



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

SOCIAL STUDIES

framework and Learning out comes

National K-12 Curriculum Standards

Social Studies for Non-Arabs

(Including Moral Education and Heritage, Culture, and Tolerance)

Pilot Phase 2

Introduction & General Statement of What Students Are Expected to Learn In:

Social Studies for Non-Arabs (including Moral Education and Heritage, Culture, and Tolerance)

Pilot Phase 2

The Social Studies for Non-Arabs curriculum provides an integrated and holistic course of study contextualized to meet the needs of students in the United Arab Emirates. Using relevant topical content, the curriculum provides scaffolded spiral learning opportunities in which students develop relevant and up-to-date information literacy skills to explore interesting and pertinent content and concepts in the disciplines of history, geography, political science, economics, anthropology, psychology, law, archaeology, and sociology. The curriculum emphasizes attention to connections among the peoples and nations of the world, the impact of science and technology on societies and social development, and the responsibilities and privileges of living in a safe, stable, and secure society, i.e. good citizenship. The Social Science for Non-Arabs curriculum aspires to equip young people with the ability to use knowledge of the past as part of the inspiration to develop new ideas in the present while planning for the future with innovation and creativity. Ultimately, The Social Science for Non-Arabs curriculum aims to arm students with an awareness of the world around them to help them navigate and be successful in the future that those present today cannot even imagine, to make informed and reasoned decisions as members of a tolerant and culturally diverse society in an interdependent world.

To meet this vision, the Ministry of Education developed a set of K-12 learning standards that guide educators toward a more relevant, rigorous, and integrated social studies curriculum for the next generation of citizens and residents of the United Arab Emirates. Though the individual disciplines that comprise social studies are often taught independently, a key component of this standards document is integration of the disciplines, content, literacy skills and knowledge application, as well as the integration of social studies with other content areas. Students who meet the standards for Social Science for Non-Arabs will have a deep understanding of social, political, and economic systems. They will better comprehend events, trends, personalities, and movements in local, national, and world history. They will have a functional knowledge of local, national, and world geography. They will grasp the significance and benefits of relating knowledge of past people, events, and civilizations to present and future challenges. They will understand how social studies concept, skills, and competencies can help them interpret human actions and prepare them for careers and lifelong learning.

The new standards require students to understand the facts, concepts, principles and perspectives that shape the social studies disciplines. Students need deep knowledge of this information in order to make sense of their world. Students must be able to apply their mastery of a new body of knowledge to complex situations and contexts. To prepare for these future challenges, the standards require students to think critically about important issues, communicate their findings, and engage in problem solving and discipline-based inquiry. To meet this end, the document shows a strong balance between the study of social studies facts and concepts (conceptual knowledge), social studies skills (literacy), and social studies applications (when and how to apply procedures and concepts).

The standards for Social Studies for Non-Arabs represent a planned, sequential K-12 social studies course that provides students with the tools needed to succeed in the dynamic and changing world of tomorrow.

The Social Studies for Non-Arabs curriculum used the Standards for National Education and Social Science curriculum developed in 2013-14 as a starting point then made significant enhancements made based on up-to-date international best practices, systematically collected pilot data, and feedback from important stakeholders including educational leadership, teachers, and students. The enhancements include:

Meticulously reviewing and realigning to remove redundancies and adjusting SLOs to better meet the age-appropriate competencies of students in the United Arab Emirates.

Selecting content that is contextualized to the needs of students in the UAE, culturally appropriate, interesting, and free of biases and stereotypes while stressing achievements and advancements relevant to people in the region.

Updating the standards to meet the needs of both National and Non-National students studying social science in English with emphasis on contributing back to the society positively as citizens or residents, promoting tolerance and social harmony.

Redesigning the delivery structure from discrete daily lessons to weekly or multi-weekly themed units allows greater flexibility for teachers to use multiple delivery strategies such as but not limited to face-to-face delivery, online delivery, or blended learning delivery, or to integrate into other content areas to providing a richer learning experience for students.

Providing digital support for students and teachers included in the textbook to assure students' competence in 21st century information literacy skills

Incorporating proper research methods input, as opposed to searching the internet, in cycle 3 and in the advanced curriculum

Introducing students to occupations early in cycle 1 to create an awareness of jobs needed in the workplace and foster curiosity leading to self-reflection in students on which occupations are best suited to their interests, skills, abilities, and aptitudes

Introducing research methods courses relating to social studies topics for grades 10-12 in the standard strand

Incorporating Moral Education curriculum standards to add breadth and depth to both

Establishing a standard devoted to culture, heritage, and tolerance

Social Studies is an interconnected collections of disciplines with humanity as its focus. It is recommended that to fully achieve the aims of the standards, experiential activities such as outings, guest speakers (face-to-face) or virtual, field research, group activities, discussions, debates, competitions, and other productive endeavors are used as learning strategies in schools and classrooms.

Two Tracks for Cycle 3: Standard and Advanced

The Social Studies for Non-Arabs curriculum for Pilot Phase 2 has been upgraded to include two tracks for cycle 3. In both tracks grade 9 is a full year of Emirati studies. In the standard track, grades 10-12 students learn about research methods and using research in social studies areas.

In the advanced track, students delve deeper into social science topics from grades 10-12. Topics covered include sociology, cultural geography, micro and macro-economics, global markets, and others framed in the context of the UAE within the larger global community. Students carry out research projects using multiple methodologies for data collection and analysis. Each term presents information about occupations related to the topics covered to highlight career options in social studies related areas.

Weights

As a pilot phase, weights will not be assigned or recommended.

Profile of Students in the UAE

The UAE Student Profile was adapted from the profile included in the 2013-14 National Education and Social Science standards expanding it to include attributes of non-national and non-Arab students. The desired outcomes of the Social Studies for Non-Arabs curriculum were extracted from common outcomes of the National Council for the Social Sciences guidelines, US curriculum models from three states (New York, Indiana, and California), the National Curriculum in England, the Indian National Curriculum, and major elements of the UAE National Strategy in Education and National Strategy for the Future.

Profile of Students in the UAE

Themes	By the end of Kindergarten, students should:	By the end of Cycle 1 (grade 5), students should:	By the end of Cycle 2 (grade 9), students should:	By the end of Cycle 3 (grade 12), students should:
Teamwork, Communication, and Leadership	Be able to show they can work collaboratively with others	Be able to use a range of communication and teamwork skills	Be able to work effectively in teams, share with others, and demonstrate flexibility	Demonstrate leadership and entrepreneurial skills, and be able to make decisions and communicate them effectively
Critical Thinking and Problem Solving	Be able to express their own thoughts, opinions and needs appropriately	Be able to think critically, express themselves in an appropriate manner, listen to others and respect their points of view	Be able to use critical thinking and problem solving skills, communicate using clear language, and have demonstrated presentation and discussion skills	Be able to synthesize, analyze and critique diverse informational sources, apply knowledge to real world situations, and have strong communication and persuasive skills

Proficiency in English (and Arabic for Arab Nationals) with functionality in at least one other language	Be aware that more than one language is available for communication and begin developing basic vocabulary	Be able to learn and begin to communicate basic needs, ideas and feelings in English (and Arabic for Arab Nationals) through the written and spoken word	Be able to read, speak, and write with ease in English (and Arabic for Arab Nationals) in social and academic environments	Be able to read, speak, and write with functional proficiency in a range of social and technical areas in English (and Arabic for Arab Nationals)
Technological Literacy	Understand that technology can help their learning	Be able to use various forms of technology in everyday life	Be able to use modern technology to connect and communicate effectively and integrate with the increasingly globalized world	Be able to apply technology in line with 21st century requirements and contribute to the UAE's role as a regional business hub
National Identity and Good Citizenship	Be able to express a sense of belonging to family and community	Appreciate the UAE's Arab-Islamic roots and demonstrate a sense of loyalty, citizenship, and responsibility to the Nation as a citizen or resident	Apply a sophisticated awareness of the nation's religion, history, language to appreciate and preserve national heritage and identity	Volunteer to participate in building the nation, protecting its sovereignty, and safeguarding the well-being of its citizens and residents, society, and environment
Respect for and Understanding of the Islamic Faith	Be aware of religious practices in their everyday lives	Understand that Muslims love God and apply religious practices in their everyday lives	Understand that the rules that govern the UAE are based on Islamic principles	Demonstrate a positive attitude, empathy and respect for the Islamic faith as the cornerstone of a tolerant society

Innovative and Creative Skills	Show they have an inquiring mind and love of learning	Possess a creative and inquiring mind and love of learning, which manifests in experimentation	Demonstrate a sense of creativity and innovation that allows them to express their skills through scientific experiments and application of logic	Demonstrate a sense of exploration and innovation that leads to creative problem solving based on logic and scientific knowledge
Honesty and Responsibility	Show a sense of honesty and responsibility	Possess clear values of responsibility, honesty, transparency and hard work	Demonstrate that personal values of responsibility, honesty, transparency and hard work shape their life choices	Demonstrate responsible behavior toward choosing an appropriate career path in line with personal abilities and market needs
Physical Well-Being	Begin to develop a sense of care and pride in their physical being	Demonstrate care and pride in themselves and be engaged in a healthy lifestyle	Possess a healthy lifestyle that leads to physical well-being	Demonstrate a physically and mentally healthy lifestyle that enhances work and play

Content Standards for Pilot Phase 2 Social Studies for Non-Arabs Curriculum

The content standards are based on the 2013-14 content standards slightly re-written for clarity. Two standards were added for Moral Education Outcomes and Heritage, Culture, and Tolerance.

Standards for Social Studies for Non-Arabs (Standard Track) K-9	
Standard 1: History	Students will identify significant people, event, developments that shaped communities and regions around the world in different periods. Students explore the effects of technological developments on societies and social change over time.
Standard 2: Civics	Students will identify responsibilities and privileges of belonging to communities inside and outside the UAE. Students will explain the factors that shape nations and governing structures in the larger global community.
Standard 3: Geography	Students will identify important features of the earth, including surface structures, natural resources, and climates. Students will explain how human activities affect the earth and how human activities are affected by it.
Standard 4: Sociology	Students will explain how and why communities and societies are formed. Students will identify reasons for social change and describe social transitions across geographical regions and time periods.
Standard 5: Economics	Students will describe economic principles, markets, and systems. Students will explain the role of the government in developing national and international economies.
Standard 6: Information Literacy	Students will identify and evaluate sources. Students will provide evidence to support their claims using appropriate sources.
Standard 7: Information Processing (Research)	Students will collect data and information on various topics using a range of methods, which may include digital and technology-based applications. Students will work collaboratively with others. Students will prepare arguments and explanations, arrive at conclusions, and critique their own conclusions and the conclusions of others.
Standard 8: Moral Education	Students will demonstrate an awareness of moral principles to assist them in ethical reasoning and decision-making based on fairness and tolerance.

Standard 9: UAE Culture, Heritage, and Tolerance	Students will identify milestones of UAE national development and elements of its heritage by participating in heritage events and activities. Students will explain the responsibilities and privileges of living in the UAE and demonstrate a sense of belonging to the UAE community as a citizen or resident.
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Student Learning Outcomes (SLOs) by Grade and standard strand (color-coded)

(SLO numbers from grade 1 onwards = cycle – grade – standard . SLO)

Kindergarten

SLO NO	Revised SLO
KG S1.1	Recognizes stories of historical figures, places, and events
KG S1.2	Recognizes the roles people play in current society
KG S1.3	Associates people to places and events
KG S1.4	Identifies stories about past events, people and places
KG S1.5	Tells events sequentially using time words (e.g. today, yesterday, last night, etc.)
KG S1.6	Realizes there are other cultures with different languages, food, clothing, etc.
KG S2.1	Recognizes connections between who he/she is as a person and his/her place in society
KG S2.2	Identifies himself/herself as a unique individual, different from others
KG S2.3	Realizes that individuals are part of a group
KG S2.4	Recognizes the importance of having school rules and regulations
KG S2.5	Discusses reasons for having rules
KG S2.6	Identifies sources and purpose of authority in various settings (e.g. king, principal, teacher, parent)
KG S2.7	Lists some rights and responsibilities of the individual in relation to other members of a social group (e.g. cleaning up toys, caring for a pet)
KG S3.1	Explains the geographical relationships of familiar places in the student's community (home to school/ school to home, school to market)
KG S3.2	Determines the relative location of objects using positional terms near/far, behind/in front, over/under, left/right, up/down.
KG S3.3	Identifies and explains the importance of key locations in the neighborhood
KG S3.4	Constructs maps of familiar places (e.g., classroom, bedroom, playground, and neighborhood)
KG S3.5	Explains the relationship between local natural environments and their impact on human activities in each of them (e.g., desert environment, mountainous environment, etc.)
KG S3.6	Investigates human impact on the immediate and surrounding environment
KG S4.1	Begins to identify basic economic concepts and terms (e.g., personal property, public property, purchasing, selling, limited resources)
KG S4.2	Recognizes good and bad behaviors in dealing with personal and public property
KG S4.3	Explains one's own role in preserving personal and public property

KG S5.1	Describes some jobs that people do to earn money
KG S5.2	Resolves conflicts related to limited resources with teacher's help
KG S5.3	Observes that all people have needs and wants
KG S6.1	Accesses one source of information (e.g. a teacher, a parent, a book)
KG S6.2	Gathers information using different senses
KG S6.3	Shares information gathered in various ways (e.g., draws a picture to illustrate a story, retell a story, etc.)
KG S6.4	Shares experiences while participating in activities and role playing
KG S7.1	Describes one's own feelings and the feelings of other, noting the similarities and differences
KG S7.2	Anticipates the feelings of another person in various simple scenarios
KG S7.3	Shares arguments and supports them with valid reasons
KG S7.4	Actively engages in discussions to solve classroom problems or situations (with teacher's help)
KG S8.1	Identify in what ways people in the local community might be different from each other, accepting these differences, adapting behaviour to interact effectively, and being willing to discover new people and cultures
KG S8.2	Give a simple explanation of what is meant by fairness and unfairness
KG S8.3	Talk about themselves in positive terms
KG S8.4	Identify the people who are important to them and the relationships that exist between them, along with the roles that family and friends have when caring for each other.
KG S8.5	Recognise that an apology is required if they have acted unfairly
KG S8.6	Show respect for a range of people and roles and understand that certain situations and objects also require respectful behavior
KG S9.1	Show appreciation of others' stories
KG S9.2	Create and exchange stories about themselves and their families with each other
KG S9.3	Evidence some understanding of the significance of the way in which the stories that are handed down from generation to generation inform our knowledge of the past

Grade 1

SLO No	Revised SLO
CI-G1-S1.1	Compares and contrasts traditions in families with different cultural backgrounds (e.g. anniversaries, holidays, etc.)
CI-G1-S1.2	Describes various ways people learn about the past (e.g. listening to elders; viewing photos, videos and artifacts; examining buildings; reading diaries and stories, etc.)
CI-G1-S1.3	Makes connections between places and events to understand the past and present
CI-G1-S1.4	Uses terms that refer to time to compare events (e.g. before, after, etc.)
CI-G1-S1.5	Compares and contrasts family life in the past with family life in the present (e.g. clothing, housing, transportation, etc.)
CI-G1-S2.1	Explains why people live in social groups (e.g. families, communities, nation)

CI-G1-S2.2	States basic classroom, school, family and community rules/laws
CI-G1-S2.3	Identifies examples of rules in the school community and explains why they exist; describes incentives for following rules and consequences for breaking rules
CI-G1-S2.4	Recognizes how rules and laws help establish order and ensure safety
CI-G1-S2.5	Describes symbols, songs and traditions that identify the UAE
CI-G1-S2.6	Understands the importance of preserving the elements of national identity
CI-G1-S2.7	Compares and contrasts rules and regulations at home to those at school
CI-G1-S3.1	Uses maps and symbols to locate major features of one's area (e.g. ocean, river, lake, island, mountain)
CI-G1-S3.2	Identifies characteristics of maps and globes (e.g. compass rose, symbols, key/legend)
CI-G1-S3.3	Constructs a map of a familiar place (e.g., classroom, bedroom, playground) that includes a compass rose with North identified indicating the direction of the map, symbols, and key/legend
CI-G1-S3.4	Describes means of transportation and related geographical features (e.g. boats go in the water, vehicles with wheels go on land)
CI-G1-S3.5	Explains how one travels to and from school and other places
CI-G1-S3.6	Locates each emirate on the map
CI-G1-S3.7	Describes ways in which people depend on the environment
CI-G1-S4.1	Identifies factors influencing human activities (natural and human)
CI-G1-S4.2	Describes how people from different cultures relate to the environment (e.g. use of resources, shelter, transportation)
CI-G1-S4.3	Recognizes manmade changes in the neighborhood and how they affect the environment
CI-G1-S4.4	Discusses climate changes (e.g. in fall, winter, spring, summer) and how they affect people's lives
CI-G1-S5.1	Identifies basic economic concepts and terms (e.g., work, selling, buying, wants, needs)
CI-G1-S5.2	Explains the importance of work and its various types and describes how people depend upon specialized jobs
CI-G1-S5.3	Role-plays different jobs and explains their function in the community
CI-G1-S5.4	Associates work with the ability to buy and sell
CI-G1-S5.5	Identifies local currency and note and coin names
CI-G1-S5.6	Resolves conflicts when classroom materials are limited (concept of scarcity) by sharing or prioritizing
CI-G1-S5.7	Identifies the basic needs of people (e.g., food, clothing, and shelter)
CI-G1-S5.8	Identifies ways people meet their needs by sharing, trading, and using money to buy goods and services
CI-G1-S6.1	Finds a relevant source of information for specific topics in social studies from printed and non-printed material (e.g. technology, picture books)
CI-G1-S6.2	Gathers information from listening to videos, guest speakers or reading texts with the help of the teacher
CI-G1-S6.3	Recognizes and interprets key symbols on a map and indicates the directions and information on it
CI-G1-S6.4	Draws pictures and writes captions to describe a personal experience in relation to various social studies topics

CI-G1-S6.5	Participates in class discussions of past or present the topic
CI-G1-S7.1	Begins to identify and use various strategies to come to a solution for classroom conflicts (with adult help)
CI-G1-S7.2	Gives examples on how the feelings and opinions of others change over time
CI-G1-S7.3	Illustrates different points of view of an event
CI-G1-S7.4	Recognizes contemporary social problems (e.g., recycling, safety, pollution) and examines his/her role in solving them
CI-G1-S8.1	Identify in what ways people in the local community might be different from each other, accepting these differences, adapting behaviour to interact effectively, and being willing to discover new people and cultures
CI-G1-S8.2	Give a simple explanation of what is meant by fairness and unfairness
CI-G1-S8.3	Talk about themselves in positive terms
CI-G1-S8.4	Identify the people who are important to them and the relationships that exist between them, along with the roles that family and friends have when caring for each other.
CI-G1-S8.5	Identify in what ways people in the local community might be different from each other, accepting these differences, adapting behaviour to interact effectively, and being willing to discover new people and cultures
CI-G1-S8.6	Know that affection can be given and received in different ways
CI-G1-S8.7	Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests
CI-G1-S8.8	Use a wide range of vocabulary to express their feelings objectively, without blaming others and without hurting the feelings of someone else
CI-G1-S8.9	Recognise that an apology is required if they have acted unfairly
CI-G1-S8.10	Demonstrate the ways in which they care for others, focusing on friends and family
CI-G1-S8.11	Recognise a fair and an unfair situation
CI-G1-S8.12	Understand what caring means and that it can take many different forms
CI-G1-S8.13	Talk about the things they are good at and those things they find more difficult, knowing that different people have different strengths and weaknesses, but that there are instances when they should try to improve
CI-G1-S8.14	Show respect for a range of people and roles and understand that certain situations and objects also require respectful behavior
CI-G1-S9.1	Show appreciation of others' stories
CI-G1-S9.2	Discuss and/or write about examples of intangible heritage in the UAE
CI-G1-S9.3	Distinguish some different forms of traditional storytelling (legends, oral histories, nursery rhymes, fables, and so on).
CI-G1-S9.4	Evidence some understanding of the significance of the way in which the stories that are handed down from generation to generation inform our knowledge of the past
CI-G1-S9.5	Create and exchange stories about themselves and their families with each other
CI-G1-S9.6	Talk about the various entertainment and functional purposes of storytelling (explain morals, pass on culture, express heritage, and so on)

Grade 2

SLO No	SLO
CI-G2-S1.1	Uses terms to refer to time (e.g. decade, century, generation, etc.)
CI-G2-S1.2	Constructs a timeline showing significant events in one's life
CI-G2-S1.3	Explains the significance of historical figures and its relation to historical events
CI-G2-S1.4	Examines the contribution of historical figures to the nation
CI-G2-S1.5	Relates stories of the past to understand the past and present
CI-G2-S1.6	Uses historical records and artifacts to describe how people's lives have changed over time
CI-G2-S2.1	Identifies traditions in a community (e.g., food, hospitality, weddings, celebrations, etc.)
CI-G2-S2.2	Explains why and when the UAE National Anthem is recited; gives examples of basic flag etiquette and
CI-G2-S2.3	Describes important traditions and norms in the society
CI-G2-S2.4	Describes roles and responsibilities of leaders
CI-G2-S3.1	Explains the concept of location
CI-G2-S3.2	Identifies, compares and contrasts man-made and natural features in one's area (e.g., rivers, lakes, parks, buildings, roads)
CI-G2-S3.3	Identifies one's town on a map
CI-G2-S3.4	Constructs and uses maps, pictographs, tally charts, tables, and diagrams to read and display geographic information
CI-G2-S3.5	Uses digital map sources from the web to locate one's area and other geographical references (e.g., seas, neighboring countries)
CI-G2-S3.6	Compares the similarities and differences of the information presented in on-line maps, satellite images, digital photographs or street-view data
CI-G2-S4.1	Analyzes ways in which people from different cultures adapt to the physical environment
CI-G2-S4.2	Describes various ways in which people depend on the physical environment
CI-G2-S4.3	Explains how physical systems affect people's way of living
CI-G2-S4.4	Describes how humans depend on the environment to meet their needs
CI-G2-S5.1	Continues to identify basic economic principles (e.g., national industries, traditional industries, modern industries, scarcity, choice, goods, services)
CI-G2-S5.2	Compares and contrasts consumers and producers
CI-G2-S5.3	Provides examples of goods and services
CI-G2-S5.4	Explains ways individuals, school, government contribute to the economic well-being of the community
CI-G2-S5.5	Identifies institutions that are part of economic systems
CI-G2-S6.1	Gathers and accesses information from the internet and books with teacher's guidance
CI-G2-S6.2	Creates a poster, a graph, an artifact, a chart for a theme or topic (with or without technology) related to Social Studies

CI-G2-S6.3	Identifies the reasons stated by an author of a particular text to present his point of view
CI-G2-S6.4	Actively participates in group discussions, class debates, with teachers and peers about various Social Studies topics
CI-G2-S7.1	Formulates arguments with reasons
CI-G2-S7.2	Recognizes that there is more than one point of view for the same event
CI-G2-S7.3	Provides explanations using relevant information
CI-G2-S7.4	Orally presents a synthesis of an argument utilizing technology
CI-G2-S7.5	Participates in the resolution of an identified local issue (e.g., recycling, safety, pollution)
CI-G2-S8.1	Describe their feelings
CI-G2-S8.2	Identify ways to be understanding towards others
CI-G2-S8.3	Know who and what they should respect
CI-G2-S8.4	Undertake a challenging project-based activity and pursue it without giving up
CI-G2-S8.5	Praise and celebrate special features in others
CI-G2-S8.6	Recognise the importance of trying to achieve the best they can in the activities they undertake both in their school work and daily lives
CI-G2-S8.7	Recognise that humans different and why this is to be welcomed and respected
CI-G2-S8.8	Recognise that they, and others, have a range of feelings, both positive and negative, and know how to identify what they and other people are feeling
CI-G2-S8.9	Behave in a way that ensures they learn effectively and benefit fully from being at school, demonstrating that they know what their place in school is, what school expects of them and how their behaviour should be adapted in different situations (at school, playing with friends, and at home)
CI-G2-S8.10	Understand why it is important to be healthy and what they can do to maintain a healthy lifestyle to ensure emotional and physical wellbeing
CI-G2-S8.11	Recognise how their actions as an individual affect others and apply appropriate levels of self-awareness and responsibility to interact correctly with other members of the school community and in role-play activities
CI-G2-S8.12	Use an appropriate vocabulary to express how they feel when things change and apply basic coping strategies to deal with change, having confidence to ask for help as necessary
CI-G2-S8.13	Participate enthusiastically in school activities to promote healthy living – including diet, exercise and fitness – showing determination and commitment to achieve their goals
CI-G2-S9.1	Understand they must treat others how they wish to be treated themselves
CI-G2-S9.2	Discuss what is meant by resilience and perseverance and give examples of individuals and groups of people who have demonstrated these qualities
CI-G2-S9.3	Appreciate that, although people in the past may have lacked modern technology and resources, they were as creative and inventive as people today
CI-G2-S9.4	Use some of the vocabulary and concepts that are helpful when considering change over time and how the heritage might be reflected in the present day
CI-G2-S9.5	Describe in simple terms the work that archaeologists do
CI-G2-S9.6	Appreciate that, although people in the past may have lacked modern technology and resources, they were as creative and inventive as people today

CI-G2-S9.7	Describe the distinguishing features of a variety of artefacts (objects and symbols) from the past (or reproductions/pictures)
CI-G2-S9.8	Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols in the past
CI-G2-S9.9	Make a simple interpretation about, for example, the provenance and usage of an artefact
CI-G2-S9.10	Describe ways in which selected artefacts (e.g. cooking and eating utensils, coinage, items of furniture) have changed or remained the same over time, and how they relate to their present-day counterparts

Grade 3

SLO No	SLO
CI-G3-S1.1	Constructs timelines and record events chronologically
CI-G3-S1.2	Explains the roles played by historical figures and their impact on history
CI-G3-S1.3	Examines historical records, artifacts, photos to answer basic questions about times and events in history
CI-G3-S1.4	Identifies examples of people or groups who have had an impact on world history
CI-G3-S1.5	Explains how the actions of prominent individual helped shape the world around them
CI-G3-S1.6	Recognizes and analyzes connections between people and events in local and regional history
CI-G3-S2.1	Identifies ways people make a difference in the community, country or world by working as individuals or groups to address a specific problem or need
CI-G3-S2.2	Identify various forms of institutions, and describe how these institutions meet the needs and wants of society.
CI-G3-S2.3	Identify various forms of institutions, and describe how these institutions meet the needs and wants of society.
CI-G3-S2.4	Explore benefits and responsibilities of members of a community and the institutions that serve them
CI-G3-S3.1	Locates and describes physical features of the earth (e.g., oceans, mountains, valleys)
CI-G3-S3.2	Explains and uses the elements of maps (e.g. alpha- numeric grids, title, compass rose, cardinal and intermediate directions, symbols, legend, scale)
CI-G3-S3.3	Discusses that different types of maps (e.g., political, physical, thematic) serve various purposes
CI-G3-S3.4	Constructs charts, graphs, models to display geographic information
CI-G3-S3.5	Applies appropriate resources and geographical tools to generate and interprets information about the earth
CI-G3-S3.6	Explains how geographical features and natural resources shape people's lives
CI-G3-S3.7	Evaluates ways people affect the environment (e.g. global warming, recycling)
CI-G5-S3.3	Locates features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude

CI-G3-S4.1	Describes significant human activities, and how they affect the environment (e.g. dams, mining, global, recycling) in different parts of the world
CI-G3-S4.2	Describes how physical and human characteristics of places change from past to present
CI-G3-S4.3	Creates illustrations and models explaining natural environments and the impact on people's lives
CI-G3-S4.4	Explores how people from different cultural backgrounds meet their needs and concerns
CI-G3-S5.1	Explains how land, natural resources, labor, trade, and/or technology affect economic activities in a local community
CI-G3-S5.2	Distinguishes among human, natural, and capital resources
CI-G3-S5.3	Explains how and for whom communities produce goods and services
CI-G3-S6.1	Gathers relevant information from various sources for Social Studies topics independently
CI-G3-S6.2	Summarizes and compares information gathered from various maps by reading the map key
CI-G3-S6.3	Answers questions about the information gathered
CI-G3-S6.4	Presents information gathered to an intended audience clearly and fluently
CI-G3-S6.5	Creates various forms of written work on the information gathered (e.g. poem, comics, short story, Power Point)
CI-G3-S7.1	Constructs an argument using evidence from various sources and presents it to others
CI-G3-S7.2	Designs a presentation justifying his arguments regarding a certain event
CI-G3-S7.3	Uses evidence to analyze various points of view for the same event
CI-G3-S7.4	Proposes a plan to solve a contemporary local issue
CI-G3-S7.5	Recommends and implements a plan to solve a school wide or local issue using evidence
CI-G3-S8.1	Describe what treating people equally means
CI-G3-S8.2	Distinguish between cases of treating people equally and treating people fairly
CI-G3-S8.3	Show a greater understanding of how their actions affect the feelings of others around them
CI-G3-S8.4	Work effectively as a member of a group
CI-G3-S8.5	Recognise how to respond when confronted with examples of inequality of treatment
CI-G3-S8.6	Act in ways that demonstrate they know what it means to be thoughtful and show consideration for others
CI-G3-S8.7	Understand what bullying is, and be able to describe the main elements: why people bully others, the characteristics of bullies, different forms of bullying, the power imbalance, how bullying can be stopped
CI-G3-S8.8	Understand how it might feel to be a target of, or a witness to, bullying
CI-G3-S8.9	Take action to protect their environment, using communication skills to work with others and engage them in this action, use problem-solving skills to overcome challenges and show commitment and persistence to complete the task
CI-G3-S8.10	Recognise when and how to tell someone about bullying and have the courage to speak out
CI-G3-S8.11	Explain which people and things matter to them (including traditions, places, heritage, nature, values, etc.) and give reasons why these things are important, and show care, value and respect for things that matter to them

CI-G3-S8.12	Demonstrate an awareness of their world and where they fit within it, ranging from their immediate experience of the world through to the wider world at community and country levels and be curious to find out more about the wider world and the people in it
CI-G3-S8.13	Understand what it means to take responsibility for their own behaviour and identify when and how their behaviour may be upsetting others and how being honest about their own actions can benefit others
CI-G3-S8.14	Understand how to keep themselves safe online, using basic IT skills to manage their safety and using caution to assess interactions and situations that may be unsafe
CI-G3-S8.15	Understand why it is important to protect the environment (school, community and global), the things that can damage these environments and know how to minimise or prevent environmental damage
CI-G3-S9.1	Describe their own cultural identity and talk about what has influenced it
CI-G3-S9.2	Explain and give a range of examples of 'culture' (In Grade 3 also)
CI-G3-S9.3	Identify and explain aspects of Emirati culture in general, and their own individual cultural identity in particular, to their peers and the teacher
CI-G3-S9.4	Explain how exploring cultural diversity helps both to define your own culture and also to appreciate that of others
CI-G3-S9.5	Explain how an individual's cultural identity has many aspects and is influenced in a variety of ways
CI-G3-S9.6	Identify a range of cultural diversity within the UAE
CI-G3-S9.7	Conduct simple cultural mapping
CI-G3-S9.8	Discuss some of the challenges and benefits of living in a culturally diverse society
CI-G3-S9.9	Describe and make a simple analysis of ways in which Emirati culture is similar to/ different from cultures elsewhere in the world

Grade 4

SLO No	SLO
CI-G4-S1.1	Identifies, explains, and analyzes causes and effects of historical local and regional events
CI-G4-S1.2	Describes political, cultural, social changes in society
CI-G4-S1.3	Investigates the importance historical sites
CI-G4-S1.4	Uses maps to compare and contrast a particular region at different points in time
CI-G4-S2.1	Explains the characteristics of political authorities
CI-G4-S2.2	Describes how governments provides basic services
CI-G4-S2.3	Explains how a Constitution provides structure for the government
CI-G4-S2.4	Compares norms and traditions of the UAE society to those of other societies
CI-G4-S3.1	Explains the relationship between various geographical phenomena caused by the two movements of Earth (e.g., day and night, seasons, latitudes, longitudes, thermal areas)
CI-G4-S3.2	Uses different types of maps to solve problems (e.g., road maps –distance, resource maps-products, historical maps- boundaries, thematic map- climates)

CI-G4-S3.3	Compares, contrasts and interprets various types of maps (e.g. political, physical, population)
CI-G4-S3.4	Identifies why particular locations are used for certain activities
CI-G4-S3.5	Describes regions based on their human and physical characteristics
CI-G4-S3.6	Creates maps and other geographical representations of familiar and unfamiliar places
CI-G4-S3.7	Uses technology to create maps, adds information and shares with others
CI-G4-S4.1	Analyzes the relationship between environmental factors and population distribution in the country and around the world
CI-G4-S4.2	Describes ways in which the earth's physical features and man-made features change over time
CI-G4-S4.3	Examines how the weather and climate affect people's lives (e.g. recreation, economy, clothing, transportation)
CI-G4-S5.1	Explains economic principles (e.g., initiative, production, goods, services, saving)
CI-G4-S5.2	Explains the purpose of a bank
CI-G4-S5.3	Illustrates the importance of innovation and initiative in job performance and improving productivity
CI-G4-S5.4	Explain how fees and taxes are used by government
CI-G4-S6.1	Gathers information from primary and secondary sources on content areas
CI-G4-S6.2	Presents the information gathered on social studies topics showing relevant information with visuals and citing sources
CI-G4-S6.3	Answers questions related to social studies from printed or non-printed sources
CI-G4-S6.4	Differentiates between cause and effect, facts and opinion, and main ideas and supporting details
CI-G4-S7.1	Collaborates with others in collecting evidence from one or two sources regarding a certain phenomenon (e.g., historical, geographical, economic, social)
CI-G4-S7.2	Collaborates with others in assessing the sources and distinguishing different points of view of a certain event
CI-G4-S7.3	Examines printed and digital sources that suggest solutions to various social, local issues
CI-G4-S7.4	Presents a summary of claims and explanations using various technologies (e.g., posters, charts, videos)
CI-G4-S8.1	Explain, and give examples of, the key qualities of compassion, empathy, respect and tolerance
CI-G4-S8.2	Show a greater understanding of how to solve conflicts at home and at school
CI-G4-S8.3	Show a greater understanding of how to solve conflicts at home and at school
CI-G4-S8.4	Take care of themselves and their property
CI-G4-S8.5	Consider the wider world and identify groups of people who are intolerant of others or who are themselves the victims of intolerance
CI-G4-S8.6	Describe how they show social responsibility
CI-G4-S8.7	Understand why self-respect is a necessary part of respecting others
CI-G4-S8.8	Discuss occasions on which they have shown, or failed to show, compassion and tolerance towards others

CI-G4-S8.9	Identify who to ask for help to deal with change and loss, for themselves and others, drawing on support from the community
CI-G4-S8.10	Understand what wellbeing means and the tools, techniques and help available to promote and maintain wellbeing, both physical and emotional, without striving to meet unrealistic notions of 'happiness' that may be portrayed in the media
CI-G4-S8.11	Understand how they can make a difference by helping others and building relationships based on trust and respect, applying communication skills to maintain supportive relationships
CI-G4-S8.12	Know how they can grow and develop in a positive way, co-operating and collaborating with others to maintain wellbeing
CI-G4-S8.13	Identify and confidently participate in activities in the school and wider community and make a positive contribution in relation to learning, supporting others and community activities, communicating effectively with others and being enthusiastic
CI-G4-S8.14	Understand that they will face challenges and changing situations as they grow and can learn to manage these changes by identifying when they occur and communicating their concerns to others, while realising that change can be positive
CI-G4-S9.1	Understand how they can make a difference by helping others and building relationships based on trust and respect, applying communication skills to maintain supportive relationships
CI-G4-S9.2	Undertake a simple analysis of the impact of economic expansion on society and the environment and explain findings to their peers
CI-G4-S9.3	Undertake a simple analysis of the impact of economic expansion on society and the environment and explain findings to their peers
CI-G4-S9.4	Explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples
CI-G4-S9.5	Work at a basic level with some of the concepts that are part of acquiring economic literacy

Grade 5

SLO NO	SLO
CI-G5-S1.1	Explains how significant individuals and their ideas and beliefs have influenced the history
CI-G5-S1.2	Inquiries about a topic in history, examines various sources, interprets findings, and uses evidence to draw conclusions that respond the inquiry
CI-G5-S1.3	Examines a historical event from various perspectives
CI-G5-S1.4	Examines causes and outcomes of a selected historical event
CI-G5-S1.5	Compares models for organizing history into periods
CI-G5-S2.1	Describes the role of the founding fathers of the Union
CI-G5-S2.2	Describes the purpose, functions and structure of the UAE government
CI-G5-S2.3	Demonstrates one's rights and responsibilities as a member of the community (e.g. obeying laws)
CI-G5-S2.4	Examines the origins and purposes of the UAE constitutional provisions

CI-G5-S2.5	Describes the components of national identity (e.g., religion, language, traditions)
CI-G5-S2.6	Compares and contrasts major political systems (e.g. monarchy, dictatorship, democracy, constitutional monarchy)
CI-G5-S2.7	Examines different strategies to solve a conflict
CI-G5-S3.1	Distinguishes various types of maps (human, natural), compares them, and explains the importance of each of them
CI-G5-S3.2	Interprets information from a variety of maps (e.g. contour, population density, natural resource, historical maps)
CI-G5-S3.3	Explains how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra
CI-G5-S3.4	Describes how natural events in the physical environment affect human activities
CI-G5-S3.5	Explains the relationships between the locations of places and regions and the characteristics of the environment, including resources
CI-G5-S4.1	Defines regions and places by their human and physical characteristics
CI-G5-S4.2	Explains how people in the past had to adapt to the environment
CI-G5-S4.3	Explains the influence of geographic, human and climatic factors on the movement of people, goods, and services
CI-G5-S4.4	Examines why environmental characteristics vary in different regions
CI-G5-S5.1	Describes basic economic concepts (prosperity – wealth, poverty)
CI-G5-S5.2	Explains the role of working and conservation in creating wealth and prosperity
CI-G5-S5.3	Describes examples of improved transportation and communication networks and how they encourage economic growth
CI-G5-S5.4	Describes the basic characteristics of a market'
CI-G5-S5.5	Identifies how the state invests in human capital, and entrepreneurship
CI-G5-S6.1	Locates and gathers information from primary and secondary sources of information
CI-G5-S6.2	Summarizes information gathered from the various sources
CI-G5-S6.3	Organizes information in an organizational chart or a diagram (with or without technology)
CI-G5-S7.1	Identifies evidence from various sources in response to compelling questions
CI-G5-S7.2	Uses primary sources (newspaper articles, play, poetry) to create written work (e.g. essays)
CI-G5-S8.1	Explain the meaning of the moral values of care, kindness and generosity to other students and the teacher, including giving examples of situations in which they (or people they know) have demonstrated these values in everyday life
CI-G5-S8.2	Behave virtuously, for example by demonstrating a capacity for patience or forgiveness, in their dealings with other people (perhaps in the first place their classmates)
CI-G5-S8.3	Tell other students how they perceive an ethical dilemma situation (e.g. in a story the students read) with a fair degree of clarity
CI-G5-S8.4	Restate succinctly the key points of a fellow student's perception of an ethical dilemma, check for accuracy and give the original speaker an opportunity to clarify
CI-G5-S8.5	Recognise that it is possible for humans to change for the better – that is, to develop their moral character – and that nobody is inherently a good or bad person

CI-G5-S8.6	Make guesses about the feelings of different people (or characters in a story) who find themselves in an ethical dilemma
CI-G5-S8.7	Engage in a discussion about what it might mean to be a good person (while being aware that there are different ways of defining a 'good person')
CI-G5-S8.8	Confidently debate with others some of the ethical questions surrounding sport, particularly the reasons for foul play, doping and cheating and whether tolerance or forgiveness should be applied
CI-G5-S8.9	Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for their own self-growth, drawing on examples of inspirational Olympians
CI-G5-S8.10	Demonstrate an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support
CI-G5-S8.11	Understand how they affect and influence environmental issues, including how they can take practical action on issues such as recycling, litter and noise
CI-G5-S8.12	Demonstrate an awareness of environmental issues locally to their homes and school and at a national and global level
CI-G5-S8.13	Present and discuss ideas about identity and how the attitudes and actions of others can affect individuals' sense of self-worth either positively or negatively
CI-G5-S8.14	Recognise the factors that affect their confidence and self-esteem, and how they can develop their resilience
CI-G5-S8.15	Make informed decisions on how to use their leisure time most effectively by providing evidence of increased participation in the local community
CI-G5-S9.1	Describe and explain the main changes that have taken place with: people coming to and settling in the UAE and families and family groupings
CI-G5-S9.2	Explain and discuss relevant concepts and terminology
CI-G5-S9.3	Appreciate the importance and value to the individual of family and kinship bonds
CI-G5-S9.4	Appreciate the importance and value to the individual of family and kinship bonds

Grade 6

SLO No	SLO
C2-G6-S1.1	Explains factors that lead to the emergence of civilization
C2-G6-S1.2	Compares and contrasts historical events in the Arab region
C2-G6-S1.3	Explains the causes of significant historical events and issues
C2-G6-S1.4	Identifies how music, architecture, art, literature illustrates various cultures and historical time periods
C2-G6-S1.5	Synthesizes various historical sources that explain the same event of the past
C2-G6-S1.6	Compares and contrasts information about the past provided in different sources
C2-G6-S1.7	Generates questions to investigate about an event in the past
C2-G6-S2.1	Identifies national figures who participated in establishing the Union

C2-G6-S2.2	Analyzes strengths and weaknesses of various kinds of governance systems
C2-G6-S2.3	Compares and contrasts the rights and responsibilities of individuals under the different political systems in the world
C2-G6-S2.4	Explains the functions and responsibilities of government leaders and public servants
C2-G6-S2.5	Describes how laws are created; explains the differences between civil and criminal law; gives examples of national, and local laws
C2-G6-S2.6	Explains the role of the judicial system in local, national and international contexts
C2-G6-S2.7	Identifies and describes the components of local heritage in the UAE
C2-G6-S3.1	Uses appropriate tools to create and interpret geographical data (e.g., locations, sizes of various places, distances between places)
C2-G6-S3.2	Identifies the location of places and regions in the world
C2-G6-S3.3	Describes physical and cultural characteristics of places and regions in the world
C2-G6-S3.4	Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information
C2-G6-S3.5	Uses geographic representations to enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images
C2-G6-S4.1	Analyzes maps and illustrations reflecting the interrelated relationship between humans and their location
C2-G6-S4.2	Infers factors that help understand and clarify the natural and human characteristics of one's country
C2-G6-S4.3	Analyzes how changes in the environment affect the nation's economy, and social development
C2-G6-S4.4	Describes social effects due to changes in the environment derived from natural phenomena
C2-G6-S4.5	Describes how people's actions affect the environment
C2-G6-S5.1	Defines economic values necessary for development (e.g., investment-competition)
C2-G6-S5.2	Explains the importance of investment, various types of investments and their outcomes
C2-G6-S5.3	Explains the role of competition in developing the national economy
C2-G6-S5.4	Defines scarcity and its impact on decision making such as trade
C2-G6-S5.5	Describes push-pull factors for voluntary migration and explains how they affect the economy of the country
C2-G6-S5.6	Explains primary causes of world trade
C2-G6-S5.7	Describes historical and contemporary economic systems
C2-G6-S5.8	Assesses conventional and alternative uses of resources
C2-G6-S5.9	Investigates how physical geography, productive resources, specialization, and trade have influenced the way people earn income
C2-G6-S5.10	Compares and contrasts availability and distribution of resources across world regions
C2-G6-S5.11	Distinguishes and describes different economic systems in the world
C2-G6-S6.1	Participates effectively in meaningful group discussions about topics related to social studies
C2-G6-S6.2	Cites specific textual evidence to support analysis of a primary or secondary source

C2-G6-S6.3	Provides an accurate summary of a text related to social studies topics
C2-G6-S6.4	Debates different points of view on the same historical event or issue and supports his conclusions with evidence
C2-G6-S6.5	Compares and contrasts information given in primary and secondary sources
C2-G6-S6.6	Prepares and gives oral presentations on social studies topics to an intended audience showing evidence from more than one source
C2-G6-S7.1	Presents arguments on a certain event for discussion
C2-G6-S7.2	Analyses evidence from various sources supporting a point of view
C2-G6-S7.3	Recognizes and assesses the importance of any factor influencing a current local issue
C2-G6-S7.4	Constructs explanations using examples and relevant information recognizing the strengths and weaknesses of the explanations
C2-G6-S7.5	Critiques arguments presented by others providing evidence
C2-G6-S7.6	Critiques explanations showing other points of view
C2-G6-S8.1	Give an account of some of the problems that can arise when considering equality (for example, the tension between equality of opportunity and equality in outcomes)
C2-G6-S8.2	Explain how social background (such as social class, school, town, ethnicity and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people
C2-G6-S8.3	Demonstrate respect for differences while treating peers as equals in interactions in the classroom and wider school
C2-G6-S8.4	Explain that distributive justice is about how scarce resources – such as wealth, work or positions (e.g. leadership positions) – are allocated fairly within a group or wider community
C2-G6-S8.5	Understand the importance and contested nature of reasoning about how one might go about deciding what is fair
C2-G6-S8.6	Articulate some of their own prejudices and provide strategies to overcome the prejudices
C2-G6-S8.7	Give reasons why it is important to respect the beliefs, values and traditions of others
C2-G6-S8.8	Demonstrate a personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends)
C2-G6-S8.9	Explain that mental health not just a physical condition but also a mental one and that they have a responsibility to care for their mental as well as their physical health and understand the links between them
C2-G6-S8.10	Talk about examples of global health concerns, such as malaria and malnutrition, the factors that increase the spread of diseases, including the impact of poverty, and how health concerns are tackled
C2-G6-S8.11	Explain how and who to ask for help and advice for themselves and others when they are concerned about mental health issues
C2-G6-S8.12	Analyse and consider the concepts of individual and collective responsibility in relation to health within the context of a community-based project or resource, such as sports facilities or health centres

C2-G6-S8.13	Understand how to be mentally healthy and resilient and the way they can support their resilience – through organising and managing their learning, support from family and friends, participation in arts, sport and music – as well as the risk factors, such as isolation, substance abuse and risky behaviour
C2-G6-S8.14	Understand and explain the different ways in which diseases are spread and how to avoid infection and contamination at the individual and community levels, including the importance of sanitation and clean water
C2-G6-S8.15	Understand that mental ill health can affect anyone; it is not something to stigmatise – know about the nine basic types of mental health issues young people experience and what they need to look out for if someone is at risk
C2-G6-S8.16	Recognise their responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term
C2-G6-S8.17	Understand how to be mentally healthy and resilient and the way they can support their resilience – through organising and managing their learning, support from family and friends, participation in arts, sport and music – as well as the risk factors, such as isolation, substance abuse and risky behaviour
C2-G6-S9.1	Explain and give examples of what is meant by terms such as ‘multiculturalism’, ‘diversity’, ‘cultural heritage’ and ‘inclusivity’
C2-G6-S9.2	Research and analyse how and why Emirati culture has changed over time and the ways in which museums, art galleries, archives and other bodies maintain the cultural heritage
C2-G6-S9.3	Evidence their ‘cultural competence’ by participating in a school or community-based activity or event
C2-G6-S9.4	Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future

Grade 7

SLO No	SLO
C2-G7-S1.1	Applies concepts of chronology, casualty, and conflict to identify patterns of historical change
C2-G7-S1.2	Develops criteria for evaluating individuals’ behavior in the past
C2-G7-S1.3	Formulates questions about a historical topic in the UAE, gathers and organizes information from various primary and secondary sources, assesses the sources for credibility and bias; proposes possible answers and writes a thesis statement; uses sources to draw conclusions and support the thesis; presents supported findings, and cites sources
C2-G7-S1.4	Identifies new technologies and innovations that changed the UAE economy and society; explains how they influenced political and regional development
C2-G7-S1.5	Identifies and examines long term changes and recurring patterns in world history
C2-G7-S2.1	Explains how different types of governments acquire, use and justify power

C2-G7-S2.2	Distinguishes issues involving rights, responsibilities and roles of the individual in promoting the general welfare of a society
C2-G7-S3.1	Identifies and describes selected countries in terms of their features and challenges presented by their geography
C2-G7-S3.2	Explains how technology impacts the environment at different times in various places
C2-G7-S3.3	Integrates visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
C2-G7-S3.4	Interprets thematic maps, graphs, charts, and databases depicting various aspects of the GCC and other world regions
C2-G7-S3.5	Investigates how human activity is affected by geographic factors
C2-G7-S4.1	Analyses the interaction between the environment and the population, and understands the mutual impact between these two factors
C2-G7-S4.2	Investigates how the use of technology has impacted the environment locally and globally
C2-G7-S4.3	Discusses factors that influenced the growth of population centers (e.g., location, transportation, distribution of resources)
C2-G7-S4.4	Investigates ways people have adapted and altered the physical environment
C2-G7-S5.1	Describes how different economic systems answer the basic economic questions on what to produce, how to produce, and for whom to produce
C2-G7-S5.2	Explains why nations often restrict trade by using quotas, tariffs, and non-tariffs barriers
C2-G7-S5.3	Describes global patterns of resource distribution and use
C2-G7-S5.4	Evaluates how resources or lack of resources affect the economic development of the nation and region
C2-G7-S5.5	Analyzes current economic issues using a variety of information resources
C2-G7-S5.6	Explains how resources are allocated by the government and markets among wants and needs
C2-G7-S5.7	Identifies economic connections between a local community and the neighboring countries
C2-G7-S5.8	Explains barriers to trade and how those barriers influence trade among nations
C2-G7-S6.1	Conducts research on social studies topics gathering information from multiple sources, including printed and digital sources (e.g. texts, visuals, charts, graphs, maps, etc.)
C2-G7-S6.2	Analyzes various cases, situations, and issues on social studies topics showing contradicting view points
C2-G7-S6.3	Cites specific textual evidence to support analysis of primary and secondary sources
C2-G7-S6.4	Determines the main idea or information from a primary or secondary source and provides and accurate synthesis of the information gathered
C2-G7-S6.5	Identifies aspects of a text that reveals the author's point of view or purpose (e.g., loaded language, inclusion or avoidance of facts, etc.)
C2-G7-S6.6	Describes how a texts presents information (e.g. sequentially, comparatively, causally, etc.)
C2-G7-S6.7	Evaluates the credibility of various sources (including multimedia)
C2-G7-S6.8	Determines the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to social studies

C2-G7-S6.9	Analyzes and interprets maps, graphs, charts, and other visuals to support conclusions on social studies topics
C2-G7-S6.10	Distinguishes among fact, opinion and reasoned judgment in a text
C2-G7-S6.11	Designs various types of maps and provides relevant information
C2-G7-S6.12	Participates in debates and discussions on social studies issues listening to others' ideas and expressing his own clearly and effectively
C2-G7-S7.1	Deliberates with others about public concerned issues
C2-G7-S7.2	Participates in a group to assess the sources through distinguishing between the fact and the argument
C2-G7-S7.3	Addresses public problems collaboratively to improve the community (e.g., pollution, safety, energy saving)
C2-G7-S7.4	Evaluates solutions to contemporary issues citing evidence and explaining why their proposed solutions are effective and practical
C2-G7-S7.5	Examines evidence from primary and secondary sources supporting a point of view
C2-G7-S7.6	Compares, contrasts and analyzes various points of view of a current national issue (e.g., economy, immigration, energy)
C2-G7-S8.1	Demonstrate the need for and a commitment to the fundamental value of each human life
C2-G7-S8.2	Name some basic human needs, explain what they entail and why meeting such needs is important
C2-G7-S8.3	Name and justify some basic moral rules, such as: it is wrong to steal; it is wrong to tell lies; it is right to keep promises
C2-G7-S8.4	Demonstrate the need for and a commitment to the fundamental value of each human life
C2-G7-S8.5	Present and justify their view for or against a link between unmet, basic human needs and the occurrence of violent conflict
C2-G7-S8.6	Understand how images and text can be modified and selected to present different messages. Undertake a project to present the same information in a negative and a positive way.
C2-G7-S8.7	Know how to respond when harmful or dangerous situations arise, including knowing how to protect themselves so they are not harmed and how to get help, for example by contacting emergency services
C2-G7-S8.8	Explain how they protect themselves on social media and what the short and longer term risks are, including potential criminal use of information such as identity theft
C2-G7-S8.9	Understand the value of and demonstrate some basic first aid skills appropriate to their age
C2-G7-S8.10	Understand the dangers from crime and how they can protect themselves and others from the risk of being victims of crime
C2-G7-S8.11	Recognise and understand possible risks and dangers in the home and local environment and be able to explain how to keep themselves and others safe
C2-G7-S8.12	Talk about examples of factual reporting, opinion, propaganda, campaigning and advertising in the media, the risks of accepting things at face value and how they can check information for factors such as accuracy, bias, selectively
C2-G7-S9.1	Understand and discuss the concept of 'globalisation', what it means, some of the issues it raises and how it affects the UAE
C2-G7-S9.2	Understand and discuss the idea of a sustainable global economy, the challenges it faces, and how these might be addressed

C2-G7-S9.3	Make an informed evaluation of the impact of advances in means of communication on the individual, society and inter-societal relations
C2-G7-S9.4	Understand and discuss the idea of a sustainable global economy, the challenges it faces, and how these might be addressed

Grade 8

SLO No	SLO
C2-G8-S1.1	Uses primary and secondary sources to research about a historical event
C2-G8-S1.2	Examines historical resources and identifies bias, point of view, context, distortion
C2-G8-S1.3	Distinguishes between historical fact and historical interpretation
C2-G8-S1.4	Analyzes multiple interpretations of the same historical or current event
C2-G8-S1.5	Studies quantitative data to answer questions about a historical event or development
C2-G8-S1.6	Creates historical timelines and interprets the data presented in it
C2-G8-S1.7	Describes how groups try to maintain their traditional cultures, identities and distinctiveness in the context of increasing globalization
C2-G8-S2.1	Explains the role played by leaders in nation development
C2-G8-S2.2	Describes ways of preserving heritage in a country, and analyzes the importance of the constitution for people in a society
C2-G8-S2.3	Identifies laws and rules intended to address public issues
C2-G8-S2.4	Explains how a Constitution impacts the lives of the people of a country
C2-G8-S3.1	Analyzes geographical characteristics of a place (e.g., natural, environmental, physical, human)
C2-G8-S3.2	Gathers and analyzes geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions
C2-G8-S3.3	Creates and uses various kinds of maps, including overlaying thematic maps of places in the world; incorporates map basics, as well as points, lines and shaded areas to display spatial information
C2-G8-S3.4	Uses appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places
C2-G8-S3.5	Explains how geography influenced the economic development of the countries
C2-G8-S4.1	Explains and discusses the role played by natural environments in enhancing cultures
C2-G8-S4.2	Examines the effects of various factors (e.g., disease, resources, industrialization, and technology) on people and the environment
C2-G8-S4.3	Identifies and explains how changes people make in the physical environment may lead to changes in other places
C2-G8-S4.4	Examines how cultural and environmental characteristics make places similar and different from one another
C2-G8-S5.1	Describes economic values necessary for development (innovation-creativity)

C2-G8-S5.2	Compares and contrasts three forms of business ownership business organization—sole proprietorship, partnership, and corporation
C2-G8-S5.3	Compares and contrasts various economic activities among various societies
C2-G8-S5.4	Investigates the relationship and economic impact of culture, government, social systems in different countries
C2-G8-S5.5	Identifies specific areas of the GCC with important natural resource deposits
C2-G8-S5.6	Compares and contrasts traditional versus contemporary economic activities
C2-G8-S5.7	Explains how technology has changed the way goods are produced
C2-G8-S5.8	Examines the relationship between supply and demand and the impact of prices on goods and services
C2-G8-S6.1	Frames questions that can be answered by historical study or research
C2-G8-S6.2	Distinguishes between facts from opinion, relevant from irrelevant information, essential from incidental information
C2-G8-S6.3	Assesses credibility of primary and secondary sources and draws conclusions
C2-G8-S6.4	Provides accurate summary of a source, printed or digital
C2-G8-S6.5	Cites specific textual evidence to support analysis of primary and secondary sources, noting evidentiary limitations
C2-G8-S6.6	Analyses how a text makes connections and distinctions between ideas, and among individuals
C2-G8-S6.7	Interprets and analyses maps, charts, to support conclusions on social studies issues
C2-G8-S6.8	Writes argumentative essays on various social studies topics citing references
C2-G8-S6.9	Creates various forms of written work to express a personal opinion on various social studies issues and supports it with evidence (e.g. artifact, brochure, video, cartoon, etc.)
C2-G8-S6.10	Writes informative/explanatory texts on historical events or any social studies topic
C2-G8-S6.11	Orally presents information gathered to an intended audience using visuals to show findings and support evidence
C2-G8-S7.1	Analyzes data related to a certain topic and its various interpretations
C2-G8-S7.2	Express his opinion regarding others' interpretations
C2-G8-S7.3	Works collaboratively to arrive at conclusions on social studies issues and explains the reasons of those conclusions
C2-G8-S7.4	Provides evidence when supporting or critiquing an author's interpretation of a historical/current event
C2-G8-S7.5	Implements a plan of action to solve a local/national issue
C2-G8-S7.6	Analyses several possible solutions to a contemporary issue citing relevant information
C2-G8-S7.7	Gives explanations using reasoning, examples, and details with relevant information
C2-G8-S8.1	Explain in their own words what a community is and why being a member of at least one community or social group is important to most people
C2-G8-S8.2	Name the main types of communities and social groups in UAE
C2-G8-S8.3	Discuss with other students why it might be valuable to promote social cohesion both in the groups to which the students belong and more generally in the wider society of the UAE

C2-G8-S8.4	Put forward a reasonably well-justified argument about the key characteristics of a good government
C2-G8-S8.5	Different, historical forms of government and main forms of government in contemporary states around the world
C2-G8-S8.6	Discuss the role of government in increasing/decreasing the level of social equality and cohesion in a country such as the UAE
C2-G8-S8.7	Give an account of (at least) one community or social group to which they, as individuals, belong and specify some of the shared values and duties of the participants in that community or group
C2-G8-S8.8	Define 'state' and 'government'
C2-G8-S8.9	Confidently use a range of strategies to deal with internal and external conflict, evidencing this through participation in a series of scenarios and role plays where they are asked to make decisions based on different levels of conflict that they may find themselves in
C2-G8-S8.10	Demonstrate respect and empathy for, and sensitivity to, individuals who are different or who come from different backgrounds and how they can be included in communities and societies
C2-G8-S8.11	Explain (at a basic level) about the cycle of bias and discrimination and identify how these attitudes are destructive and how they can be overcome
C2-G8-S8.12	Have an appreciation of personal tolerance, and an understanding of the causes and issues surrounding intolerance, discrimination and prejudice
C2-G8-S8.13	Evaluate their understanding of diversity and equality within their community and across the UAE and the challenges that emerge (including how the media handle them), and articulate what equality means in practice and the benefits that diversity can bring to communities
C2-G8-S8.14	Articulate to others how they value the importance of tolerance and being empathetic to others who may face external conflict that affects their wellbeing (i.e. refugee crises)
C2-G8-S9.1	Engage in debate in ways which demonstrate an understanding of and willingness to participate in processes of consultation aimed at achieving consensus
C2-G8-S9.2	Discuss the ways and extent to which the UAE's traditional political heritage based on consensus continues to be part of the modern state
C2-G8-S9.3	Identify the key developments in the growth of consultative government at local and national levels within the UAE

Grade 9 (Standard and Advanced)

SLO No	SLO
C2-G9-S1.1	Interprets quantitative data
C2-G9-S1.2	Evaluates alternative interpretations of historical events; uses historical evidence to support or refute those interpretations
C2-G9-S2.1	Explains the role played by current rulers in developing the country and guaranteeing peoples' rights
C2-G9-S2.2	Analyzes how different governments around the world function to meet the needs of their people

C2-G9-S2.3	Describes the basic elements of the UAE foreign policy with GCC countries
C2-G9-S2.4	Explains why governments interact in world affairs; describes how the UAE government develops and carries out foreign policy
C2-G9-S2.5	Examines how the UAE Constitution protects the people
C2-G9-S2.6	Explains the responsibilities and duties for all individuals (citizens and non-citizens) in the country
C2-G9-S2.7	Explains the role played by Sheikh Zayed (may ALLAH bless his soul) in establishing the Union
C2-G9-S2.8	Describes ways of preserving heritage in the country, and analyzes the importance of the constitution for the society
C2-G9-S2.9	Assesses laws and rules intended to address public issues
C2-G9-S2.10	Explains how the UAE Constitution impacts the lives of the people of the UAE
C2-G9-S3.1	Explains the impact of advanced technology on geographical resources
C2-G9-S3.2	Applies geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future
C2-G9-S3.3	Uses geospatial technologies to make and justify decisions about the best location for facilities
C2-G9-S3.4	Utilizes the internet to crowd source accurate data about the most convenient locations to build facilities and shows evidence for his decisions
C2-G9-S3.5	Infers and draws conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations
C2-G9-S3.6	Explains how patterns of resources are used throughout the world
C2-G9-S3.7	Describes the locations of human populations and the cultural characteristics of the UAE and the GCC
C2-G9-S3.8	Explains how geography influenced the economic development of the UAE
C2-G9-S4.1	Evaluates the relationships between human societies and the environment
C2-G9-S4.2	Explains how social, cultural, economic factors shape and are shaped by the physical environment
C2-G9-S4.3	Distinguishes which are the human factors that cause people to migrate
C2-G9-S5.1	Describes economic values necessary for the national economic development (e.g., human capital investment, quality, sustainable development, information issues)
C2-G9-S5.2	Explains how the state invests in human capital, giving examples that show the impact on productivity
C2-G9-S5.3	Explains how education, career choices, and family obligations affect future income
C2-G9-S5.4	Identifies investment options, available to individuals and households
C2-G9-S5.5	Recognizes and describes factors that helped the economic growth in Dubai and nearby regions
C2-G9-S5.6	Explains effects of domestic policies on international trade
C2-G9-S6.1	Gives correct and realistic examples of some facts researched or generalizations made on various social studies topics
C2-G9-S6.2	Gathers relevant and accurate information from multiple printed and digital sources applying advanced research methods effectively

C2-G9-S6.3	Assesses a text and presents the information using various media to highlight the positive and negative aspects of issues or events from the text
C2-G9-S6.4	Plans short as well as more supported research projects to answer a claim, including self-generated claims, or to solve a public issue
C2-G9-S6.5	Pulls information from various types of texts to support analysis, reflection, and research
C2-G9-S6.6	Outlines the main idea and writes an accurate summary of the information gathered from a primary or secondary source
C2-G9-S6.7	Analyses the meaning of words as they are used in a text and explains how an author makes use of key terms in a text
C2-G9-S6.8	Examines how a text is structured, including how the main sentences or paragraphs contribute to the whole
C2-G9-S7.1	Provides constructive criticism for arguments presented by his peers citing evidence
C2-G9-S7.2	Evaluates primary and secondary interpretations of an event
C2-G9-S7.3	Researches, analyses and presents a contemporary issue showing all aspects (of the issue)
C2-G9-S7.4	Conducts research on a current issue and predicts the outcomes using geographical, economic, cultural and historical evidence
C2-G9-S7.5	Designs a plan to address and solve a current problem and identifies steps for its implementation
C2-G9-S7.6	Critiques arguments for credibility
C2-G9-S8.1	Outline ways in which people and collective actors (such as states, regional and international organisations) might go about alleviating a specific global ethical challenge.
C2-G9-S8.2	Discuss UAE's relations with other states and its role in international organisations and other global forums
C2-G9-S8.3	Name the key ethical challenges for humanity and know how to find out more about them (using reliable sources on the Internet and elsewhere)
C2-G9-S8.4	Explain what is meant by 'ethics' and ethical enquiry in the context of international relations
C2-G9-S8.5	Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement
C2-G9-S8.6	Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar
C2-G9-S8.7	Identify how they can make a positive difference to the local community and wider society in which they live
C2-G9-S8.8	Demonstrate personal skills such as leadership and good teamwork
C2-G9-S8.9	Identify significant changes in the political system since the establishment of the Federation
C2-G9-S8.10	Understand how the work of government seeks to implement the principles expressed in the constitution
C2-G9-S8.11	Describe the main features, principal bodies and activities of government and the judiciary within the UAE
C2-G9-S8.12	Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement

C2-G9-S8.13	Confidently discuss how to avoid financial complications through providing examples of financial mismanagement, greed, poor governance (banking crises/third world countries and corrupt leaders)
C2-G9-S8.14	Develop their entrepreneurial skills through being asked to invest in a 'business' – produce a business plan and take financial decisions based on how the company is coping with economic and global pressures
C2-G9-S8.15	Demonstrate an appreciation of the value of money through articulating how less fortunate groups and communities can be financially supported through improved financial management and philanthropy
C2-G9-S8.16	Demonstrate an appreciation of the value of money through articulating how less fortunate groups and communities can be financially supported through improved financial management and philanthropy
C2-G9-S8.17	Make informed decisions on how to responsibly budget, save, invest and borrow, which can be evidenced through students being asked to budget responsibly over the course of a week in response to a range of scenarios
C2-G9-S8.18	Provide evidence that they have acted responsibly when using money, for example opening a bank account and using a budget that has a combination of necessities and luxuries
C2-G9-S9.1	Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value
C2-G9-S9.2	Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity
C2-G9-S9.3	Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways
C2-G9-S9.4	Recognise the various threats to the cultural heritage
C2-G9-S9.5	Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism

Grade 10 (Standard Track)

SLO No	SLO
C3-G10-S5.1	Uses the scientific research methodology to solve investigate various public issues related to social studies
C3-G10-S5.2	Presents information gathered from primary and secondary sources to an intended audience and initiates debates or discussions with partners justifying his/her point of view with evidence
C3-G10-S5.3	Cites specific evidence from text to support explanation or analysis
C3-G10-S5.4	Determines the central ideas or information of a primary or secondary source; provides an accurate summary of how key events or ideas develop over the course of the text
C3-G10-S5.5	Compares and contrasts treatments of the same topic in several primary and secondary sources
C3-G10-S5.6	Compares the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts

C3-G10-S5.7	Assesses the credibility of primary and secondary sources and draws sound conclusions from them
C3-G10-S5.8	Determines the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of social science
C3-G10-S5.9	Decides on valid sources to answer social studies questions
C3-G10-S5.10	Composes various types of written work to investigate a historical event, place or person using various sources, printed and digital
C3-G10-S5.11	Identifies evidence that draws information from various sources and recognizes inconsistencies in evidence so as review, change or strengthen claims
C3-G10-S5.12	Engages in social studies discourse presenting claims and findings effectively and clearly
C3-G10-S6.1	Gathers relevant information from many sources and uses evidence to interpret an event
C3-G10-S6.2	Assesses the credibility of a source based on the experts' arguments
C3-G10-S6.3	Critiques the structure of explanations
C3-G10-S6.4	Designs a plan to address and solve a current problem and identifies steps for its implementation
C3-G10-S6.5	Conducts research on a current issue and predicts the outcomes using geographical, economic, cultural and historical evidence

Grade 11 (Standard Track)

SLO No	SLO
C3-G11-S6.1	Presents a detailed and accurate report on a certain problem highlighting the research methodology used to solve the problem
C3-G11-S6.2	Carries out a field study on a certain issue or problem, assesses the most significant results and submits them to the officials for beneficial use
C3-G11-S6.3	Analyzes how a text uses structure to emphasize key points or advance an explanation or analysis
C3-G11-S6.4	Analyzes the relationship between a primary and secondary source on the same topic
C3-G11-S6.5	Integrates visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
C3-G11-S6.6	Integrates and evaluates multiple sources of Information, presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
C3-G11-S6.7	Engages in meaningful discussions and debates on social studies topics (one-on-one, with an adult, in groups)
C3-G11-S6.8	Designs written work to evaluate and analyze a historical event or public concern issues
C3-G11-S6.9	Prepares an oral presentation on social studies topics and shows findings with supporting evidence
C3-G11-S6.10	Devises visual social studies materials to emphasis relevant information gathered for an oral report

C3-G11-S7.1	Uses technology to gather information from various sources and evaluates interpretations of the same event
C3-G11-S7.2	Works collaboratively to research, examine and present a contemporary issue recognizing all sides of the issue
C3-G11-S7.3	Determines how customs affect individuals or groups decisions
C3-G11-S7.4	Develops criteria for evaluating individuals' behavior in the past
C3-G11-S7.5	Evaluates different points of on a current issue

Grade 12 (Standard Track)

SLO No	SLO
C3-G12-S6.1	Scientifically researches various topics and presents them to an intended audience using eye contact, appropriate body language, clear voice and pronunciation
C3-G12-S6.2	Designs an electronic project relevant to social topic and uses it to propose solutions
C3-G12-S6.3	Gathers relevant and accurate information from multiple primary and secondary sources
C3-G12-S6.4	Connects details of a text to attain conclusions of the text as a whole
C3-G12-S6.5	Identifies key ideas and/or events in primary or secondary texts and then provides a summary of how the author develops the key idea
C3-G12-S6.6	Summarizes ideas and details of a text to show their understanding of this relationship and interconnectedness
C3-G12-S6.7	Evaluates a primary source noting how its structure reinforces its meaning
C3-G12-S6.8	Identifies the parts of text and how they work together as a whole
C3-G12-S6.9	Construct problem statements and research design with supporting details
C3-G12-S6.10	Distinguishes assumptions and biases in collected data
C3-G12-S7.1	Designs a research plan for resolving a social, local/national problem and makes recommends
C3-G12-S7.2	Asks research questions and decides on a research methodology or procedures to help answer those questions.
C3-G12-S7.3	Critiques details and explanations of data collected
C3-G12-S7.4	Presents finding in different format
C3-G12-S7.5	Organises event to disseminate original research

Grade 10 (Advanced Track)

SLO No	SLO
C3-G10-S1.1	Analyzes discuss factors that led to World Wars
C3-G10-S1.2	Compares and contrasts outcomes of World Wars as they pertain to modern globablization

C3-G10-S1.3	Explains how the Cold War shaped the global geopolitical climate in the UAE and GCC region
C3-G10-S1.4	Uses chronological thinking to analyze cause and effect of historical events
C3-G10-S1.5	Describes the impacts of technology and scientific discovery in the world
C3-G10-S1.6	Evaluates the role and legacy left by historical figures in the history of UAE world
C3-G10-S1.7	Explains the implications of world globalization
C3-G10-S2.1	Explains historical background and development of current political systems
C3-G10-S2.2	Describes how different groups or institutions work together to care for people's needs and address necessary social changes
C3-G10-S2.3	Evaluates the effectiveness of diplomacy and other foreign policy tools used by the UAE
C3-G10-S2.4	Compares and contrasts the UAE system of government to other forms of government
C3-G10-S3.1	Explains the causes and effects related to the natural phenomena and the properties of earth (e.g., the internal and external movements of the Earth and its effects)
C3-G10-S3.2	Describes the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions
C3-G10-S3.3	Categorizes and describes the various features of earth surface and locate them (e.g., the distribution of various terrain, water, soil on the Earth's surface)
C3-G10-S3.4	Analyzes trends in world demographics as they relate to physical systems
C3-G10-S3.5	Evaluates the impact of globalization around the world
C3-G10-S3.6	Researches how changes in the environment cause human movement (e.g., draught, natural disasters, disease)
C3-G10-S3.7	Analyzes how migration affects the structure of societies
C3-G10-S3.8	Analyzes the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

C3-G10-S3.9	Explains the impacts of people on physical systems identifying forces that modify the physical environment (e.g., increasing population, industrial processes and pollution)
C3-G10-S3.10	Explains how changes in the environment has brought prosperity to some places and created environmental dilemmas for others
C3-G10-S3.11	Explains how information and technology influence personal actions resulting in social and environmental changes
C3-G10-S4.1	Identifies the economic issue facing individuals and societies in terms of concepts, emergence, and outcome
C3-G10-S4.2	Explains the relationship between economic decisions and some economic phenomena in one's country (e.g. cost of alternative opportunities)
C3-G10-S4.3	Analyzes the costs and benefits of producing a personal budget
C3-G10-S4.4	Creates a personal budget to include fixed and variable expenses
C3-G10-S4.5	Assesses the benefits of future financial planning
C3-G10-S4.6	Explains the stages of production and highlights its main components
C3-G10-S4.7	Describes the basic pillars on which the market stands, comparing the characteristics of various economic systems
C3-G10-S4.8	Compares and contrasts three forms of business ownership business organization—sole proprietorship, partnership, and corporation (Look at ways to organize businesses in the UAE)
C3-G10-S5.1	Uses the scientific research methodology to solve investigate various public issues related to social studies
C3-G10-S5.2	Presents information gathered from primary and secondary sources to an intended audience and initiates debates or discussions with partners justifying his/her point of view with evidence
C3-G10-S5.3	Cites specific evidence from text to support explanation or analysis
C3-G10-S5.4	Determines the central ideas or information of a primary or secondary source; provides an accurate summary of how key events or ideas develop over the course of the text
C3-G10-S5.5	Compares and contrasts treatments of the same topic in several primary and secondary sources
C3-G10-S5.6	Compares the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts

C3-G10-S5.7	Assesses the credibility of primary and secondary sources and draws sound conclusions from them
C3-G10-S5.8	Determines the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of social science
C3-G10-S5.9	Decides on valid sources to answer social studies questions
C3-G10-S5.10	Composes various types of written work to investigate a historical event, place or person using various sources, printed and digital
C3-G10-S5.11	Identifies evidence that draws information from various sources and recognizes inconsistencies in evidence so as review, change or strengthen claims
C3-G10-S5.12	Engages in social studies discourse presenting claims and findings effectively and clearly
C3-G10-S6.1	Gathers relevant information from many sources and uses evidence to interpret an event
C3-G10-S6.2	Assesses the credibility of a source based on the experts' arguments
C3-G10-S6.3	Critiques the structure of explanations
C3-G10-S7.1	Designs a plan to address and solve a current problem and identifies steps for its implementation
C3-G10-S7.2	Conducts research on a current issue and predicts the outcomes using geographical, economic, cultural and historical evidence
C3-G10-S8.1	Give an account of possible ethical consequences of their own consumer choices
C3-G10-S8.2	Define 'global economy' and 'economic globalisation'
C3-G10-S8.3	Explain what is meant by 'socially responsible investing'
C3-G10-S8.4	Outline the effect of economic globalisation on income inequality within and between countries
C3-G10-S8.5	Put forward a reasoned and well-justified view on the value of fair trade as a way of reforming world trade in order to promote justice
C3-G10-S8.6	Evaluate the different ways that citizens can act together to solve problems and contribute to society
C3-G10-S8.7	Research, analyse and evaluate their responsibilities as a student of the school, in the family, as an Emirati citizen and in the wider world

C3-G10-S8.8	Present their opinion to their peers, based on primary and secondary research evidence on what their responsibilities would be if they had a particular role in society or job
C3-G10-S8.9	Explain the difference between needs and rights, and how rights benefit individual lives and society as a whole
C3-G10-S8.10	Make a reasoned argument to support their ideas on what rights and responsibilities are required for a just and sustainable community
C3-G10-S8.11	Explain and demonstrate what is meant by 'active citizenship'
C3-G10-S8.12	Undertake a period of volunteer work or similar activity of benefit to the local community
C3-G10-S8.13	Critically evaluate the impact of their volunteer work and identify areas for their own further development, including thinking, learning and communication skills
C3-G10-S8.14	Recognise and articulate the benefits of living a moderate life – both physically and emotionally
C3-G10-S8.15	Demonstrate an awareness that addiction has both physical and mental health implications as well as potentially leading into criminal activity. Understand that all these issues need to be addressed in treatment
C3-G10-S8.16	Discuss the risks and impact of addiction on the individual, their family, community and society and understand the importance of empathy and sensitivity towards individuals, while not accepting the addictive behaviour
C3-G10-S8.17	Explain and understand the factors that can influence whether someone starts smoking or using drugs or alcohol, and be aware of guidance on preventing addiction
C3-G10-S9.1	Give a detailed explanation of the nature of individual cultures and approaches to understanding them
C3-G10-S9.2	Discuss and present possible guidelines for effective intercultural communication and dialogue
C3-G10-S9.3	Analyse and reflect on encounters with those from other cultures, identify and describe any actual or potential conflict areas and, in the light of their experience, recognise opportunities for building relationships and/or changed future actions or behavior

Grade 11 (Advanced Track)

SLO No	SLO
C3-G11-S1.1	Examines changes and continuity at different times
C3-G11-S1.2	Poses historical questions, gathers information from various sources, interprets the data, presents it, and cites evidence
C3-G11-S1.3	Analyzes how historical contexts influence people's perspectives about an event
C3-G11-S1.4	Examines ways historians shape and influence people's perspectives about a historical event
C3-G11-S2.1	Compares and contrasts the powers and responsibilities of local, national and international political institutions
C3-G11-S2.2	Explains the role of the individual in the UAE political system
C3-G11-S2.3	Assesses the impact of laws, rules, regulations, constitution, international treaties, and foreign policy in keeping the national and international order
C3-G11-S2.4	Evaluates the effectiveness of the different political systems in addressing people's social problems
C3-G11-S3.1	Analyzes geographical factors which explain contemporary issues (e.g., pollution, population structure, population growth, overcrowding, global warming)
C3-G11-S3.2	Explains migration patterns in the world and their impact on the national and human characteristics in a particular geographic region
C3-G11-S3.3	Analyzes the different political, religious, economic, demographic, and historical ways of viewing places and regions
C3-G11-S3.4	Uses geographic representations to analyze cultural and environmental characteristics
C3-G11-S3.5	Uses advanced technology to create maps and display geographic information
C3-G11-S3.6	Describes geographic factors that affect cooperation and conflict among societies
C3-G11-S4.1	Identifies and analyzes cultural factors which influence changes in a town, nation or world

C3-G11-S4.2	Evaluates the relationship between the various human societies and their physical environments
C3-G11-S4.3	Analyzes the impacts of physical systems on people (e.g. how people depend on, adjust to and modify various physical systems)
C3-G11-S4.4	Observes ways in which people modify ways of life to accommodate to different environmental contexts
C3-G11-S5.1	Analyzes the similarities and differences among economic systems
C3-G11-S5.2	Investigates the main economic principles and characteristics of the UAE economic system
C3-G11-S5.3	Explains the relationship between trade and international economic blocks
C3-G11-S5.4	Explains the role of banks in economic investment
C3-G11-S5.5	Describes the effects of international trade on the UAE and other nations
C3-G11-S5.6	Examines how exchange rates work and how they affect international trade
C3-G11-S5.7	Explains factors that made the UAE a center for global investments
C3-G11-S5.8	Explains why nations often restrict trade by using quotas, tariffs, and non-tariffs barriers
C3-G11-S5.9	Evaluates arguments for and against free trade
C3-G11-S5.10	Identifies costs and benefits of trade barriers over time
C3-G11-S6.1	Presents a detailed and accurate report on a certain problem highlighting the research methodology used to solve the problem
C3-G11-S6.2	Carries out a field study on a certain issue or problem, assesses the most significant results and submits them to the officials for beneficial use
C3-G11-S6.3	Analyzes how a text uses structure to emphasize key points or advance an explanation or analysis
C3-G11-S6.4	Analyzes the relationship between a primary and secondary source on the same topic
C3-G11-S6.5	Integrates visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
C3-G11-S6.6	Integrates and evaluates multiple sources of Information, presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
C3-G11-S6.7	Engages in meaningful discussions and debates on social studies topics (one-on-one, with an adult, in groups)

C3-G11-S6.8	Designs written work to evaluate and analyze a historical event or public concern issues
C3-G11-S6.9	Prepares an oral presentation on social studies topics and shows findings with supporting evidence
C3-G11-S6.10	Devises visual social studies materials to emphasis relevant information gathered for an oral report
C3-G11-S7.1	Uses technology to gather information from various sources and evaluates interpretations of the same event
C3-G11-S7.2	Works collaboratively to research, examine and present a contemporary issue recognizing all sides of the issue
C3-G11-S7.3	Determines how customs affect individuals or groups decisions
C3-G11-S7.4	Develops criteria for evaluating individuals' behavior in the past
C3-G11-S7.5	Evaluates different points of on a current issue
C3-G11-S8.1	Explain what conflict is and give an account of different, possible ways of responding when they find themselves in conflict with another person or people
C3-G11-S8.2	Discuss the notion of 'non-violence' and its relevance in the contemporary world
C3-G11-S8.3	Give an account of the main causes of conflict and war
C3-G11-S8.4	Provide a well-justified assessment of the value of the 'just war tradition' for restraining actors contemplating war or already engaged in war
C3-G11-S8.5	Have further insights into the challenges and opportunities of living in an increasingly interconnected and diverse world
C3-G11-S8.6	Have a developing sense of belonging to a common humanity, sharing values and responsibilities
C3-G11-S8.7	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
C3-G11-S8.8	Act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
C3-G11-S8.9	Participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens
C3-G11-S8.10	Become aware of and understand the global, social and political relationships in which they find themselves

C3-G11-S8.11	Know about, and understand, global governance structures, international legal systems, global issues and connections between global, national and local systems and processes
C3-G11-S8.12	Show empathy, solidarity and respect for differences and diversity
C3-G11-S8.13	Critically reflect on what it means to be a member of the global community and how to respond to common problems and issues (roles, global connections, interconnectedness, solidarity and implications in everyday life)
C3-G11-S8.14	Develop a 'global outlook' or 'global mindset'
C3-G11-S8.15	Confidently self-evaluate in order to recognise their own strengths and areas for development
C3-G11-S8.16	Acquire knowledge of a range of different career paths, which will enable them to make informed decisions about their future
C3-G11-S8.17	Articulate to a range of audiences what their goals and ambitions are and how they hope to achieve them
C3-G11-S8.18	Effectively prepare for an interview and deliver an engaging presentation
C3-G11-S8.19	Develop a portfolio of their achievements as a way of showcasing their skills, knowledge and experience
C3-G11-S9.1	Analyse and evaluate the impact of a range of factors on cultural developments globally
C3-G11-S9.2	Debate the extent to which there is a 'universal culture'
C3-G11-S9.3	Analyse and discuss the notion of culturally determined moral relativity
C3-G11-S9.4	Explain some key underpinning concepts of universal culture

Grade 12 (Advanced)

SLO No	SLO
C3-G12-S1.1	Evaluates historians' interpretations of the past using a variety of sources
C3-G12-S1.2	Analyzes the relationships between historical sources and their interpretations
C3-G12-S1.3	Critiques the validity of historical sources
C3-G12-S1.4	Formulates questions to inquiry about a historical event
C3-G12-S1.5	Distinguishes between complex causes and effects of past events
C3-G12-S2.1	Compares and contrasts the powers and responsibilities of local, national and international political institutions

C3-G12-S2.2	Explains the role of the individual in the UAE political system
C3-G12-S2.3	Assesses the impact of laws, rules, regulations, constitution, international treaties, and foreign policy in keeping the national and international order
C3-G12-S2.4	Evaluates the effectiveness of the different political systems in addressing people's social problems
C3-G12-S2.5	Evaluates and critiques relationships among government, social entities and economic markets
C3-G12-S3.1	Explains how technological advances have changed the perception of location and space in the modern world
C3-G12-S3.2	Explains the relations between the natural and human phenomena in a particular geographic region (e.g., the Arab World)
C3-G12-S3.3	Explains and analyzes the various geographic phenomena on earth in a particular geographic region (e.g., the Arab World)
C3-G12-S3.4	Explains how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns)
C3-G12-S3.5	Describes how political and economic policies have impacted and changed cultural and environmental characteristics of regions and places around the world
C3-G12-S4.1	Assesses the impact of globalization on societies around the world
C3-G12-S4.2	Analyzes the impact of human activities on the environment
C3-G12-S4.3	Examines how political, economic and social governmental decisions affect and change cultural and environmental characteristics of selected places or regions
C3-G12-S5.1	Explains the role of local and national gross product in developing the economy
C3-G12-S5.2	Determines how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living
C3-G12-S5.3	Identifies sectors of state finance and their roles in achieving economic and social goals
C3-G12-S5.4	Determines how inflation, unemployment, and gross domestic product statistics are used in policy decisions
C3-G12-S5.5	Analyses costs and benefits of economic incentives and how they influence individual choices

C3-G12-S5.6	Evaluates the importance of competition among buyers and sellers in national and international markets
C3-G12-S5.7	Describes advantages and disadvantages of government economic policies
C3-G12-S5.8	Uses economic indicators to analyze the state of the economy
C3-G12-S5.9	Analyzes how globalization impacts national economic growth (e.g., labor, distribution of resources, environment)
C3-G12-S5.10	Analyzes the role of comparative advantage in international trade of goods and services
C3-G12-S6.1	Scientifically researches on various public concerned topic and presents them to an intended audience using eye contact, appropriate body language, clear voice and pronunciation
C3-G12-S6.2	Designs an electronic project relevant to social studies topics and uses it in solving actual issues and problems
C3-G12-S6.3	Gathers relevant and accurate information from multiple primary and secondary sources
C3-G12-S6.4	Connects details of a text to attain conclusions of the text as a whole
C3-G12-S6.5	Identifies key ideas and/or events in primary or secondary texts and then provides a summary of how the author develops the key idea
C3-G12-S6.6	Summarizes ideas and details of a text to show their understanding of this relationship and interconnectedness
C3-G12-S6.7	Evaluates a primary source noting how its structure reinforces its meaning (recognize the power of voice and diction in texts)
C3-G12-S6.8	Identifies the parts of text and how they work together as a whole
C3-G12-S6.9	Identifies thesis statements, supporting details, and conclusions, as well as transition statements
C3-G12-S6.10	Distinguishes assumptions and unstated inferences to examine the author's purpose, (e.g. balance or imbalance, loaded language, details purposefully excluded and the use of excerpted quotes by authors)
C3-G12-S7.1	Designs a plan for resolving a social, local/national problem and recommends alternative ways for its implementation
C3-G12-S7.2	Asks historical questions and decides on a research methodology or procedures to help answer those questions.
C3-G12-S7.3	Critiques details and explanations of claims
C3-G12-S7.4	Argues the structure of explanations

C3-G12-S7.5	Decides on criteria to analyze different points of view on the same issue
C3-G12-S8.1	Define and discuss the reasons for corrupt and unethical activities and behaviours (Grade 12 Term 1 Lesson 8/ Term 2 Lesson 9/ Term 3 Lesson 9)
C3-G12-S8.2	Explain how keeping accurate financial records support good financial management (Term 1 Lesson 2: Research Topic)
C3-G12-S8.3	Identify ways of combating corrupt and unethical activity. (Term 1 Lesson 2: Research Topic)
C3-G12-S8.4	Consider corruption from a global perspective (Term 1 Lesson 2: Research Topic)
C3-G12-S8.5	Evaluate different forms of borrowing and lending (credit)
C3-G12-S8.6	Produce an analysis of the pros and cons of different forms of saving and investment (Term 1 Lesson 2: Research Topic)
C3-G12-S8.7	Demonstrate awareness and apply strategies to ensure electronic safety (Term 1 Lesson 2: Research Topic)
C3-G12-S8.8	Apply your understanding of moral responsibility to making sound financial decisions (Term 1 Lesson 2: Research Topic)
C3-G12-S8.9	Assess and explain to others the consequences of poor financial management. (Term 1 Lesson 2: Research Topic)
C3-G12-S8.10	Demonstrate an understanding of financial systems and the role of government in regulating these systems
C3-G12-S8.11	Demonstrate a critical understanding of the ethical concepts and key phrases related to the subject they chose (Grade 12 Term 1 Lesson 8/ Term 2 Lesson 9/ Term 3 Lesson 9)
C3-G12-S8.12	Evaluate agreed project outcomes and self-learning (Grade 12 Term 3 Lesson 4)
C3-G12-S8.13	Demonstrate an understanding of financial systems and the role of government in regulating these systems
C3-G12-S8.14	Develop a “preliminary ideas” plan for their project (Grade 12 Term 1 Lessons 4 and 6)
C3-G12-S8.15	Research and demonstrate ways of being smart consumers (Term 1 Lesson 2: Research Topic)
C3-G12-S8.16	Demonstrate organizational skills and strategies to achieve agreed results, including problem solving (Grade 12 Term 3 Lesson 4)
C3-G12-S8.17	Complete an individual project
C3-G12-S9.1	Know how to behave in an ethical and non-corrupt way (Grade 12 Term 1 Lesson 8/ Term 2 Lesson 9/ Term 3 Lesson 9)

Summary of Content Topics Covered in Each Grade

The lessons for each grade were developed with grade appropriate language and activity competency expectations (See Appendix 1). Lessons in each grade and term are grouped in themes which build on each other in terms of complexity and sophistication of understanding.

KG 1 and KG 2

In KG 1 and KG2 students explore themselves and their immediate environment. They are introduced to the concept of fairness and learn how to behave in groups respecting authority and peers while developing confidence in their abilities. Students learn through stories and basic sight words.

Grade 1

Topics include families, school, rules, and communities. Students identify the UAE and the seven emirates on the map and begin to learn about Emirati culture. Students are introduced to highly visible professions.

Grade 2

Students learn about life in different climatic zones in the UAE in general and in specific emirates. Economic sectors are introduced such as education, healthcare, business, and financial institutions in simple terms.

Grade 3

World geography using different maps and map elements are covered. Students learn about important discoveries and inventions through history and start to learn about conservation, ecology, and sustainability.

Grade 4

Students learn more about world climates and landforms. They are introduced to socioeconomic factors and basic economic principles. They start to learn about different political systems and social institutions.

Grade 5

Students learn about social development through the ages, geographical locations and resources of ancient civilizations and their historical contributions. The period of the Golden Age of Islamic civilization and famous people of the period are highlighted.

Grade 6

Students learn the basics of European geography and history through the Renaissance, the colonial period up through the World Wars and formation of the EU.

Grade 7

Students learn about Asia starting with China, then moving to South Asian geography, history, and trade. They finish with Russia and surrounding countries up through the cold war and up to present.

Grade 8

Students learn about the geography, history, and trade of countries in Africa, the Americas, and the MENA region.

Grade 9 (Both Tracks)

Students learn about the UAE from prehistory through Trucial States period to modern day. There is an emphasis on the UAE constitution, economic policies, sustainability, and initiatives for future development.

Grades 10-12 (Standard Track)

Students learn about research methods and apply them to social issues in the UAE.

Grades 10-12 (Advanced Track)

Social Science Academies topics include demography, sociology, micro and macro economics, comparative political systems, trade balance, and other more advanced topics with projects and research assignments to integrate and consolidate understanding.

Assessments

Final assessments for Pilot Phase 2 aim to assess overall student engagement with the curriculum not individual student proficiency. Teachers and schools are expected to formatively and summatively assess students using methods deemed most appropriate by the schools during the each term.

Each term has a mid-term and final review included in the lesson materials. The final assessment will be based on content and concepts presented in the lessons which may correspond in part or fully with the midterm and final reviews. Assessments for terms 1 and 2 will be selected response while assessments for term 3 may include some constructed responses.

Answer keys will be made available to schools in a method to be determined with teachers marking the assessments for their own students for Pilot Phase 2. The scores, and possibly samples of the exam papers, will be returned to the Ministry of Education.

Five Strategies for Standards-Based Teaching and Learning

As a teacher, you hold the high responsibility of encouraging, promoting, guiding and facilitating student learning and achievement. In order for students to progress through the education system and ultimately become well rounded and educated citizens they must first meet the requirements laid out in the UAE standards. These standards describe what students must know and be able to do within each domain and strand of the curriculum at each grade level.

The following are five recommended strategies for ensuring that the instructional time you spend with your students is standards-based and works towards helping all students achieve the expected standards and student learning outcomes.

Strategies:

1. Read the standards document thoroughly. Particularly focus on the grade and subject you teach. It is also important to be familiar with the standards for the grade below and the grade above so you know what content and skills students who are entering your classroom should already have mastered and so you know what your students will be expected to progress to in the next grade level.
2. Reflect on activities to meet the standards. Brainstorm activities that you could conduct with your students that would help them to meet the specified learning outcomes identified for each standard. The more specific you can be the better. If there are any standards or SLOs that you do not fully understand, you should ask your supervisor or school director.
3. Ensure that your lesson plans align with the standards. Review your lesson plans for the upcoming week and cross-reference it with the standards document. Do the lessons you have planned align with the standards and SLOs? If not, how could you change the lesson to ensure that it does?
4. Align assessment with the standards and SLOs. Each lesson should include some form of assessment which enables you to determine whether or not students have mastered the SLO that the lesson targeted. If they do not, then you should either: provide additional review of the lesson with students and try re-teaching the material through a different instructional technique or provide remediation activities such as extra practice worksheets, pairing stronger students with weaker ones, etc.

5. Build and draw connections between standards. When planning lessons, it is helpful to think about how the standards being addressed in the current lesson link to standards previously taught
 - a. Students learn best when they can build on what they already know and have experienced. Use this fact and draw connections to standards that students have already mastered.
 - b. Building on what students already know has many advantages: it builds their self-confidence, it promotes student interest and motivation in the topic, and it promotes quicker mastery as they are not starting from zero.

Appendix 1 Language and Competency Expectations

Grade	Language Expectations /Text Parameters	Activities Suggestions	Assistance
KG1	Identify Pictures Listen to Stories Tell stories / Descriptions	Matching words with Pictures Matching Pictures with Pictures What belongs / does not belong Draw Pictures / stories Tactile activities Motor activities songs	Up to two sections per activities per lesson with supplements in teacher book. Reading, listening, video input up to 5 min per activity.
KG2	Identify Pictures Listen to Stories Tell stories / Descriptions write basic keywords	Matching words with Pictures Matching Pictures with Pictures What belongs / does not belong Draw Pictures / stories Tactile activities Motor activities songs	Up to two sections per activities per lesson with supplements in teacher book. Reading, listening, video input up to 5 min per activity.

G01	<p>Say words that rhyme. Name all sounds in short words. Put sounds together to make words. Match spoken words with written words. Point to letters, words, and sentences. Sound out words when reading. Read 100 common words by sight. Read grade-level books Understand what he reads. Read 100 common words by sight Put sounds together to make words Write about her ideas. Print clearly Spell words that he uses a lot. Begin each sentence with capital letters. End sentences with periods or question marks. Write stories, journal entries, or notes Use repetition to introduce new words, ideas, concepts Listening: small story with pictures or limit without pictures to a couple paragraphs</p>	<p>Classwork and individual work Matching words with Pictures Matching Pictures with Pictures What belongs / does not belong Draw Pictures / stories write missing letters in keywords from oral prompt filling keyword rhymes create stories with picture symbols put pictures in order simple google earth small area using satellite view of neighborhood maps of immediate environment globe or world map</p>	<p>Teacher reads out instructions and questions and students answer on paper with 2 sections with up to 10 questions in each section</p>
G02	<p>Know how letters make sounds in words, called phonics. Recognize many words by sight. Use clues when reading to figure out words. For example, looking at pictures or titles to help read a word. Reread parts of a story and fix mistakes. Find information to answer questions. Explain important points of a story, like the main idea, characters, and plot. Use personal experiences to guess what might happen next in a story. Read and retell a story in the correct order. Read grade-level stories and poetry silently and out loud smoothly. Read on his own. Text: students read a paragraph of grade appropriate text or sentences with visual cues Listening: stories with pictures or 2 to 3 paragraphs without pictures</p>	<p>Classwork and individual work class discussion and interaction small presentations to class (i.e. show and tell, show work and tell, tell a story to the class) Matching keywords, concepts, or description with Pictures matching text or captions with pictures match images with images at appropriate level What belongs / does not belong Draw Pictures / stories write missing letters in keywords from oral prompt filling keyword rhymes create stories with picture symbols put pictures in order simple sentence gap fill write simple sentences globes, world maps, simple political map (showing borders) small area maps</p>	<p>two sections 10 -15 questions each with pictures</p>

G03	<p>Understand phonics, or how sounds and words go together.</p> <p>Use word analysis skills. This means knowing root words, prefixes, and suffixes. For example, he can add the prefix “bi” to the root word “cycle” for “bicycle.” Or, he can add the suffix “ist” to the root word “cycle” for “cyclist.”</p> <p>Use clues from a story to help understand what she reads.</p> <p>Predict and explain what will happen next in stories. Compare stories and tell how stories are different.</p> <p>Ask and answer questions about what he reads.</p> <p>Use what she knows to learn about new topics.</p> <p>Read grade-level books with few mistakes. Reread and correct errors.</p> <p>Writing Plan, organize, revise, and edit.</p> <p>Write stories, letters, and short reports.</p> <p>Use details in writing. Spell simple words correctly. Correct most spelling without help.</p> <p>Use a dictionary to correct spelling.</p>	<p>start using small group work</p> <p>Classwork and individual work</p> <p>small presentations to class (i.e. show and tell, show work and tell, tell a story to the class)</p> <p>Matching keywords, concepts, or description with Pictures</p> <p>matching text or captions with pictures</p> <p>match images with images at appropriate level</p> <p>What belongs / does not belong</p> <p>Draw Pictures / stories</p> <p>write missing letters in keywords</p> <p>from oral prompt</p> <p>filling keyword rhymes</p> <p>create stories with picture symbols</p> <p>put pictures in order</p> <p>simple sentence gap fill</p> <p>write simple sentences and Plan, organize, revise, and edit.</p> <p>Write stories, letters, and short reports.</p> <p>Use details in writing. Spell simple words correctly. Correct most spelling without help. Use a dictionary to correct spelling</p> <p>globe, world map, different types of maps, digital maps, zoom in / zoom out, longitude / latitude, map features (compass rose, legends, other)</p>	<p>multiple sections with different assessment methods with up to 10 questions each</p>
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G04	<p>Summarize ideas in his own words. Write stories and explanations. Write many paragraphs about the same topic. Develop a plan for writing that includes a beginning, a middle, and an end. Reread and correct errors. Writing Plan, organize, revise, and edit. Write stories, letters, and short reports. Use details in writing. Spell simple words correctly. Correct most spelling without help. Use a dictionary to correct spelling. Predict and explain what will happen next in stories. Compare stories and tell how stories are different.</p> <ul style="list-style-type: none"> • Read for specific reasons. • Read grade-level books smoothly and with few mistakes. • Link what she learns in one subject to other subjects. • Learn meanings of new words by looking at word origins, synonyms, and other meanings. • Use reference materials, like a dictionary. • Talk about the author's reason for writing a story and about the writing style. • Read and understand different types of writing, like fiction, nonfiction, and poetry. • Make inferences from texts. This means that she guesses what a writer means when it is not stated clearly. She uses clues in the story and what she knows from her life to guess. • Talk about what she reads in her own words, called paraphrasing 	<p>start using small group work Classwork and individual work presentations on their own work or other topics Matching keywords, concepts, or description with Pictures matching text or captions with pictures match images with images at appropriate level Draw Pictures / stories create descriptions with pictures put pictures in order gap fill activities write simple sentences Plan, organize, revise, and edit. Write stories, letters, and short reports. Summaries Take notes from video or written passages look up words in glossary prepare outlines Interpret texts and write opinion, analysis, critical or creative thinking exercises feature maps, maps with directions, legends, other maps, political maps, landscape map, special maps, time lapse maps at appropriate level</p>	<p>multiple sections with different assessment methods with up to 15 questions each</p>
G05	<p>draw conclusions planned speeches discussions reporting discussion points analysis opinion reflection text: 3 quarters of page of text short answer of 1 paragraph short structure essay of 3 paragraphs cognitive expectation compare/ contrast, argument with support, descriptions</p>	<p>presentations with ppts class discussions and debates</p> <p>summarize text, prepare notes, prepare outlines out of class essay describing and analyzing images, charts, other visuals gap fills, matching, text completion draw plans, schemes, layouts, floorplans free and and/or with technology grade level maps, explore digital mapping techniques</p>	<p>multiple sections with different assessment methods with up to 20 questions each</p>

G06	<p>reading text: one page average writing expectation: 2-3 paragraphs, 3 paragraph essay with less time and expect more complexity cognitive expectations: compare / contrast, argument, description, application with explanation</p>	<p>presentations with ppts group, individual, pairs, collaborations peer instruction activities class discussions and debates using sources for support summarize text, prepare notes, prepare outlines out of class essay describing and analyzing images, charts, other visuals gap fills, matching, text completion draw plans, schemes, layouts, floorplans grade level mapping exercises, using maps to compare contrast</p>	<p>mixed selected response item types in at least 3 sections up to 40 max</p>
G07	<p>reading text: one page average writing expectation: 2-3 paragraphs, 3 paragraph essay with less time and expect more complexity cognitive expectations: compare / contrast, argument, description, application with explanation</p>	<p>presentations with ppts group, individual, pairs, collaborations peer instruction activities class discussions and debates using sources for support summarize text, prepare notes, prepare outlines out of class essay describing and analyzing images, charts, other visuals gap fills, matching, text completion draw plans, schemes, layouts, floorplans grade level mapping exercises, using maps to compare contrast</p>	<p>mixed selected response item types in at least 3 sections up to 40 max</p>

G08	<p>reading text: one and half page average writing expectation: 2-3 paragraphs of short answer 5 paragraph essay 3 page report with illustrations cognitive expectations: compare / contrast, argument, description, application with explanation</p>	<p>presentations with ppts group, individual, pairs, collaborations peer instruction activities class discussions and debates using sources for support summarize text, prepare notes, prepare outlines out of class essay describing and analyzing images, charts, other visuals gap fills, matching, text completion draw plans, schemes, layouts, floorplans grade level mapping exercises, using maps to compare contrast explain and analyze events and historical change, economic activities, geographic elements read, interpret, debate primary source material</p>	<p>mixed selected response item types in at least 3 sections up to 40 max</p>
G09	<p>reading text: one and half page average writing expectation: 2-3 paragraphs of short answer 5 paragraph essay 3 page report with illustrations cognitive expectations: compare / contrast, argument, description, application with explanation</p>	<p>presentations with ppts group, individual, pairs, collaborations peer instruction activities class discussions and debates using sources for support summarize text, prepare notes, prepare outlines out of class essay describing and analyzing images, charts, other visuals gap fills, matching, text completion draw plans, schemes, layouts, floorplans grade level mapping exercises, using maps to compare contrast explain and analyze events and historical change, economic activities, geographic elements read, interpret, debate primary source material</p>	<p>mixed selected response item types in at least 3 sections up to 50 max</p>

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<p>Mr. Paul Roberts General Studies</p>	<p>.....</p>
<p>Mr. David Waugh Arcadia Content</p>	<p>.....</p>
<p>Mr. Andrew Robert Downer Lecturer</p>	<p>.....</p>
<p>Mr. David Tilley English general education teachers</p>	<p>.....</p>

