, Cape of Good Hope , Slave markets

Research skills

- Used in marine navigation.

Teaching strategies

- Introduce the lesson by reminding students of the influence of Islamic civilization in Europe and asserting that a large part of that knowledge was transferred to Europe. Introduce them, after that, to the results of the European Renaissance.
- Display a map of the world and refer to the concept of the ancient world (Asia, Africa and Europe) while highlighting that the rest of the continents are called the “New World”, and that this New World was known after the expeditions movement.
- Move to group work: divide students to carry out three tasks:
 1. Portuguese expeditions
 2. Spanish expeditions
 3. English and French expeditions.Groups should organize ideas and analyze accompanying maps. Groups, when finished, should display their findings. Help and guide when needed, and show expeditions routes.
- Finally, analyze the results of the geographical expeditions movement.

Activity

- Participating in dialogues.
- Working in groups and implementing the required tasks.
- participate in the presentation
- Answering the work book questions.
- Role-distribution in preparing reports.

Lesson 3: Industrial the Revolution

Objectives

At the end of this lesson, students are expected to:

- know the main concepts and terms in the lesson
- identify the importance of the industrial revolution
- infer the reasons for the beginnings of the revolution in Britain
- recognize the economic life in the pre-revolution period
- recognize the effect of the industrial revolution in industry and transportation
- recognize the most important results of the industrial revolution in a number of areas.

Concepts

1. Industrial the revolution.
2. Spinning jenny.
3. Political stability.

Research skills

- Hargreaves (1722 - 1778). He was one of three inventors responsible for mechanizing spinning. Hargreaves is credited with inventing the spinning jenny in 1764.
- He was a French military leader and emperor who conquered much of Europe in the early 19th century. Napoleon successfully waged war against various coalitions of European nations and expanded his empire. However, after a disastrous French invasion of Russia in 1812, Napoleon abdicated the throne two years later and was exiled to the island of Elba.

Teaching strategies

- Introduce the lesson by linking the historical sequence of events with the previous lessons.
- After discussing the concept (Industrial the Revolution) , move to describing the factors that gave Britain a leading position in the industrial revolution.
- Review of the most important aspects of life in the pre-revolution period, and then explain the stage of growth, the factors that contributed to it and identify the developments that have taken place in the field of industries, in particular, the spinning industry, the steam engine, coal,

iron and the developments of transportation. Then, describe the stage of the spread of the industrial revolution.

- Analyze and discuss the results of the industrial revolution; economic, political and social results and highlight that it was a turning point in the history of humanity.

Activity

- Participating in dialogues.
- Participating in the presentation
- Answering the work book questions.
- Role-distribution in preparing reports.