Department's Vision:	To foster in learners a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local, and global citizens. Promoting character building to develop the next generation of role models and leaders, who contribute positively to the long-term health and well-being of society and the wide world.
Department's Mission:	To develop ethical and responsible individuals by teaching them the four pillars – character and morality; the individual and the community; civic studies; and cultural studies. Through dialogue and interaction, students are provided with opportunities to explore different worldviews, challenge one another's assumptions and attitudes, and develop the knowledge, skills, and attitude necessary to think critically, make informed ethical decisions, and act on them in the interests of their society.

Course Title:	**Moral Social and Cultural Studies**
Subject Leader + e-mail:	Ms. Boudour Konialy - boudour.kb@greenwood.sch.ae
Teacher(s) + e-mail:	**Mr. Omar Abu Dayyeh - Omar.a@greenwood.sch.ae**
Cycle/Division:	High School
Grade Level(s):	Grade 11
Credit Unit:	N/A
Duration (Number of Periods/Week/Semester):	Two Semesters (1 lesson per week)
Course Prerequisites:	Moral Education Grade 10

COURSE DESCRIPTION/OVERVIEW:

-

Moral Social Cultural (MSC) Studies build upon the integrity of Moral Education and Social Studies through a refined and re-organized scope of familiar learning outcomes into one common framework.
The purpose of this document is to share aspects of the merging of these two subjects and the resulting Rationale, Purpose, Framework, and Student Learning Outcomes for the new subject, Moral Social Cultural Studies.

GENERAL COURSE LEARNING OBJECTIVES:

•

MORAL EDUCATION SOCIAL STUDIES
Purpose summarizes the key purpose of the Moral Education and Social Studies Curricula
and unites these points to create the purpose of the combined curriculum.
The purpose of Moral, Social, and Cultural Studies is to develop a nation of responsible global citizens who:
| Possess moral values and a secure knowledge of past and present events, which they use to make well-informed judgments and morally sound decisions
| Know, understand, and tolerate local and global Cultural different from their own, understanding how they evolved and their past and present impacts on the world
| Understand the governing institutions and their rights and responsibilities as global citizens living in the UAE Develop a sustainable lifestyle
| Demonstrate loyalty and sense of belonging to the UAE community.
| Work efficiently with physical and digital resources to construct evidence-rich oral and written professional discourse equipping for a career with lifeline learning.
| Understand and appreciate their local heritage and Cultural
| Are armed with the knowledge, resources, and skills that allow them to make good, Well-informed and responsible judgments about challenging matters of moral importance
| Understand their civic system, rights, and responsibilities and are aware of the role they need to play to support and sustain the nation's developmental efforts

The purpose of Social Studies
is to enable young people to | people, events, how societies are formed, and technological people, events, how societies are formed, and technological developments that shaped
communities and regions around the world in different periods to come up with creative solutions for present and future challenges.
| Use knowledge of human interaction with the natural environment to develop a sustainable lifestyle.
| Participate in the development of the country in which heritage and cultural preservation is a high priority.
| Develop loyalty and a sense of belonging to the UAE community.
| Work efficiently with physical and digital resources to construct evidence-rich oral and

written professional discourse

I.

STANDARDS/BENCHMARKS:
The Moral Education The framework consists of four pillars: 1. Character and Morality: Developing the individual as a moral being. Developing the language, understanding, and skills of moral thinking and reasoning. 2. The Individual and the Community: Moral issues confronting the individual in a variety of social contexts. Applying moral thinking to the development of individuals as members of their communities.3. Civic Studies: Becoming a citizen in the UAE and the wider world, and the moral decisions and choices that it involves. Developing character and moral thinking in the context of civic duty and responsibility. 4. Cultural Studies: Concepts of morality embodied in the history and culture of the UAE. Applying moral thinking and reasoning to an understanding of an inherited past and shaping the future. ● MORAL, SOCIAL, AND CULTURAL STUDIES MORAL EDUCATION The Curriculum Framework provides a structure for the learning outcomes which make up Moral, Social and Cultural Studies. 1. Moral Studies: Developing the individual as a moral being. Developing the language, Understanding, and skills of moral thinking and reasoning. Applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family, and local communities. 2. Social Studies: Equipping individuals with a grounding in the common knowledge of the past, human geography, sociology, economics, information literacy, and information processing to create an awareness of the commonality of humanity and to understand the value of lifeline learning. 3. Cultural Studies: Infusing individuals with knowledge of milestones of UAE national social, economic, and cultural development, heritage and national identity symbols, and the rights and responsibilities of living in the UAE as a global citizen.

● SOCIAL STUDIES
The Social Studies Framework consists of nine standards:
1. History: Significant people, events, and developments that shaped communities and world regions in different periods. The effects of technological developments on societies and social change over time.
2. Civics: Responsibilities and privileges of belonging to communities inside and outside
of the UAE. The factors that shape nations and governing structures in the larger global community.
3. Geography: Important features of the earth, including surface structures, national Resources, and climates. How human activities affect the earth and are affected by it.
4. Sociology: How and why communities and societies are formed. Reasons for social change and social transitions across geographical regions and periods.
5. Economics: Economic principles, markets, and systems. The role of government in developing national and international economies.
6. Information Literacy: Identify and evaluate resources. Evidence to support claims using appropriate sources.
7. Information Processing (Research): Collect data and information on various topics using a range of methods, including digital and technology-based applications. Work collaboratively. Prepare arguments and explanations, arrive at conclusions, and critique their own and others' conclusions.
8. Moral Education: Demonstrate an awareness of moral principles to assist in ethical reasoning and decision-making based on fairness and tolerance.
9. UAE Cultural, Heritage, and Tolerance: Identify milestones of UAE national development and elements of its heritage. Explain the responsibilities and privileges of living in the UAE and demonstrate a sense of belonging to the UAE community

II.

RESOURCES:
MORAL EDUCATION BOOK TEACHER'S HANDOUTS FROG OS WEBSITE POWERPOINT PRESENTATIONS

AUDIO CDS

RUBRICS

HANDOUTS ON SPECIFIC TOPICS.

ONLINE RESOURCES

COURSE SCHEDULE/TIMELINE:

Semester 1:

Chapter's #	Chapter	Lesson(s)
Unit 1: Peace and Conflict Studies	(Moral) Character and Morality MSC.1.1.01.042	● **Lesson 1** What is Conflict and How Can Conflicts be Resolved? ● **Lesson 2** How Can We Make Conflict Resolution Work? ● **Lesson 3** What is War and What are the Causes of War?
Unit 2 Reflection and Transition	(Social) Individual and Community MSC.1.2.01.047	● Lesson 1: What is meant by the term 'Reflection'?" ● Lesson 2: How do we define Goals and Ambitions? ● Lesson 3: What are the key Employability Skills?

Semester 2:

Chapter's #	Chapter	Lesson(s)
Unit 1: Universal Culture	(Sociology) Individual and Community MSC.2.3.01.023	● **Lesson 1:** What Is Meant by the Term 'Universal Culture'?

			• **Lesson 2:** What Are the Key Concepts of 'Universal Culture'? • **Lesson 3:** How Do Values and Ethical Issues Vary from Different Cultural Perspectives? •
Unit 2: Global Citizenship	(culture) Information Processing IMSC.2.6.02.030		• Lesson 1: What is 'Citizenship'? • • Lesson 2: What is 'Global Citizenship? • Lesson 3: What is 'Governance'? • Lesson 4: Looking outward: What is the significance of Regional Governance Structures?

Grade Distribution Semester 1 (2022-2023)						
Moral Education G6 -12						
Category	**Assessment**	**Announced/ Unannounced**	**Frequency**	**Platform**	**Weight**	
Classroom Management	**Active Participation**	*N/A*	**Daily**	N/A	5%	5%
Ongoing Assessments	**Exit Slip**	*Unannounced*	**2**	Kahoot, Mentimeter, Padlet, MS Teams	5%	45%
	Drop Quiz	*Unannounced*	**2**	Formative/ Paper-based	10%	
	Case study	*Announced*	**1**	Varies	15%	
	Research & Presentation	*Announced*	**1**		15%	
Summative Assessments	**Mid-semester Assessment**	*Announced*	**1**	Formative	25%	50%
	End of Semester Assessment	*Announced*	**1**	Formative	25%	
						100%