

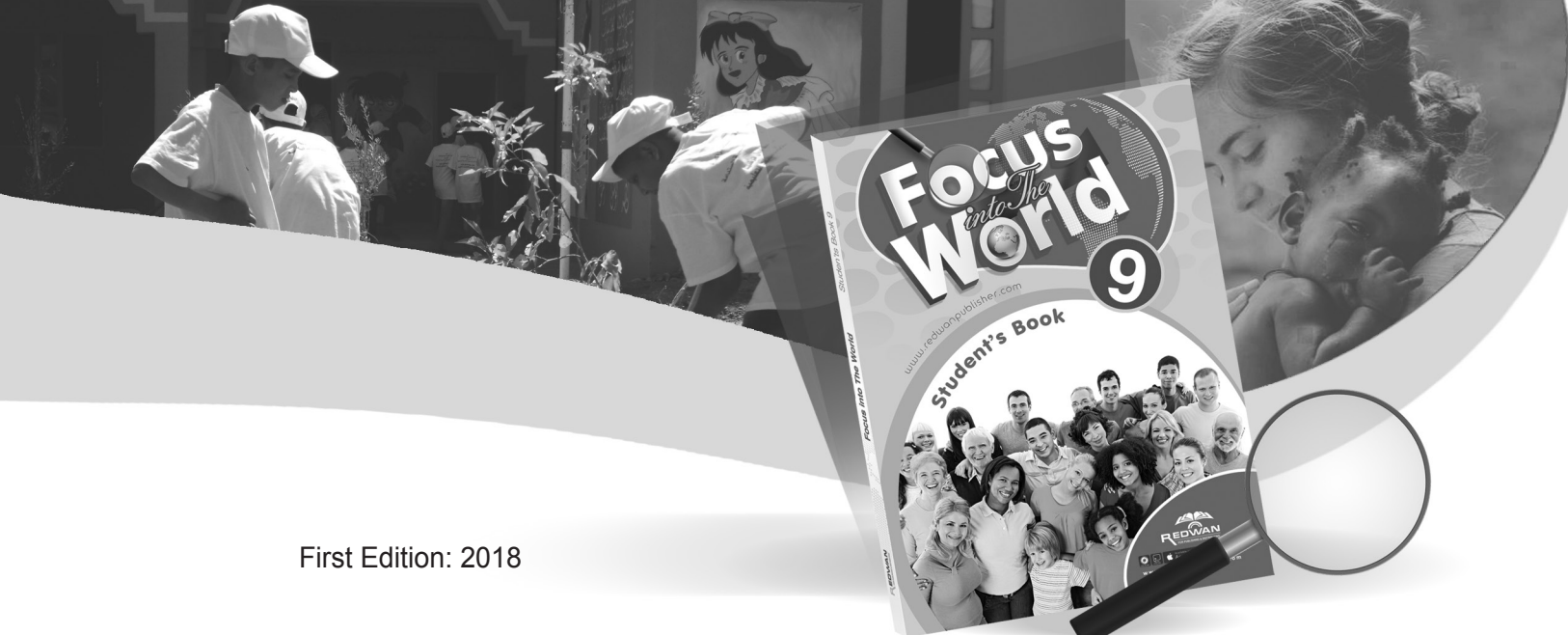
FOCUS *into The* WORLD

Teacher's Book **9**

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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

Lessons 1: International Relations

Objectives

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

- know the main concepts and terms in the lesson.
- make inferences about the importance of relations between countries.
- Make inferences about cooperation between human societies, and that it leads to progress and development.
- make inferences about the impact of the differing characteristics of
- countries in need of cooperation among them.
- recognize the causes of making international organizations.
- recognize that the functions of the diplomatic mission.

Concepts:

International Relations, strategic location, United Nation, Embassy, Gulf Cooperation Council.

Research

1. Embassies appeared for the first time in Italy during the thirteenth and fourteenth centuries.
2. United Nations, with its headquarter located in New York City, is the largest international diplomatic organization.

Teaching strategies

- Start by introducing the lesson as a story that shows the development of human societies.
- Refer to the differences between countries: area, population, elements, progress and location.
- Highlight the importance of stability in the progress of human society,
- unlike the state of war and conflict. Also, how the process of diplomatic representation does take place.

-
- Highlight the importance of a regional and international organizations and their role in the economic progress and political stability.
 - Combine the strategy of dialogue and discussion with collaborative work through distributing the main themes in the form of a work sheet to be
 - implemented within the classroom in a process of discussion and exchange of information between students.

Activity

- Working in groups and implementing the required tasks.
- Participating in the implementation of lesson activities.
- Participation in answering research issues
- Implementing activities.
- Answering the work book questions.
- Role-distribution in implementing presentations.

Lesson 2: The United Nations

Objectives

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

- At the end of this lesson, students are expected to:
- Recognize that the concepts and terms contained in the lesson
- Identify the historical conditions of the emergence of the United Nations.
- Recognize the official languages of the United Nations.
- Mention the goals of the UN.
- Be familiar with the principles which guide the Nations United at her job.
- Distinguish between the functions of the Security Council and the General Assembly.
- Recognize the organizational structure of the United Nations.
- Recognize the most important UN agencies and their goals.
- Appreciate the positive effects of the United Nations.

Concepts:

United Nations, General Assembly, the Security Council, UNICEF, UNESCO, the World Health Organization, UNHCR

Research

- The name “United Nations” was proposed by the President of US United at the time Franklin D. Roosevelt
- The United Nations’ Headquarter is an International area and located in the United States.

Teaching strategies

- Start the lesson by relating it to the previous lesson.
- Divide the students into groups to carry out the following tasks
 1. The first task: origin and languages
 2. The Second task: goals and tasks
 3. The third task : organizational Structure

4. The fourth task: the General Assembly and the Security Council.

5. The fifth task: agencies and goals.

- Let each group presents its findings of ideas and knowledge and shows it to the rest of the students.

Activity

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

Lesson 3: Organization of Islamic Cooperation (OIC)

Objectives

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

- Identify the reasons for the emergence of the Islamic Cooperation Organization.
- Recognize the most important goals of the Islamic Cooperation Organization
- Distinguish the most important principles of the Islamic Cooperation Organization
- Mention the most important departments that make up the Organization of Islamic Cooperation
- Mention the most important objectives of the Organizations that belong to the Islamic Cooperation Organization
- Compare between UNESCO and ISESCO.

Concepts:

Organization of Islamic Cooperation, IESCO

Research

- Both organizations are working in the same fields; in education, science and culture. UNESCO follows to the UN while IESCO follows to the Islamic Cooperation Organization

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Teaching strategies

- Start by using the dialogue strategy to talk about the reason for the emergence of the organization, and then analyze the map to learn about the countries of the Islamic world and how they extend through continents.
- Carry out the lesson through collaborative work to do the following tasks:
 1. Goals of the organization.
 2. Its principles.

-
- After holding a dialogue and exchanging information, each group has a card of one of the departments and its main objectives

Activity

- Analysis of the map
- Collaborative work for the implementation of the first task and then hold a dialogue and debate.
- Collaborative work for the implementation of the answer on the cards
- Implementing activities.
- Answering the work book questions.
- Role-distribution in implementing presentations.

Lesson 4: International Conflict Management

Objectives

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

- recognize the causes of international disputes
- mention the amicable solutions to resolve conflicts
- compare between amicable solutions to resolve conflicts.
- appreciate that the UN role in resolving disputes.
- identify ways of settlement of disputes by force.

Concepts

Direct negation: Good Offices, Mediation, Inquiry, Conciliation, International Court of Justice, Security Council

Research

- In ancient societies, countries preferred to resolve disputes through war
- The first issue that crystallized the whole system of arbitration was the Alpama case between America

Teaching strategies

- Start by raising the issue of the reasons behind disputes between states, the development of methods of resolving these disputes and why it became very important to resort to peaceful solutions in light of the evolution of weapons lately.
- Present the methods of peaceful solutions through dialogue and discussion about each one of these stages.
- Move to next stage that is, if those steps fail, ask students to offer some suggestions to find other solutions.
- Turn to view the UN role through the Court of Justice and the Security Council.

Activity

- Participating in dialogues and debates.
- Answering the work book questions.
- Role-distribution in implementing “Work together” at the end of the lesson.

Unit

2

**Citizenship
Rights and Duties**

Lesson 1: World Peace

Objectives

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

- recognize the concept of world peace
- compare the results of the state of war and the state of peace on human societies
- make inferences about the positive effects of promoting peace in the world
- recognize what impedes spreading peace in the world.

Concepts:

World Peace

Research

- September 21 is the International Day of Peace.
- General Assembly of the United Nations.

Teaching strategies

- Introduce the lesson through a pre-prepared presentation that contains main themes of the lesson.
- Start by analyzing the first shape in the lesson, and what meanings does it convey.
- The lesson mainly depends on building positive attitudes in students
- towards the state of peace and renunciation of war by providing examples that illustrate the negative effects of the state of war.
- Through the methods of debate and dialogue, students can provide
- proposals of ways of building peace among the nations of the world
- Present the points that show the importance of peace and the obstacles that prevent the deployment of peace. Also, make suggestions to
- overcome those obstacles.
- Encourage students to make comparison between the results of the state of war and the state of peace for human societies.

Activity

- Participating in the implementation of lesson activities.
- Participating in dialogues and debates.
- Comparing the results of the state of war and the state of peace for human societies
- Answering the work book questions.
- Role-distribution in implementing the “Work together” activity at the end of the lesson.

Lesson 2: Renunciation of Violence and Extremism

Objectives

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

- recognize the concepts of renunciation of violence and extremism.
- make inferences about the negative effects of the spread of violence in family, society and the world.
- compare between the concepts of violence and extremism.
- mention the different forms of extremism.
- recognize ways of facing violence and extremism.
- mention the most prominent extremist beliefs in the world.

Concepts:

Violence, Extremism

Research

- The most common types of violence is domestic violence against women and children

Teaching strategies

- Through dialogue and discussion with students, identify the concepts of violence and extremism, then they make a comparison between the two concepts.
- Make inferences about the negative effects of the spread of violence in family, society and the world
- Show forms of extremism, while giving examples of extremist beliefs through the human history and showing the negative aspects of those beliefs.
- Students propose ideas in an activity on how to confront violence and extremism and then discuss those proposals.
- Provides some ideas about confronting violence and extremism and compare students' suggestions.

Activity

- Participating in the implementation of lesson activities.
- Providing proposals on how to confront violence and extremism.
- Answering the work book questions.
- Role-distribution in implementing the “Work together” activity at the end of the lesson.

Lesson 3: Renunciation of Intolerance and Discrimination

Objectives

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

- recognize the concept of intolerance, its causes and its types
- be familiar with the international community's efforts in fighting intolerance.
- recognizes the most important articles in the Universal Declaration of Human Rights.
- make inferences about the adverse effects of intolerance and discrimination.
- recognize the most important forms of discrimination in the world.

Concepts:

Renunciation of Intolerance, Discrimination, The Universal Declaration of Human Rights, Human Rights

Teaching strategies

- Start by highlighting the importance of differences between members of the human society and how these differences lead to cultural enrichment of communities, and providing examples of developed communities (Canada, Switzerland, Australia)
- Use the method of discussion to reach a clear definition of intolerance and display its types and causes.
- Show the international community's efforts in fighting intolerance.
- Use the style of analysis of some of the Universal Declaration of Human Rights articles and discuss its implications.
- Start a discussion on the negative effects of each of intolerance and discrimination, while mentioning examples.
- Collect proposals

Activity

- Participating in dialogues and debates.
- submitting proposals.
- Answering the work book questions.
- Implementing activities.
- Role-distribution in implementing the "Work together" activity at the end of the lesson.

Unit

3

Living Together

Lesson 1: Respect for Pluralism

Objectives

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

- recognize the concept of pluralism.
- make inferences about the positive effects of pluralism in human society.
- recognize the kinds of pluralism and give examples.
- recognize the importance of the respecting the other's culture, language, religion, political direction.
- give examples of the positive effects of pluralism in the community.

Concepts:

Pluralism, Religious Pluralism, Cultural and Linguistic Pluralism, Political pluralism

Teaching strategies

- Start by reminding students with the most important concepts that have been addressed in the second unit to form a starting point for defining pluralism and highlighting its importance.
- Discuss with students about the diversity of customs and traditions of their families in cases of marriage or traditional dress.
- Give examples of developed societies which are pluralistic and how it is reflected positively on their progress.
- After introducing the idea of pluralism, move to show its kinds: culture, religion, language, political orientation.
- Give examples of communities which did not deal with pluralism properly and how that was reflected negatively in those communities.
- Analyze images in the lesson and show how they relate to the concept of pluralism.

Activity

- Participating in dialogues and debates.
- submitting proposals.
- Implementing activities.
- Answering the work book questions.
- Role-distribution in implementing the "Work together" activity at the end of the lesson.

Lesson 2: Tolerance

Objectives

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

- recognize the concept of tolerance
- make inferences about the importance of tolerance
- recognize the manifestations of tolerance
- identify the qualities of the tolerant human
- link between the concept of tolerance and respect for pluralism in society.
- make inferences about the relationship between the concept of tolerance and human rights.

Concepts:

Tolerance, UNESCO

Teaching strategies

- Start by linking with the previous lesson (pluralism) and introducing the idea of respecting pluralism then linking it to the concept of tolerance which is associated with the recognition of the other's culture and respecting it.
- Move to the strategy of cooperative learning where students, through groups, must perform the following tasks:
 1. The first task: the concept of tolerance its importance.
 2. The second task: the manifestations of tolerance
 3. The third task: characteristics of the tolerant human
- Groups present their findings and then organize a process of discussion.

Activity

- Group work.
- Implementing activities.
- Answering the work book questions.
- Code of conduct agreement.

Lesson 3: Active Participation

Objectives

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

- recognize the concept of citizenship
- make inferences about the kind of work which leads to achieving active citizenship.
- recognize his/her duty towards human society.
- realize the importance of respecting all cultures.
- recognize the importance of voluntary work.

Concepts:

Active Participation, Citizenship, voluntary work, duties

Teaching strategies

- Begin by displaying a world map and identifying South America on a map
- Organize groups:
 1. The first group considers geographical and astronomical location of the continent.
 2. The second group considers area.
 3. The third group considers population.
 4. The fourth group considers demographic characteristics.
- Organize groups work and highlight the main information for students after discussion on the board.
- Provide additional information and re-analyze charts and tables.

Activity

- Discussion
- Group work.
- Answering the work book questions.
- Implementing activities.
- Role-distribution in implementing presentations.

Unit

4

World around Us

Lesson 1: North and Central America: _____

Area and Population

Objectives

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

- determine the geographical location of the continent of North America.
- list the geographical regions that compose the North America.
- compare the North American continent and other continents in terms of area and population.
- recognize that the most important features of the general population.
- analyze tables, graphs and maps properly.
- infer population relationships through information and data analysis.
- recognize most important demographic characteristics of the North American countries.

Concepts:

North America, Demographic characteristics, Birth rate Death rate, Migration net.

Research

- Russia is largest country in the world.
- Mexico City is the largest populated city in North America.

Teaching strategies

- Begin by showing a world map and determine the geographical location of the North American continent and then display a detailed map of the North American, indicating regions and countries that make up the continent.
- Give a brief history of the discovery of the continent, and provide information on the area of the continent.
- Students analyze the diagram.
- Compare between countries using space data contained in the lesson.
- Provide information on Greenland Island and present its own images.
- Students analyze a graph about the population in the world, and make comparisons.

-
- Explain linguistic distribution in the continent and explain its causes while linking with historical aspects and clarifying the reasons for the economic progress of some areas.
 - Analyze with the students the demographic data.

Activity

- Analyzing maps contents.
- Analyzing graphs.
- Extracting information and analyzing information.
- Answering the work book questions.
- Role-distribution in implementing presentations (comparison).

Lesson 2: North and Central America: Terrains & Climate

Objectives

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

- infer the relationship between the vastness of area and climate diversity.
- recognize the most important forms of earth surface.
- identify the most important rivers on the continent.
- recognize the most important climatic regions and climatic characteristics.
- infer the relationship between climate diversity and progress in the field of agriculture.
- be aware of the importance of scientific progress and its impact on countries.
- diagnose the most important natural sights on the continent.

Concepts:

Terrains, Climate, Climatic variability, Botanical Regions

Research

- Niagara Falls is the most famous waterfalls in the world.

Teaching strategies

- Start by displaying a map of North America and link between the vastness of area and climate diversity. Introduce prominent terrains in the continent and determine their location.
- Move to collaborative work in four groups, each working on one of the following: (mountains, hills, plains, rivers). Support groups in determining locations on the map.
- Then, same groups study and climatic regions, where each group tackles two regions (climatic characteristics, plant, animals). Support groups in determining the extent of regions on the map while using pictures in the book to distinguish the provinces.
- At the end, re-link general ideas and link between scientific progress on the between the north and south of the continent's countries.

Activity

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

Lesson 3: South America: Area and Population

Objectives

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

- determine the geographical location of South America.
- list geographical regions that make up South America.
- compare South American with other continents in terms of area and population.
- recognize the most important features of population.
- analyze tables, graphs and maps properly.
- infer population relationships through information and data analysis.
- recognize the most important demographic characteristics of South America.

Concepts:

South America, Grand Colombia, cultural diversity,

Research

- Indigenous people (the population before the Europeans migration) still constitute about half of Ecuador, Peru and Bolivia's population. Also, there are still some ancient tribes living in the Amazon jungle.

Teaching strategies

- Begin by displaying a world map and identifying South America on a map
- Organize groups:
 1. The first group considers geographical and astronomical location of the continent.
 2. The second group considers area.
 3. The third group considers population.
 4. The fourth group considers demographic characteristics.
- Organize groups work and highlight the main information for students after discussion on the board.
- Provide additional information and re-analyze charts and tables.

Activity

- Work within a team.
- Analyzing map contents.
- Graphs analysis.

-
- Extract information from tables and analyze it.
 - Answering the work book questions.
 - Distribution of roles for the purposes of collecting images and conduct a comparison demographic. (You can be used datasheet by the United Nations).

Lesson 4: South America: Terrains & Climate

Objectives

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

- infer the relationship between the vastness of space and climate diversity.
- identify the most important forms of the earth's surface.
- recognize that the most important rivers on the continent.
- recognize the most important climatic regions in the South American continent and climatic characteristics.
- infer the relationship between climate diversity and progress in the field of agriculture.
- realize the importance of scientific progress and its impact on countries.
- identify the most important natural sights on the continent.

Concepts:

Rainforest, Savannah, Antarctic.

Research

- The first to arrive to the center of the continent (Antarctica) was the Norwegian explorer Ronald Amundsen, in 1911.

Teaching strategies

- Begin through showing the natural map of South America and identify the main regions of the forms of the earth's surface.
- Prepare a presentation about earth's surface while pinpointing them on the map and then address the most important qualities of those areas.
- Display the most important natural phenomena with pictures for illustration.
- Move to group work through preparing a worksheet containing a comparison between climatic regions in the continent in terms of heat, rain, plants, animals. After comparing, students present the results.

-
- Link between climate diversity and diversity of production, and between the impact of the natural characteristics of the continent on population distribution.
 - Provides a brief presentation about Antarctica while using a map of the world and appropriate images.

Activity

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

Unit

5

Human and Civilization

Lesson 1: Maya

Objectives

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

- recognize the geographical location of the Mayan civilization.
- trace the chronological development of the Mayan civilization.
- recognize the political, social and economic organization of the Mayan civilization.
- recognize the most prominent achievements of Maya people.

Concepts:

ajaw, caste s systems, symbolic writing , the time before Columbus

Research

- It was written by brushes made of animal hair and feathers

Teaching strategies

- Introduce the lesson through displaying a map of Central America, and identify areas where Mayan civilization spread. Introduce the concept of the pre-Columbus, and then explain the beginning and the end of civilization and causes.
- Move to group work, where each group performs a different task: (system of government, art, writing, agriculture)
- After the work is finished, students present and discuss findings.
- Give a presentation about the stages of the civilization dividing it into four periods, as illustrated in the book.
- It is advised to prepare a documentary from the Internet about the Mayan civilization and display it in class.

Activity

- Participating in dialogues and debates.
- Groups work.
- Activities implementing.
- Answering the work book questions.
- Role-distribution in preparing reports.

Lesson 2: Aztec

Objectives

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

- recognize the geographical location of the civilization of the Aztec.
- trace the chronological development of the civilization.
- recognize the political, social and economic organization of the civilization.
- recognize the most prominent achievements of people of the Aztec.

Concepts:

Aztec, Nahuatl

Teaching strategies

- After introducing the geographical location and areas where Aztecs lived, use the method of lecture and historical narration to describe the evolution of the Aztecs. Through that, discussion and questions are employed with reference to the book dialogue, in addition to maps and images.
- Move to the second part of the lesson by distributing a work sheet that should be done individually. Addressed issues include the following: (religion, social organization, economic life, calendar, art, architecture).
- After the completion of the task, students present their answers while
- discussing those answers.
- Move to group work where one task will be carried out by all groups; a comparison between the civilizations of the Maya and the Aztec in: social organization, economic life.
- Groups present the results of the comparison.

Activity

- Participating in dialogues and debates.
- Individual work.
- Group work.
- Answering the work book questions.
- Role-distribution in implementing presentations.

Lesson 3: Inca

Objectives

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

- recognize the geographical location of the Inca civilization.
- trace the chronological development of the Inca.
- recognize the political, social and economic organization of the Inca.
- recognize outstanding achievement of the people of the Inca.

Concepts:

Inca, Runa Simi

Research

- The word «Inca» means: the king or the only son of the sun.
- The official language is called (Runa Simi), and it was not written until now, it remained oral.
- Machu Picchu, or as it is nicknamed the “lost citadel”, was discovered in 1911 by the American Hiram Bingham. In the language of the Incas it means “the peak of the old mountain”.

Teaching strategies

- Begin by displaying a map of Central America to identify regions of the Inca civilization.
- Through historical narration, describe the historical development time of this civilization.
- Describe political, social and economic organization of the Inca while depending on dialogue and discussion.
- Present the most important achievements of Mayan civilization
- Students participate by taking part in the dialogue, discussion and analysis of the texts in the book.
- With students, make a comparison between the achievements of this civilization and the other two civilizations highlighting similarities and differences between them.

Activity

- Participating in dialogues and debates.
 - Individual work
 - Answering the work book questions.
- 92 Role-distribution in implementing presentations.

Unit

6

Human and Environment

Lesson 1: Ecosystem and Biodiversity

Objectives

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

- recognize concepts and terminology in the lesson.
- identify deserts: (concept, types, climatic features, plants, animals).
- make inferences about the importance of sea environment.
- make inferences about the importance of biodiversity.
- make inferences about the implications of biodiversity.
- realize the importance of forests in maintaining ecological balance.
- outstanding achievement of the people of the Inca.

Concepts:

Environment, Ecosystem, Hot Deserts, Cold Deserts, The Marine Environment, Forests, Rivers, Biodiversity

Teaching strategies

- This lesson can be implemented through a number of strategies and preferably, in two classes.
- After introducing the lesson, give students time to extract the meaning of key concepts in pairs, then organize a discussion about students' findings.
- Move to the stage of creative thinking. Raise questions such as:
- What will happen if all the forests of the world were cut?
- What will happen if predators extinct?
- Listen to the answers of students and discuss them. It is possible that you provide students with a food chain while hiding one of the stages.
- Move to cooperative learning through working in groups, each group addresses one of the main themes of the lesson. Then, students should present their findings.

Activity

- Defining concepts.
- Pair work.
- Group work.
- Answering the work book questions.
- Activities implementation.
- Role-distribution in implementing presentations.

Lesson 2: Pollution

Objectives

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

- recognize the concepts and terminology in the lesson.
- identify the importance of the industrial revolution and its consequences.
- know types of pollution.
- make inferences about the effects of pollution.
- realize the importance of fighting pollution.
- suggest ways to stop pollution.

Concepts:

Pollution, Industrial Revolution, Air Pollution, Water Pollution, Soil Pollution.

Teaching strategies

- Begin the lesson by giving a summary of the evolution of the human relationship with environment and what happened in light of population growth.
Explain the Industrial Revolution stage in terms of cause and effect.
- Move to group work using (problem solving strategy): where each group addresses one type of pollution, and do the following:
 - Determine the problem
 - Identify causes and gather information
 - Hypothesis
 - Test hypotheses
 - Reaching results and solutions. Then each group presents results and exchange findings.

Activity

- Participating in dialogues and debates.
- Activities implementing .
- Individual work
- Answering the work book questions.
- Role-distribution in preparing reports.

Lesson 3: Climate Change

Objectives

- At the end of this lesson, students are expected to:
- recognize the concepts and terminology in the lesson.
- identify indicators of climate change.
- list the causes of climate change.
- recognize the effects of climate change.
- realize the preventive and curative measures to face climate change.
- suggest ways to cope with climate change.

Concepts:

Climate, Climate Change, Orbital variations.

Teaching strategies

- Start by explaining the concept of climate, then climate change and the indicators of climate change.
- Move to discuss the reasons that led to this problem, discuss with students each of these reasons, while highlighting the role of humans in this problem.
- Show the results of climate change and its implications.
- Move on to discuss the fate of communities, plants, animals, in light of climate change.
- With students, provide suggestions about ways to solve this problem.
- Organize a debate on the impact of climate change on the world economy in the light of a number of indicators mentioned in the book.

Activity

- Participating in dialogues and debates.
- Individual work.
- Submission of Proposals.
- Answering the questions in the work book.

Lesson 4: Desertification

Objectives

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

- recognize the difference between the concepts of desert and desertification.
- realize the natural factors of desertification.
- identify the human factors of desertification.
- make inferences about the effects of desertification
- suggest ways to cope with desertification.

Concepts:

Desertification, Drought: Sand Encroachment, Soil Fertility, Overgrazing, Urban Other Sprawl

Teaching strategies

- Begin by introducing the lesson and differentiating between the concepts of desert and desertification.
- Ask: “Why does desertification occur?” Listen to students’ answers, then move to collective work through a work sheet containing the following themes:
 1. Natural factors that cause desertification
 2. Human factors that cause desertification
 3. Results of desertification
 4. Facing desertification
- Groups address themes, then display findings.

Activity

- Participating in dialogues and debates.
- Implementation of collective task.
- Submission of proposals.
- Answering the work book questions.
- Activities implementation.
- Role-distribution in implementing presentations.

Lesson 5: Alternative Energy

Objectives

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

- make inferences about the negative effects of increasing population on the environment.
- recognize the historical development of the use of wind, water, sun
- make inferences about the positive effects of the using alternative energy sources.
- adopt positive attitudes towards the use of alternative energy.
- realize the role of scientific progress in accessing energy sources.
- recognize some negative aspects of the uses of alternative energy.

Concepts:

Alternative Energy, Wind Energy, Hydropower, Solar Energy, Waste-to-Energy.

Research

- China is the Largest hydroelectric power 's producer.
- The invention of the electric car is the most important event in the field of engineering since the eighties of the twentieth century.

Teaching strategies

- This lesson can be introduced through preparing a presentation and show a number of pictures and facts about the use of alternative energy in the past and present, and its development.
- Focus on dialogue and debate while linking this lesson with previous lessons in this unit, particularly, with climate change.
- It is important that the presentation include the whole concepts of the lesson. Also, ask questions based on critical thinking and creative thinking.

Activity

- Participating in dialogues and debates.
- Submission of proposals
- Answering the work book questions.
- Activities implementing.
- Role-distribution in implementing presentations.

Unit

7

Economic Issues

Lesson 1: Economic Development

Objectives

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

- recognize concepts and terminology in the lesson.
- recognize the procedures of developing economic sectors.
- identify the most important economic indicators.
- be familiar with development goals.
- realize the obstacles of the development process.

Concepts:

Development, Economic Development, National trade, International trade, Infrastructure, Sustainable development.

Teaching strategies

- Introduce the lesson through a simple comparison between a developed country and a developing country.
- Move to the concept of development while addressing related economic sectors and how to develop them.
- Explain the real indicators of economic development and review some about countries of the world.
- Discuss the relation between development and environment, and the need to maintain a balance between development and environment, thus, introduce the concept of sustainable development.
- Ask a question about development goals. After discussing students' answers, write development goals on the board, in addition to the obstacles that may hinder development. Finally, ask students to propose solutions to address these obstacles.

Activity

- Participating in dialogues and debates.
- Participating in the implementation of lesson activities.
- Answering the work book questions.
- Role-distribution in implementing presentations.

Lesson 2: Distribution Patterns

Objectives

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

- compare economic activities in developed and developing countries.
- recognize the concept of distribution and the factors affecting it.
- enumerates the functions of distribution.
- make inferences about distribution benefits.
- recognize distribution policies.
- recognize distribution operations in electronic commerce.

Concepts:

Distribution Patterns, Extensive farming, Distributive politics, Spatial Benefit, Time Benefit, Benefit from Property, e-commerce

Teaching strategies

- Introduce the lesson by linking it with the previous lesson, and then raise a comparison between developed and developing countries of the world while highlighting the differences in economic activities and the main real reasons behind these differences.
- Pick any commodity in the classroom, a computer for example, and then ask questions:
 1. Where was it made?
 2. How did it arrive here?
- While listening to the answers students, guide them when they forget any of selling stages. Through a concept map, put students' answers on the board to show the stages of a commodity.
- Introduce the idea of distribution channels, people who do it, functions of distribution and benefits on people who engage in such operations.
- Present types of distribution, and supported so examples.

Activity

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

Lesson 3: Economic Decision

Objectives

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

- learn about the concept of economic decision.
- choose among a range of options.
- make inferences about the effects of the economic decision.
- recognize the most important factors influencing the economic decision.
- make inferences about the relationship between demand and price .
- recognizes the concept the state's vision of the market economy.
- recognize the importance

Concepts:

Economic Decision, goods, services, customs protection, Economic development

Teaching strategies

- Start by selecting a group of students who will provide a list of goods and services that they need and write an approximate price.
- Act as if you have given them a specific amount of money, and students should choose the most important goods and services within the allotted amount. Then, students should provide a justification for the selection process.
- Provide similar examples from the family life with the participation of students in the dialogue.
- Provide a definition of the economic decision, its types and implications. Then, present the subject of supply and demand, its relationship to price, and the role of economic decision in determining demand.
- Move to a higher level by introducing examples on the state level through presenting the economic policy and the definition of the concept of custom protection.
- Discuss examples of countries that differ in the way of exploiting its natural resources, the implications of this and its relationship to economic decision.

Activity

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

Unit

8

Evolution Across time

Lesson1: Global Revolutions

Objectives

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

- recognize t the conditions of the American and the French Revolution.
- realize the reasons behind the American and the French Revolution.
- trace the stages of the American and the French Revolution.
- compare the results of the American and the French Revolution
- analyze the effects of both the American and the French Revolution .

Concepts:

Revolutions, the American Revolution, the Boston Tea Party, Political City Phase, Independence , the French Revolution, Bastille, Versailles Palace

Research skills

- George Washington (1732-799 AD): he is an American Leader and Politician. He was the first President of the United States, and led the armies of British colonies in USA against England during the American Independence war (1776 - 1783 AD).

Teaching strategies

- Preferably, this lesson should take two classes.
- Introduce the lesson by explaining the conditions that preceded the American Revolution and the most important events of that period.
- Move group work where students should perform the following tasks
 1. The first task: reasons of the American Revolution.
 2. The second task: stages of the revolution and war of Independence.
 3. The third task: results of the American Revolution.
- After finishing groups work, they show their findings under the supervision of the teacher.

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- In the second class, provides an introduction of the French Revolution
 - Same groups do the same previous tasks with the French Revolution but with adding a paragraph about the similarities and differences between the two revolutions. Finally, show findings.

Activity

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

Lesson 2: World Wars

Objectives

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

- recognize the
- causes of World War I and II.
- identify the happenings in World War I and II.
- compare the results of World War I and II.
- make inference about the effect of World War II on our present world situation

Concepts:

- War World II, World War II, Triple Entente, Central Countries, The crisis in the Balkans, Paris Peace Conference.

Teaching strategies

- Preferably, this lesson should take two classes.
- Introduce the lesson, and give a quick overview of the latest developments in the early twentieth century.
- Move to group work, where each group answers a worksheet in reference to the student book.
- The worksheet includes the following themes:
 1. reasons of World War I+II
 2. main coalitions in World War I+II
 3. main happenings of World War I+II
 4. results of the World War I+II
 5. discussion of worksheet answers
- In the second class, make a summary of the first class, then review the results of the two wars and the political, economic and social effects on the world at present

Activity

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

Lesson 3: World Figures

Objectives

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

- recognize the life profile of the figures in the lesson.
- recognize the most important achievements made by those figures.
- recognize the positive effects of the achievements of those figures.
- appreciate the heroic roles of those figures and their work.

Concepts:

Civil War US, slavery's strength, Mahatma, non-Violence policy, racial discrimination, the Nobel Peace, Apartheid. Teaching strategies

Research skills

- Martin Luther King received a PhD in Philosophy in 1951, and in 1955, he received a PhD in Theology degree.
- Mother Teresa was awarded the Nobel Peace Prize for the year 1979 AD
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Teaching strategies

- This lesson is prepared through the distribution of roles on groups, where each group chooses one of those figures and prepares a presentation about the figure. They use the basic information contained in the book and additional information about those figures.
- Each group presents its work and discusses it with other groups.
- Monitor to ensure the implementation of all activities in the lesson.
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Activity

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