



SOCIAL STUDIES FLYERS LEVEL

I. INSTRUCTIONAL RESOURCES:

1. Textbook: Santillana, Richmond. Essential Science 5, Science, Geography and History. Richmond Publishing. Ladders National Geographic materials: Ladders; Welcome to India, Make a difference, Birthday celebrations, Speak out, Great plain, Where on Earth?, Living on the plain, Gulf coast, North Atlantic coast.
2. Videos: National Geographic Kids.

II. COURSE PREREQUISITE

Students passed Movers 2 can study all subjects require in Flyers. 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 5 provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. This subject helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive society. Likewise it is the study of people in relation to each other and to their world. It is an issue-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies 5 fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live. This subject offers variety of techniques to enhance the dimension of knowledge through inquiry approach, critical thinking, assimilating new information together with the prior knowledge of learners to generate inventory of possibilities, anticipate outcomes, combine logical and intuitive approaches and divergent thoughts.

IV. COURSE GOALS

Students will:

1. Value the diversity, respect the dignity and support the equality of all human beings, demonstrate social compassion, fairness and justice; appreciate and respect how multiple perspectives shape political, socio-economic, linguistic and cultural realities of different groups of people around the world,
2. Demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability. Value lifelong learning and opportunities for careers in the areas of social studies and the social sciences,

3. Assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance of human migration and its effect to population growth, economic growth and political and social growth,
4. Develop an understanding of society and the human condition. Social studies education creates awareness in students of the diversity and interdependence of the world and helps them to recognize the challenges and benefits of living in a world with multiple cultures and ideologies.
5. Integrate ideas from different disciplines to come up with reasoned decisions, and to make the connections between related concepts and ideas so that they are better able to identify problems affecting society. Investigating poverty in society requires knowledge in history, economics and politics. Students have to make the connection between ideas such as discrimination, resource allocation and political priorities to make sense of how poverty affects certain populations in 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

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

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

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.

1. Achievement Test	80%
• Midterm Test	30%
• Final Test	50%
2. Other Assessment	20%
• Attendance	
• Classroom participation	
• Attitude and Behavior	
• Special Activities	
Special Activities	

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	Essential Science 5: Population, Migration, Population characteristics	Asking to find information Ask distinguish between urban and rural area Ask to work on content and language development on 39 Give suggestions Questions Games	4 days in a month	Discussion
September	Essential Science 5: The economy, The primary and secondary sectors in Spain, The	Asking to find information Explaining what active and inactive populations are. Ask to work on content and	4 days in a month	Discussion

	service sector in Spain Midterm test	language develop ment on 42 Handouts Ask to work in teams Ask to identify two types of population Ask to identify internal migration & international migration Give suggestions Questions Games		
October	Ladders: Welcome to Brazil, Make a difference	Ask to answer the questions Help Students talk about what they know about Brazil and its people Has Ss scan information in page 9 & 15, prepare the pictures Ask to give opinions Ask to talk about what they think of the story	4 days in a month	Discussion
November	Ladders: Birthday celebrations Review Ladders: Welcome to Brazil, Make a difference, Birthday celebrations	Ask to answer the questions Ask to identify the Yanorami living conditions and the Carnival Help Students write about Jane Addams Help Students list out some ways to say “happy birthday” that they like. Questions Handouts	4 days in a month	Discussion
December	Final term test School report Essential Science 5: The middle ages, Al Andalus	Asking to find information Questions Pictures Games	4 days in a month	Discussion SCHOOL REPORT
January	Essential Science 5: The Christian kingdoms, Prehistory and antiquity, The Iberian peninsula in pre-Roman times, Roman hispania	Questions Handouts Games Asking to find information Give suggestions Pictures Ask to imagine and draw some pictures about the people in Prehistory time	4 days in a month	Discussion
February	Tet holiday Essential Science 5: Roman hispania, The middle ages, The Iberian peninsula in pre-Roman times	Ask to do the exercise Help Students do the content and language development in groups (4 groups/class) Has Students write about the invasion of German	4 days in a month	Discussion

		tribes Ask to do exercise about The Iberian peninsula in pre-Roman times Give suggestions Questions		
March	Review Essential Science 5: The middle ages, The Iberian peninsula in pre- Roman times Ladders: Speak out, Great plain, where on Earth? Midterm test	Ask to write about the invasion of German tribes Ask Students to do exercise about The Iberian peninsula in pre-Roman times Pictures Help Students talk about some kinds of technology things nowadays. Handouts Ask to write some information about the place on the maps given. Prepare maps to talk about the big three. Questions	4 days in a month	Discussion
April	Ladders: Living on the plain Review ladders: Great plain, where on Earth?, Speak out, Living on the plain	Handouts Ask to answer the questions Help Students talk about Amanda Help Students identify communication in Early Civilization Ask to write about Internet and how the Prairie live Questions	4 days in a month	Discussion SCHOOL REPORT
May	Final term test Ladders: Gulf coast, North Atlantic coast	Handouts Ask to work in groups Questions	4 days in a month	Discussion