



## **SOCIAL STUDIES**

### **MOVERS 2 LEVEL**

#### **I. INSTRUCTIONAL RESOURCES:**

1. Textbook: Essential Science 4, Geography and History, Santillana, Richmond Publishing. Ladders, National Geographic materials: Welcome to India, Andrew's Antarctic adventure, City parks, Make a difference, Nature's genius.
2. Online resources: National Geographic Kids
3. Software: Talking walls

#### **II. COURSE PREREQUISITE**

Students who have passed Movers 1 level can study all subjects required in Movers 2. In cases of students with great consistency of English skills, they may request and be assessed for promotion to the next level.

#### **III. COURSE DESCRIPTION**

Social Studies 4 in IPS focus on in different areas that discover the potential and abilities of students in terms of cultures, beliefs, history, geographical location and setting, contribution of famous people in the development of the politics, economy and society and the usefulness of modern technology in people's lives. The inquiry model is embedded throughout the course.

Social Studies instruction should include opportunities for students to interpret and create presentations of events and concepts using mathematical tables, charts, and graphs. In addition, it contains many cross curricular opportunities, particularly in language arts, fine arts, music, and science, and also myriad opportunities for the integration of technology.

#### **IV. COURSE GOALS**

Students will:

1. Describe and compare the cultural characteristics of regions within the country and other nations and evaluate their significance.
2. Assess human movement as it relates to the physical environment and development.
3. Explain clearly and with confidence how technology changed and influenced the movement of people, goods, and ideas over time.
4. Describe how different ethnic groups have influenced culture, customs and history of Vietnamese people

5. Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in the country and other nations.
6. Historical events, beliefs and contributions of people to the development will shape the mind of the learners to think critically and to open their minds to love the country.

## V. COURSE OBJECTIVES

At the end of the course, students will achieve higher level of understanding pertaining to the following objectives from AERO Curriculum Framework

<b>Key Ideas and Details for Location, Distance and Direction</b>
1. (Geography) Students will understand the interactions and relationship between human societies and their physical environment.
2. (Culture) Students will understand cultural and intellectual developments and interactions among societies
3. (Society and Identity) Students will understand social systems and structures and how these influence individuals.
<b>Key Ideas and Details for National Identity</b>
1. (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
<b>Key Ideas and Details for Society, Politics and Economics</b>
1. (Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.
2. (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
<b>Key Ideas and Details for Government</b>
1. (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship
<b>Key Ideas and Details for Science and Technology</b>
1. (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

## VI. COURSE REQUIREMENTS

1. Assessments

Students will study Social Studies throughout the academic year. To evaluate the student progress made in this subject, the assessment includes two mid-term tests for every semester which have a weighted average of 30%, two final tests for every semester which have a weighted average of 50% and the remaining 20% which will come from attendance, classroom participation, behavior and attitude, classroom formative evaluation and special class activities.

The summary of assessment is the following:

Midterm test.....30%

Final Test..... 50%

Others..... (20%): attendance, classroom participation includes presentation of ideas in discussions and in recitations, attitude and behavior

2. Special Class Activities

Special class activities like debate, writing, exhibits and Quiz Bee are the tools to measure students' progress and growth in this subject. These activities are part of the 20% class performance.

**VII. GRADING PROCEDURE**

Students' progress in this subject will be evaluated and measured in accordance with the standard procedures of the school and applied by every teacher teaching the subject. The following tabulation will be followed for the whole academic year.

<b>1. Achievement Test</b>	<b>80%</b>
• Midterm Test	30%
• Final Test	50%
<b>2. Other Assessment</b>	<b>20%</b>
• Attendance • Classroom participation • Attitude and Behavior • Special Activities	
<b>Special Activities</b> • Debate • Exhibit • Writing • Quiz Bee	

## VIII. GRADING SCALE

This scale is operated to translate letter grades to numerical values and vice versa when computing and calculating student final grades.

LETTER MARKS	RANGE	PERCENTAGES
A	9-10	90-100%
B	8- 8.9	80-89%
C	6.5- 7.9	65-79%
D	5- 6.4	50-64%
F	0-4.9	0-49%

## IX. POLICIES

### 1. Foreign Teacher's Responsibilities

- All foreign teachers teaching Social Studies are expected to provide rigorous and high level of standards for what an accomplished teacher should know and advocates significant duty and responsibilities to achieve goals and objectives of the subject. Accomplished teachers are dedicated to making knowledge accessible to all students.
- All foreign teachers teaching Social Studies should be committed, dedicated, responsible mentors to their students learning process and progress. Ready in their everyday teaching of the lesson with well-equipped teaching materials and complete lesson plan. Follow the sequence of the syllabus and apply the modern approach of teaching using technology.
- All foreign teachers teaching Social Studies should attend scheduled trainings and seminars for reflective professional development that links to the new research program and projects of the organization for the new discovery approach and techniques of teaching. Accomplished teachers should maintain the professionalism at all times.
- All foreign teachers are expected to write and express explicit comments with fair judgment based on their class standing and abilities without any prejudices and partiality and write correct marks on their report card of each semester and other related significant contribution to the progress of every student.

### 2. Student Responsibilities

- All students must respect teachers and other students at all times. This includes their responsibility in knowing the school rules and regulations. Students are responsible for the consequences of their behavior. Students should know that

a classroom is the extension of their house and they need to practice harmonious relationship with one another.

- All students must conduct themselves in an orderly manner, always walk, speak in soft tones, and respect the activities of others around them. Keep decisions that have positive results. Use appropriate language at all times.
- All students must carry necessary classroom materials each time. For, personal necessities request permission to be out of seats or classroom.
- All students are productive and potential participants, they need to listen carefully and attentively to the teacher. Be a responsible for helping to make the classroom atmosphere conducive to learning.
- Let the teacher recognized the student before speaking out.
- Failures to abide the rules above are sanction to minimal penalty duly approved by the teacher and the students from the start of the school year

## X. COURSE SCHEDULE

MONTH	TOPIC/LESSON	CONTENT OF INSTRUCTION	TIME FRAME	NOTES
August	Oceans and Continents Asia Ladders: Welcome to India	Discussion Group Presentation Writing and Speaking	4 days in a month	Discussion
September	Ladders: Welcome to India Science 4: Europe Spain  Midterm Test	Reporting Video clip viewing Venn Diagram Mind mapping Compare and Contrast	4 days in a month	Discussion
October	Ladders, Andrew's Antarctic Adventure City parks Hanoi and HCMC parks	Group Presentation Discussion Video presentation Writing Debate Compare	4 days in a month	Discussion
November	Ladders: Make a difference – Community gardens Nature's genius	Group presentation Writing a diary Simulations	4 days in a month	Discussion
December	Talking walls software: The American	Final Test School Report Venn Diagram	4 days in a month	Discussion

	war. Causes and effects.	Reporting Role Playing		
January	Talking walls software: The American war. Causes and effects. Aboriginal Wall Art Nelson Mandela's Prison walls.	Role playing Simulations Oral Report Discussions Mind mapping Nelson Mandela	4 days in a month	Discussion
February	Tet Holiday Talking walls software: The Lascaux Cave	Tet Holiday Off Film Viewing	4 days in a month	Discussion
March	Midterm Test Talking walls software: Taos Pueblo Science 4: Government institutions	Group Presentation about freedom Painting Exhibit about freedom	4 days in a month	Discussion
April	Government and politics in Vietnam The rights and responsibilities of Vietnamese citizens Review School Report	Debate	4 days in a month	Discussion
May	Final Test School Report Science 4: Changes in technology The development of mass media	Quiz Bee	4 days in a month	Discussion