Social Studies
in
The National Curriculum

Key Stage 1 (grade 1, 2 and 3)
Acknowledgements

The National Institute of Education gratefully acknowledges the cooperation and assistance received from teachers and school managements throughout the country in developing the document.

We wish to express special thanks to Social Studies Curriculum Panel Members who participated in the current revision process by serving on curriculum committees and responding to draft documents.

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Foreword

May Almighty Allah bestow his blessings and mercy upon Mohamed, his messenger (PBUH), who personified his life as a curriculum throughout his life through the exemplary conduct and behaviours. May Almighty Allah also grant blessings and mercy upon his companions and household.

The year 1979 was an insightful year as the government of Maldives strategized to mainstream the primary school education. This led to the development of the first syllabi for grades 1 to 5 in the Maldives in 1980, following which the revision of the syllabi in 1982. The crafting and implementation of the 1st National Curriculum for primary grades 1-5 was done in 1984. An effort was then made to revise the curriculum in 1997 and was completed by year 2000.

The 2nd revision of the 1st curriculum commenced in 2006, during which it was realised that enormous changes were needed to the curriculum. A decision for curriculum reform was made to address the needs and demands of the country, and bring rise to the development of the 2nd national curriculum framework.

The 2nd national curriculum is developed based on the changes that have taken place in the society, from practices of the past to the current needs, with a vision for a better tomorrow. It aims to build a knowledgeable future generation, highly skilled to cater the needs of the 21st century, with a focus on nurturing attitudes and values. The curriculum also intends to inculcate the main competencies outlined, such as practicing Islam. Other competencies include self-management, critical thinking, creative thinking, human relations, healthy life styles, sustainable practices and ICT literacy. The curriculum also intends to produce students who possess the 21st century skills, and are healthy both physically and also spiritually, to be responsible towards the progression of the Maldivian society.

Key Stage 1 Social Studies is aimed at building on the existing social knowledge, skills and attitudes of students in order to facilitate positive growth and development. In this regard, Social Studies fosters valuing our Maldivian roots and pasts as a unique country and nation, developing respect for oneself and others, being compassionate and tolerant, appreciating relationships and diversity, developing civic efficacy and using critical analysis and self-reflection to become responsible and active citizens of a democratic society.

I hereby take this opportunity to extend my sincere gratitude and heartfelt appreciation to each and every individual for the tireless effort, commitment and dedication in developing the National Curriculum Framework and this syllabus. I pray that the Almighty Allah bless them for their commitment and contribution.

Last but not least, it is my sincere hope that this syllabus be beneficial for the students and teachers in the Republic of Maldives.

Adam Shareef Umar
Minister of State for Education
Ministry of Education
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Introduction

Rationale

Social studies is an integral learning area, drawing from related but varied disciplines such as anthropology, economics, geography, history, law, philosophy, political science, psychology and sociology, as well as some elements of natural science. It will draw on the past, present and the future of Maldives and the interconnections with the wider world.

Social Sciences

As a learning area, Social Science allows students to value their roots, explore their pasts and understand their contexts, appreciate the interrelationships between people across time, environments and cultures while developing civic efficacy. Through Social Science, students will comprehend how societies work, and will develop the knowledge and skills which will help them to make informed and reasoned decisions that are required of responsible and active citizens of a democratic society. It will help them to appreciate diversity and develop respect for oneself and others while learning to be compassionate and tolerant. Through learning about how perspectives, values and opinions differ across and within communities, students will learn the skills of critical analysis and self-reflection, allowing them to develop their own identities.
Social Studies in the National Curriculum

The Vision

The Social Studies curriculum is structured in such a way that it paves the road to achieve the vision of the National Curriculum.

The National Curriculum envisions the development of:

- Successful individuals who are motivated to learn and explore; who are inquisitive and eager to seek, use and create knowledge
- Confident and competent individuals who have a firm belief in Islam, a strong sense of self and cultural identity and believe in their own capabilities; and
- Responsible and productive contributors to their own family, their local community and the global society.

Likewise, Social Studies allow students to:

- Value their roots
- Explore their pasts and understand their contexts,
- Appreciate the interrelationships between people across time, environments and cultures while developing civic efficacy
- Comprehend how societies work
- Develop the knowledge and skills which will help them to make informed and reasoned decisions that are required of responsible and active citizens of a democratic society in an independent world
- Help them to appreciate diversity and develop respect for oneself and others while learning to be compassionate and tolerant.
- Learn the skills of critical analysis and self-reflection, allowing them to develop their own identities
<table>
<thead>
<tr>
<th>Islam</th>
<th>All the strands</th>
</tr>
</thead>
</table>
| Holistic Development       | People, places and environment  
|                            | Culture and Identity  
|                            | Investigation, communication and participation |
| Identity and Culture       | Culture and Identity  
|                            | Investigation, communication and participation |
| Personal Excellence        | People, places and environment  
|                            | Culture and Identity  
|                            | Active citizenship  
|                            | Investigation, communication and participation |
| Human Rights, Democracy and Justice | Active citizenship  
|                            | Investigation, communication and participation |
| Prepare for Life           | All the strands          |
| Inclusivity                | All the strands          |
The Principles

The National Curriculum identifies eight fundamental principles that need to be taken into account when designing and implementing learning and other school activities. Social Studies curriculum is also designed in taking into account these principles, as follows;

The Key Competencies

The eight key competencies outlined in the National Curriculum encompasses knowledge, skills, values, attitudes and dispositions to be explicitly taught in various key learning areas and though various school activities.

Practicing Islam

- Cultivate an understanding of common and differing values that forms a basis for tolerance, compassion, cooperation and appropriate human behaviour.
- Explore the civic, democratic and religious dimensions among adherents of Islamic faith.
- Identify different ethnic, religious, and socio-economic groups throughout the world and analyse their varying perspectives on the same historic events and contemporary issues to make informed and reasoned decisions.

Understanding and managing self

- Examine various forms of human behaviours, right and responsibilities that enhance understanding of the relationships among social norms and emerging personal identities.
- Investigate social processes that influence identity formation and the ethical principles underlying individual actions.
- Investigate the dynamic relationships among individual rights and responsibilities, the needs of social groups, and the concepts of a just society.
- Inquire social issues that are significant to oneself and the society, analyse and evaluate those issues to make informed decisions.
- Accept differences; respect the values, beliefs, cultures and personal history of people living around.
- Understand social situations we live in and respond to conflicts with ethical values.
- Exercise solidarity, rights and responsibilities and obligations students have as citizens.

Thinking critically and creatively

- Use creativity in investigating and solving societal issues.
• Use reasoning and evaluation in order to make informed decisions and implement relevant social actions.

• Accept a variety of possible answers to the same problem and use different methodologies to inquire social issues.

• Organize one’s own learning and use intellectual resources and techniques efficiently to understand societal issues and concepts.

Relating to people
• Participate in social activities that have real value in the world.

• Participate in group processes to learn about one’s world.

• Work cooperatively to contribute to their society to make a positive difference.

• Value and care for people through treating others with respect, and working cooperatively.

• Acquire knowledge of social norms of one’s own culture and cultures around the world and modify individual patterns of behaviours which facilitate peaceful co‐existence, relationships with others, cooperation, commitment, and the resolution of conflicts.

Making meaning
• Use language, symbols and texts - text material, together with a range of oral/aural and visual resources which provides rich information to support learning of social sciences.

• Understand the meaning of social terms such as civic life, politics, and government to understand how societies work.

• Recognize common relationships between core concepts critical to the understanding of social science contents.

• Identify and comprehend social concepts to develop social and ethical development.

• Recognize and use visual and sensory images, facial expression, gestures and voice modulation to understand values, beliefs, traditions, and customs of diverse cultures of one’s own community and communities around the world.

Living a healthy life
• Make choices following one’s own choice based on a criteria, carry out the initiatives necessary to develop one’s choice, and take responsibility for one’s decisions in social, personal and physical domains.

• Develop social relationships through group work and community participation.

• Learning for sustainable development
• Select the most appropriate combination of economic, social and environmental activities for today and the future.

• Choose between different courses of individual and social actions by reflecting on their potential consequences to take care of the natural system and manage its resources well.

• Understand the relationships between human activities with nature that may have an impact on the natural system and its resources.

• Reflect of ways to manage needs that often exceeds limited resources.

• Identify how one’s personal action and community contributions can bring a positive change to create a better place for living.

• Carry out informed and responsible actions to create social cohesion, equity and human rights,

• Conserve and pass cultural heritage for future generations

• Understand our place in the eco-system and show concern for the environment.

Using technology and media

• Identify, locate and access appropriate information on Social Science and transform it into knowledge.

• Select information, use and transmit through different media, and use ITC as an essential element of communication to learn about social science.

• Use technological resources to resolve societal issues efficiently, keeping a critical and reflective attitude when evaluating the available information.
Structure of the Syllabus Statement

The Strands

A strand is broad area of concepts specifically linked with each other. In this curriculum the strand refers to general areas that students need to know. Each Strand is further organized into sub-strands to allow the content to be specified and described as learning outcomes.

Social studies syllabus is comprised of 6 strands. They are as follows;

**Strand 1: Culture and Identity**
Culture and Identity will help students understand multiple perspectives of cultures that are derived from different systems of beliefs, knowledge, values and tradition and to learn and adapt to dynamic and ever-changing culture. Along with culture, students will learn the individual needs to shape their identity. This can be done by examining various forms of human behaviour that enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation and the ethical principles underlying individual action.

**Strand 2: People, Places and Environment**
The study of people, places, and human-environment interactions assists learners to understand the relationship that exist between the people and environment as they create their spatial views and geographic perspectives of the world. This area of study helps learners to make informed and critical decisions about the relationship between human beings and their environment.

**Strand 3: The Economic World**
This strand helps students learn about how people participate in economic activities and about the consumptions, production, and distribution of goods and services. They also learn how to manage their needs that often exceed the limited resources and the role of interdependency and technology in economic decision-making.

**Strand 4: Time, Continuity and Change**
Through this strand, students learn about events, experiences, and actions and the changing ways in which these have been interpret over time. This helps them to understand what things were like in the past and how things change and develop so that they can imagine a possible future.

**Strand 5: Active Citizenship**
This strand enhances the students to understand the historical development of structures of power, authority, and governance and their evolving functions in an individuals’ society as well as in other parts of the world, which is essential for developing civic competence. Through this strand students would study the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society.
Through this strand learners will learn about the importance of civic participation and practices, the meaning of citizenship, balance between rights and responsibilities, the role of the citizen starting from a smaller community such as family to the wider community including nation, and the world community. In addition they can explore ways to contribute to their society to make a positive difference.

**Strand 6: Investigation, Communication and Participation**

This strand helps students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action.

**Outcomes**

Outcomes are statements of knowledge, understanding, skills and values expected to be achieved by most students at the end of a given stage.

In Social Studies all outcomes are of equal importance. The presentation of the outcomes does not imply a sequence of teaching and learning activities.

**Indicators**

An indicator is an example of the behaviour that students may display as they work towards the achievement of syllabus outcomes. Indicators reflect and describe aspects of knowledge, understanding, skills and values.

An indicator may describe part of all aspects of an outcome. Outcomes and indicators together assist teachers in identifying student’s current achievement and in planning future learning experiences.
Planning, Teaching and Assessing Social Studies

The Planning Stage

Careful and systematic planning is essential for the success of Social Studies teaching. To begin with, in order to ensure that children receive a rich learning experience, it is important that Social Studies teachers become familiar with the outcomes and indicators at each level and have an understanding of how these are translated and implemented the classroom. The following are some key features to consider in planning Social Studies education:

Content Selection

It is important to note that children should experience a broad and balanced program. Teachers should draw content from the five content areas;

- Culture and identity
- People, places and environment
- The economic world
- Time, continuity and change
- Active citizenship
- Investigating, communication and participation

In situations, where the selected topic or theme can incorporate other content areas, it is advisable to do so. (For example, teachers may select “myself” as a unit topic, where outcomes from the content areas from both “Culture and Identity” and “The Economic World” can be included in the same topic.)

In selecting a theme or topic, teachers should account for student’s needs, their local environment and familiarity. It should also ensure continuity and progression in student’s learning. For smooth transition from each level requires teachers to be aware of the students past learning experiences.

Although it is encouraged that a thematic approach be used in teaching Social Studies, it needs to be understood that to achieve certain outcome may require specific teaching related to the selected outcomes and indicators.

In general, effective planning thus require the teachers to initially identify the big ideas/concepts behind each of the outcomes and identify ways to collate outcomes and indicators together to ensure that students receive meaningful learning.
Development Skills and Values

The Social Studies curriculum highly recommends teachers to teach every content strand along with the skills. Thus, the strand “investigation, communication and participation” need to be integrated with the content strands in order to maximize the learning of skills and values.

Literacy and Numeracy

Numeracy is about students having the confidence to choose and use mathematics skills they learn at school in everyday life, as well as the classroom and literacy is essential to a student’s ability to learn and succeed in school and beyond.

Literacy capabilities need to be explicitly built as student’s progress throughout the years in all the key learning areas.

In this regard, every classroom teacher needs to address in explicit teaching of numeracy skills in all the curriculum areas.

Consequently all teachers need to ensure that literacy and numeracy teaching and learning becomes part of their daily routine.

Integration

The use of well-planned integrated approaches, both within Social Studies and between Social Studies and other curriculum areas plays an important role in the teaching/learning of Social Studies at all levels.

Systematically planned integrated topics can provide contexts in which knowledge and skills may be developed in a range of areas. In this regard, the environments of the child, particularly those of a local nature, provide ideal contexts and an effective ground for the integration of learning.

Likewise, many elements from the Science, Islam, Maths and Language curricula may be explored in parallel with Social Studies and much of the work involved will continue to the development of the child’s oral language, literacy and numeracy and communication skills.

As children grow older, they begin to recognize that there are different ways or modes of looking at the world and of organizing human knowledge, so teaching strategies may vary to include a holistic approach, some cross-curricular integration and a subject-centered focus. Such an approach utilizes teaching and learning time efficiently and acknowledges that the social, emotional, attitudinal and moral development of the child is interwoven with the acquisition of knowledge and skills. It needs to be understood that each subject offers a distinctive perspective of the world and equips children
with a particular range of skills; however these divisions must not reverse the effective implementation of an integrated curriculum.

**Recommended Time**

The following table shows the allocated time for teaching social studies to K.S – 1 (grade 1, 2 and 3) students:

<table>
<thead>
<tr>
<th>Contact time per week</th>
<th>Minimum contact time per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>135 minutes (3 periods of 45 minutes)</td>
<td>Approximately 82 hours</td>
</tr>
</tbody>
</table>

**Teaching and Learning Social Studies**

Teaching social studies powerfully and authentically begins with a deep knowledge and understanding of the subject and its unique goals. Social studies prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.
Qualities of Powerful and Authentic Social Studies

A. Social Studies Teaching and Learning Are Powerful When They Are Meaningful

Meaningful social studies builds curriculum networks of knowledge, skills, beliefs, and attitudes that are structured around enduring understandings, essential questions, important ideas, and goals.

- Key concepts and themes are developed in depth. The most effective social studies teachers do not diffuse their efforts by covering too many topics superficially. Breadth is important, but deep and thoughtful understanding is essential to prepare students for the issues of twenty-first century citizenship.

- Skills necessary to help our students thrive in a world of continuous and accelerating change are emphasized. These include discipline-based literacy, multi-disciplinary awareness, information gathering and analysis, inquiry and critical thinking, communication, data analysis and the prudent use of twenty-first century media and technology. Skills are embedded throughout meaningful social studies lessons, rather than added on at the end.

- Teachers are reflective in planning, implementing, and assessing meaningful curriculum. Reflective teachers are well informed about the nature and purposes of social studies, have a continually growing understanding of the disciplines that they teach, and keep up with pedagogical developments in the field of social studies.

- Meaningful curriculum includes extensive and reflective study of the Maldives and other nations’ histories, religions, and cultures.

B. Social Studies Teaching and Learning Are Powerful When They Are Integrative

The subjects that comprise social studies—i.e., history, economics, geography, political science, sociology, anthropology, archaeology and psychology—are rich, interrelated disciplines, each critical to the background of thoughtful citizens. The social studies curriculum is integrative, addressing the totality of human experience over time and space, connecting with the past, linked to the present, and looking ahead to the future. Focusing on the core social studies disciplines, it includes materials drawn from the arts, sciences, and humanities, from current events, from local examples and from students’ own lives.

- Each of the social studies disciplines themselves integrates content from the others. Units and lessons can draw on ideas from economics, geography, history, political science, and sociology to increase understanding of an event or concept. Each disciplined pursuit demands a level of sensitivity and awareness to content drawn from the arts, humanities, and sciences.

- Powerful social studies teaching combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments.
• Social studies teaching and learning requires effective use of technology, communication, and reading/writing skills that add important dimensions to students’ learning.

C. Social Studies Teaching and Learning are powerful when they are Value-Based

Social studies teachers recognize that students do not become responsible, participating citizens automatically. The values embodied in our democratic form of government, with its commitment to justice, equality, and freedom of thought and speech, are reflected in social studies classroom practice.

Social studies teachers develop awareness of their own values and how those values influence their teaching. They assess their teaching from multiple perspectives and, when appropriate, adjust it to achieve a better balance.

• Students are made aware of potential policy implications and taught to think critically and make decisions about a variety of issues, modelling the choices they will make as adult citizens.

• Students learn to assess the merits of competing arguments, and make reasoned decisions that include consideration of the values within alternative policy recommendations.

• Through discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making, students learn to apply value-based reasoning when addressing problems and issues.

• Students engage in experiences that develop fair-mindedness, and encourage recognition and serious consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to individual and social responsibility.

D. Social Studies Teaching and Learning are powerful when they are Challenging

Student work should reflect a balance between retrieval and recitation of content and a thoughtful examination of concepts in order to provide intellectual challenges. The teacher must explain and model intellectual standards expected of students. These include, but are not limited to: clarity, precision, completeness, depth, relevance, and fairness.

• Challenging social studies instruction makes use of regular writing and the analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks. It includes sources from the arts, humanities, and sciences, substantive conversation, and disciplined inquiry.

• Disciplined inquiry, in turn, includes the teaching of sophisticated concepts and ideas, and in-depth investigation of fewer rather than more topics, with deep processing and detailed study of each topic.
Challenging social studies includes the rigorous teaching of the core disciplines as influential and continually growing tools for inquiry.

E. Social Studies Teaching and Learning are powerful when they are Active

Active lessons require students to process and think about what they are learning. There is a profound difference between learning about the actions and conclusions of others and reasoning one’s way toward those conclusions. Active learning is not just “hands-on,” it is “minds-on.”

- Students work individually and collaboratively, using rich and varied sources, to reach understandings, make decisions, discuss issues and solve problems.
- Student construction of meaning is facilitated by clear explanation, modelling, and interactive discourse. Explanation and modelling from the teacher are important, as are student opportunities to ask and answer questions, discuss or debate implications, and participate in compelling projects that call for critical thinking.
- Powerful social studies teachers develop and/or expand repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyse content in a variety of learning modes.

http://www.ncss.org/positions/powerful

Assessment Practices

Assessment is an integral part of teaching and learning. Assessment is the ongoing systematic process of gathering and using evidence of student learning to make informed decisions regarding student achievement, thus, the main purpose of assessment is to improve student learning.

Three major types of assessment used in conjunction can be used to support student achievement.

Assessment for Learning (Formative Assessment)

It is used for purposes of greater achievement. Classroom assessment should provide opportunities for students to become actively involved in their leaning and achievement. In thus types of assessment student knows what they need to do in order to be successful and know what is considered as ‘good work’.

Assessment for learning is criterion referenced where students compare their work with a criterion, the criteria are based in the outcomes and indicators motioned in the Social Studies Syllabi.

In addition to this, students, peers and teachers provide appropriate and ongoing feedback. Through feedback students identify their strengths and areas for improvement. This helps students to redirect their efforts and energy in making plans on ways to improve learning. As for teachers, this provides the opportunity to change instruction in accordance with student’s needs.
Assessment as Learning (Formative Assessment)

Assessment as learning is student driven, whereby students actively get involved in their own learning, this is done through continuous self-assessments whereby students identify areas to improve. Students are required to reflect and critically evaluate their work.

Assessment of Learning (Summative Assessment)

This is usually addressed through summative assessment. This includes topic assessment at the end of a topic and term exams. (Note: for the foundation and key stage one there will be No term exams or tests). However, students’ summative assessment can be done to check students’ level of understanding; the information gathered through the summative process should be used formatively to enhance student progress.

In order to gather evidence of student learning the following are some of the methods that can be used:

- Informal assessment- student and teacher make judgments about their learning based on discussions
- Formal assessment- students and teachers making judgments based on success criteria that are shared by students and the teacher before the learning task is carried out.
- Observation – use of checklists, rating scales and rubrics
- Self and peer assessment
- Quizzes
- Tests
- Sample students work
- Project
- Reports
- Journals/logs
- Performance reviews
- Portfolios
# Scope and Sequence by Strand

## Strand – 1: Culture and Identity

<table>
<thead>
<tr>
<th>Sub-strands</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identities</td>
<td>Valuing own self as an important human being.</td>
<td>Valuing own self as an important human being.</td>
<td>Uniqueness of individuals.</td>
</tr>
<tr>
<td></td>
<td>specific significant groups among people and the importance of these groups</td>
<td>Different groups and its importance and interconnectedness of these groups</td>
<td>Groups, its importance, interconnectedness and events of identified groups.</td>
</tr>
<tr>
<td></td>
<td>Unique features of Maldives and Maldives national identity.</td>
<td>Unique features of Maldives and Maldives national identity and specific identities related to specific groups within the national identity</td>
<td>Unique features of Maldives and Maldives national identity and specific identities related to specific groups within the national identity</td>
</tr>
<tr>
<td>Cultures and Heritage</td>
<td>Basic features of a culture.</td>
<td>Basic features of own culture and heritage.</td>
<td>Basic features of own culture and heritage.</td>
</tr>
<tr>
<td></td>
<td>Cultural practices in their community and in different islands.</td>
<td>Cultural practices in their community and in different islands.</td>
<td>Cultural practices in their community, in different islands.</td>
</tr>
<tr>
<td></td>
<td>Cultures of other countries.</td>
<td>Cultures of other countries.</td>
<td>Cultures of other countries.</td>
</tr>
</tbody>
</table>
## Strand – 2: People, Places and Environment

<table>
<thead>
<tr>
<th>Sub-strands</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The World in Spatial Terms</strong></td>
<td>Basic differences between a map and a globe</td>
<td>Use maps and globes to identify important places of the island by using a map of the island, finds out different routes to important places within the school, their island and also locates Maldives using maps and globes</td>
<td>Use maps and globes to their island, atoll and important other islands from the map of Maldives and uses mapping skills to create different routes from school to other places of the island.</td>
</tr>
<tr>
<td>Society and the Environment</td>
<td><strong>Physical features of immediate environment.</strong></td>
<td><strong>Physical and human geographic features.</strong></td>
<td><strong>Physical and human geographic features.</strong></td>
</tr>
<tr>
<td></td>
<td>Uses maps to locate places in the school, identify routes of important places in the school and follows simple directions with help of a map. (using the map of the school)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Local weather and its impact on humans.</strong></td>
<td><strong>Local weather, weather conditions around some parts of the world and its impact on humans.</strong></td>
<td><strong>Monsoons and Nakai’s in Maldives.</strong></td>
</tr>
<tr>
<td></td>
<td>Identifies different plants, insect, animals in the local community and how people use and relate to them</td>
<td>Recognizes plants, insects, animals which live in different countries in the world and how people use and relate to them</td>
<td>Awareness of the interdependence of people, other forms of life and the inter-link between people and the environment</td>
</tr>
<tr>
<td></td>
<td>Identifies care takers and the role of care takers in the society</td>
<td>Recognizes, explores and the role of different workers in the community and advantages of community helpers.</td>
<td>Describes, analyses the importance of building a good relationship with the community members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication and transport methods in other countries.</td>
<td>Importance of modern technology to our lives.</td>
</tr>
<tr>
<td></td>
<td>Communication and transport in the past and present.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Caring for self and the surrounding environment.</td>
<td>Ways to care for the environment.</td>
<td>Environmental problems found in the islands and their solutions.</td>
</tr>
</tbody>
</table>
## Strand – 3: The Economic World

<table>
<thead>
<tr>
<th>Sub-strands</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Resources</td>
<td>Identifies resources</td>
<td>Recognizes how resources are obtained</td>
<td>Defines how resources are obtained</td>
</tr>
<tr>
<td>Economic Systems</td>
<td>Identifies needs and wants, choices</td>
<td>Differentiates needs and wants, choices</td>
<td>Recognizes the place of needs, wants, choices in one’s life and reasons out why certain choices are made</td>
</tr>
<tr>
<td>Economic Systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goods and services</td>
<td>Goods, services, producers and consumers</td>
<td>Goods, services, producers and consumers</td>
<td></td>
</tr>
<tr>
<td>Goods and services</td>
<td>Identifies different types of work</td>
<td>People’s participation in the production process</td>
<td>People’s participation in the production process</td>
</tr>
<tr>
<td>International</td>
<td>Local and imported goods</td>
<td>Identifies how international trade occurs</td>
<td>Recognizes and discusses how international trade occurs</td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics and Trade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Institutions</td>
<td>Identifies money (notes, coins)</td>
<td>Recognizes the sources, purposes and the value of money</td>
<td>Discusses the sources, purposes and the value of money</td>
</tr>
<tr>
<td>Financial Institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Strand – 4: Time, Continuity and Change

<table>
<thead>
<tr>
<th>Sub-strands</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and Change</td>
<td>Important events in their own lives</td>
<td>Important events in their own lives</td>
<td>Important events in their own lives</td>
</tr>
<tr>
<td></td>
<td>Ways in which time and change affect people</td>
<td>Ways in which time and change affect families and communities</td>
<td>Ways in which time and change affect families and communities</td>
</tr>
<tr>
<td></td>
<td>Identifies ways that societies around the world express themselves artistically</td>
<td>Recognizes that societies around the world express themselves artistically</td>
<td>Describes the ways that societies around the world express themselves artistically</td>
</tr>
<tr>
<td>Developing World</td>
<td>Awareness on People who have profoundly affected life in Maldives</td>
<td>Recognizes people who have profoundly affected life in Maldives</td>
<td>Identifies key political figures and changes in the type of government in the Maldives.</td>
</tr>
<tr>
<td></td>
<td>Identifies there are countries in the world and the world is inter-connected</td>
<td>Recognizes and discusses how the world is inter-connected</td>
<td>Describes the interconnectedness of the world</td>
</tr>
<tr>
<td></td>
<td>Relationship of Maldives with other countries</td>
<td>Relationship of Maldives with other countries and the role of Maldives in world affairs</td>
<td>Relationship of Maldives with other countries and the role of Maldives in world affairs</td>
</tr>
<tr>
<td></td>
<td>People in ancient times</td>
<td>Prehistoric life of humans</td>
<td>Prehistoric life of humans</td>
</tr>
</tbody>
</table>
### Strand – 5: Active Citizenship

<table>
<thead>
<tr>
<th>Sub-strands</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles and Rights of one’s self, within families and schools</td>
<td>Roles and responsibilities of one’s self, within families, schools and communities</td>
<td>Roles and responsibilities of one’s self, within families, schools and communities</td>
<td>Identifies rights and responsibilities of citizenship</td>
</tr>
<tr>
<td></td>
<td>Identifies rights and responsibilities of citizenship</td>
<td>Recognizes and discusses about rights and responsibilities of citizenship</td>
<td>Explores how and why people implement rules and laws</td>
</tr>
<tr>
<td>Decision-making and Leadership</td>
<td>Different decisions people make every day</td>
<td>Different decisions people make every day</td>
<td>Different decisions people make every day and their consequences</td>
</tr>
<tr>
<td></td>
<td>Importance of having leaders</td>
<td>Importance of having leaders</td>
<td>How leadership is acquired and exercised</td>
</tr>
<tr>
<td></td>
<td>Corruption and bribery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Government</td>
<td>Identifies different types of rules and their importance</td>
<td>Describes different types of rules and their importance</td>
<td>Describes , discusses different types of rules and their importance</td>
</tr>
<tr>
<td></td>
<td>Identifies the government of Maldives (public officials, president etc.)</td>
<td>Awareness of the nature of government, fundamental ideals of government of Maldives</td>
<td>Demonstrates understanding of the nature of government, fundamental ideals of government of Maldives</td>
</tr>
</tbody>
</table>
## Strand – 6: Investigation, communication and participation

<table>
<thead>
<tr>
<th>Sub-strands</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Starts to acquire investigation skills</td>
<td>Understanding of planning for an investigation</td>
<td>Understanding and reflection on planning for an investigation</td>
</tr>
<tr>
<td>Research</td>
<td>Identifies to locate sources, organize and select information</td>
<td>Locate sources, organize and select information</td>
<td>Locate sources, organize and select information</td>
</tr>
<tr>
<td>Processing and translating</td>
<td>Begins to process and translate information and develop critical thinking</td>
<td>Identifies how to process and translate information and develop critical thinking</td>
<td>Identifies and recognizes how to process and translate information and develop critical thinking</td>
</tr>
<tr>
<td>Applying and communicating</td>
<td>Begins to apply and share findings with others</td>
<td>Applies and share findings with others</td>
<td>Applies and share findings with others</td>
</tr>
</tbody>
</table>
Grade 1 Syllabus Details
GRADE 1

Strand – 1: Culture and Identity

Sub-strand: Identities

Outcome:
Cl 1.1: Recognizes and values own self as an important human being

Indicators:
This is evident when the student:

a. Talks about personal physical characteristics. (E.g. height, weight, hair type etc.)
b. Talks about the things that they can do and want to do (e.g. I can sing, I want to learn to write poems) and the reasons for these (e.g. I can make creative cards because I have been making cards since I was three).
c. Talks about their own worth as an individual and shares information about self with others (e.g. I can sing well).

Outcome:
Cl 1.2: Recognizes the diversity of each child and respect others

Indicators:
This is evident when the student:

a. Distinguishes between inherited (i.e. traits passed down from their parents/traits that they were born with) and acquired characteristics that they were not born with. (i.e. Traits such as pierced ears, hair length, scars, etc.)
b. Identifies how to appreciate oneself, family and others.
c. Identifies how to care for self and others.
d. Accepts others views and perceptions.
e. Recognizes and understands their own and others’ emotions and how their actions might affect others. (e.g. calling names or teasing may hurt others feelings)
f. Identifies how they can help each other.
g. Identifies how to respect other children who are of different backgrounds.
h. Talks about values such as fairness, compassion and love.
Outcome:
CI 1.3: Identifies what a group is and its importance.

Indicators:
This is evident when the student:

a. Discusses what a group is (e.g.: my family, my team etc.)
b. Begins to identify the groups that individuals belong to, e.g. my family, friends etc.)
c. Identifies benefits of belonging to groups.
d. Identifies family history (e.g. draw a family tree of their immediate family).
e. Identifies and describes family members by looking at photos of their own extended family and begins to understand their relationship to one another.
f. Describes the things they like to do with different family members. (E.g. I like to draw with my aunt; I like to sing with my mother etc).

Outcome:
CI 1.4: Becomes aware of the unique features of Maldives and their national identity

Indicators:
This is evident when the student:

a. Begins to becomes aware of their national identity (i.e. national identify is a person's sense of belonging to a nation and this identity is formed by common points in people's lives like national symbols, culture, music, food, and language).
b. Describes important Maldivian symbols. (E.g. Maldivian flag, national emblem, national tree).

Sub-strand: Cultures and Heritage

Outcome:
CI 2.1: Identifies the basic features of a culture, including their own

Indicators:
This is evident when the student:

a. Describes the basic features of a culture (e.g.: language, food, religion etc.)
b. Describes features of their own culture and heritage (e.g., language, ways of doing things, craft work names, greetings, food, dress, dance (boduberu, etc.)
c. Discusses special events and holidays important to them, including events they celebrate with their family and those they share with their class (e.g. Fitr and Al’ha Eid, New year, birthdays)
d. Identifies customs and traditions associated with cultural activities (e.g. wearing new clothes on Eid)
e. Expresses appreciation of their own culture, through role plays/stories.
f. Identifies how individuals learn to do skills and customs from their culture. (e.g. how to cook special food).
Outcome:
CI 2.2: Begins to identify cultural practices in their community and in different islands

Indicator:
This is evident when the student:

a. Identifies different dialects spoken in the class and in the community.

Outcome:
CI 2.3: Discusses cultures of other countries

Indicators:
This is evident when the student:

a. Discusses cultures of other neighbouring countries (e.g. Bhutan, Bangladesh, Nepal e.g. through pictures/retelling etc.).

b. Identifies words and expressions from other languages (e.g. greeting ; Assalaamu Alaikum, namasthey, konnichiva, ayubowan)

c. Identifies aspects of the cultural backgrounds of different people in the community (e.g. teachers in the school)

d. Identifies different forms of communication in Maldives and other countries, including body language and gesture (e.g. in Maldives nodding up and down to say yes, in Sri Lanka swaying head sideways to say yes)

e. Identifies similarities (e.g. visiting the sick, naming ceremony) and differences (e.g. way we dress) between features of their own culture and heritage and those of other countries.
**Strand – 2: People, Places, and Environment**

**Sub-strand: The World in Spatial Terms**

**Outcome:**

**PP 1.1:** Begins to use a map

**Indicators:**

This is evident when the student:

a. Differentiates globes and maps.

b. Identifies different places from a given map of school. (e.g.: marking library, staffroom, computer lab, etc.)

c. Identifies route from one place to another on a given map. (E.g. Route from home to school, route from mosque to school, etc.)

d. Uses a map of their school and follows simple directions.

**Sub-strand: Society and the Environment**

**Outcome:**

**PP 2.1:** Becomes aware of the physical features of their immediate environment

**Indicators:**

This is evident when the student:

a. Identifies the physical and human characteristics of place, e.g. home, roads, classroom, mosque, beaches.

b. Identifies safe and unsafe areas in school.

c. Describes each place has different features that distinguishes it from other places. (Weather, food, etc.)

d. Describes places that they view as special.

**Outcome:**

**PP 2.2:** Gains an understanding of local weather conditions and its impact on humans

**Indicators:**

This is evident when the student:

a. Identifies weather conditions we experience in Maldives and in other countries.

b. Compares daily weather conditions to understand that weather changes.

c. Compares major differences in the two seasons of Maldives.

d. Describes two seasons of Maldives.

e. Identifies some activities that people do in different weather. E.g.: swimming (sunny), planting (rainy), etc.

f. Describes how the weather conditions affect activities that people do. E.g.: wearing cotton clothes on sunny, playing indoor games when it is rainy, etc.
Outcome: PP 2.3: Explains and communicates how people interact and identify with environments

Indicators:
This is evident when the student:

a. Identifies animals, plants, insects in the local environment and how people use it (e.g.: chicken as food, trees give us shade, etc.)

b. Identify some plants and animals from other countries.

c. Recognizes different animals live in different places.

d. Identify local animals which live in different places.

Outcome: PP 2.4: Becomes aware of the connection to the local community helpers

Indicators:
This is evident when the student:

a. Discusses ways to care for other people in the society.

b. Identifies different community helpers he/she has a relationship with. (E.g. doctors, policemen, teachers, fishermen, barber, etc.)

Outcome: PP 2.5: Compares how people communicate and travel to different places in the past and present

Indicators:
This is evident when the student:

a. Compares ways people communicate in the past and now.

b. Compares vehicles, vessels and airplanes people use now and long ago.

Outcome: PP 2.6: Gains an understanding of ways to care for other people and living things in our environment

Indicators:
This is evident when the student:

a. Recognizes that people need to care for other people. eg: helping children, helping old people, etc.

b. Recognizes that people need to care for other living things.

c. Identifies and demonstrates some good practices which show that people care for other living things.

Sub-strand: Human Systems

Outcome: PP 3.1: Gains an understanding of the number of people in different places varies and compares living in low/highly populated areas

Indicators:
This is evident when the student:

a. Counts the number of people in a place (e.g. family, classroom)

b. Talks about the easiness and the difficulties of being in a crowded class.
## Strand – 3: The Economic World

### Sub-strand: Use of Resources

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EW 1.1:</strong> Identify resources</td>
<td><strong>This is evident when the student:</strong></td>
</tr>
<tr>
<td></td>
<td>a. Identifies what resources are and give examples of different types of resources (e.g. sea, land, water, trees, people, etc.).</td>
</tr>
<tr>
<td></td>
<td>b. Identifies different types of resources (e.g. natural, man-made).</td>
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<tr>
<td></td>
<td>c. Begins to identify resources that are available from the environment.</td>
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<tr>
<td></td>
<td>d. Recognizes the use of resources in daily life, e.g., food, clothing, and shelter.</td>
</tr>
</tbody>
</table>

### Sub-strand: Economic Systems

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EW 2.1:</strong> Identify needs and wants and why people make choices to meet their needs and wants</td>
<td><strong>This is evident when the student:</strong></td>
</tr>
<tr>
<td></td>
<td>a. Recognizes needs (e.g. Food, shelter, clothes) and wants (e.g. computer, T.V, games).</td>
</tr>
<tr>
<td></td>
<td>b. Realizes people make choices because they can’t have everything they want.</td>
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<tr>
<td></td>
<td>c. Begins to realize that people in the world communities must depend on others to meet their needs and wants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EW 2.2:</strong> Identify goods and services</td>
<td><strong>This is evident when the student:</strong></td>
</tr>
<tr>
<td></td>
<td>a. Recognizes goods are objects that can satisfy people’s wants.</td>
</tr>
<tr>
<td></td>
<td>b. Recognizes that a service is work that someone does for someone else.</td>
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<tr>
<td></td>
<td>c. Identifies things we buy from different places. (E.g. we buy a pencil from a book shop.)</td>
</tr>
<tr>
<td></td>
<td>d. Recognizes the services we get from different places. (E.g. bakery- we get bread from the bakery.)</td>
</tr>
<tr>
<td></td>
<td>e. Identifies the people who provide services to the community.</td>
</tr>
</tbody>
</table>
Outcome:
EW 2.3: Describes different types of work that people do

Indicators:
This is evident when the student:

a. Describes what work is.

b. Describes the different types of work done in a community (e.g. Fishing, farming, boat building, shop keepers).

c. Gives examples of the various work roles that children, women, and men may have (e.g. children; study, play, helping and living with others, women; helping with community work, men; doing certain jobs).

d. Identifies different segments of the Maldives economy, e.g., fishing, farming or tourism.

e. Identifies some of the primary economic activities in Maldives. eg: fishing, agriculture, etc.

Sub-strand: International Economics and Trade

Outcome:
EW 3.1: Differentiates between local and imported goods

Indicator:
This is evident when the student:

a. Identifies things which are grown in the Maldives and things which are not grown in the Maldives. (e.g. mango is grown in Maldives, while apple is not grown)

Sub-strand: Financial Institutions

Outcome:
EW 4.1: Identify money

Indicators:
This is evident when the student:

a. Identifies money (notes and coins) used in Maldives.

b. Involves in games to learn the role and value of money (money is something you exchange for something). E.g.: playing store.
**Strand – 4: Time Continuity and Change**

### Sub-strand: Time and Change

#### Outcome:
**TC 1.1:** Discusses the important events in their own lives

**Indicators:**
This is evident when the student:

- a. Talks about changes that have affected family and community life (e.g., transport, games, family activities, buildings, gathering food).
- b. Talks about milestones and stages in the lives of family members (e.g., first day of school, first day to walk)
- c. Talks about special events people may share within their communities (e.g., naming ceremony, birthday and wedding ceremonies, giving alms, celebrating national.

#### Outcome:
**TC 1.2:** Describe ways in which time and change affect people

**Indicators:**
This is evident when the student:

- a. Talks about family life in the past and now. (Using handmade clothes, homemade games, family vegetable gardens in the past, store-bought clothes, electronic games, microwave food, etc.)
- b. Identifies changes that have affected family and community life (e.g., transport, games, family activities, buildings, gathering food)
- c. Identifies advantages and disadvantages of the way of life in the past and present.
- d. Identifies the good practices in family life that needs to be continued and give reasons to it.
- e. Suggests ways to improve the activity.
- f. Begins to identify examples of changes that may take place in their family in the future.

#### Outcome:
**TC 1.3:** Recognizes ways that societies around the world express themselves

**Indicator:**
This is evident when the student:

- a. Explores ways that societies around the world express themselves artistically, e.g. clothing, folk dances, etc.

#### Outcome:
**TC 1.4:** Becomes aware of people who have profoundly affected life in Maldives

**Indicator:**
This is evident when the student:

- a. Identifies individuals and/or groups who have profoundly affected life in the Maldives, e.g., former presidents, historical heroes in time.
### Sub-strand: Developing World

**Outcome:**
TC 2.1: Becomes aware of the relationship of the Maldives to other countries

**Indicators:**
This is evident when the student:

a. Identifies that there are many countries in the world.

b. Recognizes that the world is interconnected, (e.g., through trade, communication and transportation.)

c. Identifies ways in which countries interact with each other (e.g. providing aid)

**Outcome:**
TC 2.2: Gains an understanding of how people fulfilled their basic needs in ancient times

**Indicator:**
This is evident when the student:

a. Begins to recognize how the ancient people fulfilled the basic needs. (e.g.: clothing was made of animal skin, lived in cave, food from hunting, fishing and gathering wild plant produce.)
Strand – 5: Active Citizenship

Sub-strand: Roles, Rights and Responsibilities

Outcome:
AC 1.1: Becomes aware of roles and responsibilities within families and schools, and ways in which they should interact with others

Indicators:
This is evident when the student:

a. Identifies how people may acquire roles (e.g. class group leader)
b. Identifies their roles, rights, and responsibilities in their family and at school.
c. Ensures that the classroom is a happy, healthy and safe place (e.g. being cooperative and friendly with others, helping others).
d. Identifies fair and unfair practices at home and classroom.
e. Begins to identify that needs are considered as rights.
f. Becomes aware that having rights implies having responsibilities
g. Becomes aware that each one has a personal responsibility to follow rules.
h. Becomes aware of ways of exercising self-discipline in school, home and in the community.

Outcome:
AC 1.2: Demonstrates an understanding of the rights and responsibilities of citizenship

Indicators:
This is evident when the student:

a. Identifies roles and responsibilities that an individual can have within a group, i.e. at home, school and community (e.g. at home doing house chores, protecting and respecting their belongings at school and home)
b. Identifies how to behave in a group in a responsible manner (e.g. sharing things with others)

Sub-strand: Decision making and leadership

Outcome:
AC 2.1: Becomes aware of different decisions they make everyday

Indicator:
This is evident when the student:

a. Identifies different decisions they make every day.

Outcome:
AC 2.2: Becomes aware of the importance of having leaders

Indicator:
This is evident when the student:

a. Identifies the need for leaders in the classroom and school (e.g. classroom monitor to look after the class, school heads to manage the school)
### Sub-strand: The Government

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Indicators:</th>
</tr>
</thead>
</table>
| **AC 3.1:** Identifies different types of rules (e.g. classroom, school and country rules) and their importance | **This is evident when the student:**
| a. Begins to explain what is wrong and what is right. | a. Begins to identify the type of government in the Maldives (i.e. Republic). |
| b. Identifies why rules are made. | b. Identifies public officials (e.g. president, ministers, counsellors). |
| c. Identifies the importance of having and following rules in the family, at school and in the local community. | |
| d. Identifies rules at home, classroom, school and their purpose. | |
| e. Become involved with creating classroom rules and routines with the teacher. | |
| f. Identifies that Maldives has rules which all should follow and the consequences of breaking a rule. | |

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Indicators:</th>
</tr>
</thead>
</table>
| **AC 3.2:** Becomes aware of the Government of Maldives | **This is evident when the student:**
| a. Begins to identify the type of government in the Maldives (i.e. Republic). | |
| b. Identifies public officials (e.g. president, ministers, counsellors) | |
### Strand – 6: Investigation, Communication and Participation

#### Sub-strand: Identities

**Outcome:**

IC 1.1: Begins to acquire investigation skills

**Indicators:**

This is evident when the student:

a. Begins to reflect on current understanding of a topic (e.g. Through pictures, illustrations, clay models).

b. Begins to identify ways to identify prior knowledge.

c. Begins to identify related concepts.

d. Identifies the difference between asking questions and making statements.

e. Contributes ideas to investigation.

f. Identifies a single source of information.

g. Builds knowledge of how ICT can be used effectively for inquiry.

h. Plans (with guidance) using teacher formats.

#### Sub-strand: Research

**Outcome:**

IC 2.1: Begins to locate sources, organize and select information

**Indicators:**

This is evident when the student:

a. Becomes aware of how to collect information.

b. Identifies how to gather information from a given source.

c. Becomes aware of how to identify the main idea (e.g. from text, pictures).

d. Identifies how to use photographs and stories as a source of information.

e. Becomes aware of how to record and label information.
### Sub-strand: Processing and Translating

**Outcome:**
IC 3.1: Begins to process and translate information and develop critical thinking

**Indicators:**

This is evident when the student:

a. Identifies how to sort and arrange events in sequence (e.g. chronological order on a timeline).

b. Identifies familiar information (e.g. ‘for-sure facts’ to ‘for-sure exaggerations’).

c. Identifies ways to construct simple graphs (e.g. pictorial graphs)

d. Records and constructs a simple table from raw data

e. Interprets data presented in tables and graphs (e.g. by making comparisons to least/most, largest/smallest)

f. Reads a table for specific data

g. Makes simple literal interpretations from sources such as maps, photographs and diagrams

h. Identifies ways to use teacher-directed formats for recording.

---

### Sub-strand: Applying and Communicating Findings

**Outcome:**
IC 4.1: Begins to apply and share findings with others

**Indicators:**

This is evident when the student:

a. Identifies ways to share findings with others (e.g. through class displays, assembly items, role-plays, models, pictures, writing).

b. Identifies ways to cater to a specific audience

c. Identifies ways to reflect on personal learning
Grade 2 Syllabus Details
GRADE 2

Strand – 1: Culture and Identity

Sub-strand: Identities

Outcome:
CI 1.1: Recognizes and values own self as an important human being

Indicators:
This is evident when the student:

a. Identifies and describes personal characteristics, (e.g. likes and dislikes, physical characteristics)

b. Describes the things that they can do and want to do (e.g. I can sing, I want to learn to write poems) and the reasons for these (e.g. I can make creative cards because I have been making cards since I was three)

c. Describes their own worth as an individual and shares information about self with others (e.g. I can write poems).

Outcome:
CI 1.2: Begins to recognize individual differences in ourselves and others and show appreciation to those differences

Indicators:
This is evident when the student:

a. Recognizes that although we are all different we are all equal (e.g. although we look different we have the same needs)

b. Expresses how to appreciate oneself, family and others

c. Expresses how to care for self and others

d. Differentiates between preferences for self and others (e.g. I like to draw and she likes to read)

e. Recognizes and understand their own and others’ emotions and how their actions might affect others. (e.g. making fun of someone may make him/her angry)

f. Expresses how they can help each other (e.g. working and playing together, sharing)

g. Express empathy towards others different from us (Respect others including old and people with special needs)

h. Talks about importance of values such as fairness, compassion and love
Outcome:
CI 1.3: Identifies different groups and their importance

Indicators:
This is evident when the student:

a. Identifies the groups that individuals belong to, e.g. my family, friends etc.)

b. Gives examples of the benefits of belonging to groups.

c. Identifies the functions (e.g. caring, sharing, taking different responsibilities) of different groups (e.g. school, family etc.) which people belong to

d. Identifies family history (e.g. draw a family tree of going back to at least two generations)

e. Identifies similarities and differences between different families (e.g. family size, family customs etc.)

Outcome:
CI 1.4: Becomes aware of the unique features of Maldives and their national identity

Indicators:
This is evident when the student:

a. Begins to becomes aware of different elements that make up Maldives’s national identity (i.e. national symbols, culture, music, food, and language)

b. Identifies the symbols and names used by family, school and community groups (e.g. surname, school flag, badges, community name signs etc.)

c. Recognizes the importance of flags and other symbols to national identity

d. Discusses the uniqueness of Maldives (e.g. one religion; Islam, one language; Dhivehi language)

Outcome:
CI 2.1: Identifies the basic features of their own culture and heritage

Indicators:
This is evident when the student:

a. Identifies ways community activities (e.g., on special occasions) and features of the community (e.g. mosque, madharusa) reflect the cultures and heritages of the people who live there

b. Describes special events and holidays important to them, including events they celebrate with their family and those they share with their class, e.g. Fitr and Al’ha Eid, New year, birthdays

c. Identifies customs and traditions that influence the ways in which people interact within the community (e.g. sharing food on special occasions such as naming ceremonies, malaafai, Eid, after circumcision etc.)

d. Expresses that certain features of the community (e.g., historic places, street names, place names, museums) reflect people’s heritage.

e. Describes appreciation of their own culture (e.g. write an essay, appreciating their culture)

f. Describes how individuals learn to do skills and customs from their culture.
**Outcome:**

CI 2.2: Identifies cultural practices in their community and in different islands

**Indicators:**

This is evident when the student:

a. Identifies cultural practices in their community and in different islands; dialects, way of addressing people (e.g. names used for grandparents; munna, maafa, ) special dishes of different islands (e.g. L Atoll gulha riha, H. Dh. Kulhudhufushi haalufolhi, S. Addu bondi, M. Dhiggaru rihaakuru), festive activities (e.g. koadi kendun, maali neshun, bodu mas)

b. Discusses different dialects spoken in the class and in the community.

**Outcome:**

CI 2.3: Describes cultures of other countries

**Indicators:**

This is evident when the student:

a. Discusses and describes through pictures/retelling etc., cultures of other neighbouring countries (e.g. Pakistan, Afghanistan)

b. Discusses words and expressions from other languages (e.g. greeting; Assalaamu Alaikum, namasthey, konnichiva, ayubowan)

c. Discusses aspects of the cultural backgrounds of different people in the community (e.g. teachers in the school)

d. Compares and describes different forms of communication in Maldives and other countries, including body language and gesture

e. Discusses similarities (e.g. visiting the sick, naming ceremony) and differences (e.g. way we dress) between features of their own culture and heritage and those of other countries.

f. Identifies different ways that some societies (e.g. neighbouring countries) express their values and beliefs through practices, e.g., festivals or dress.
**Strand – 2: People, Places, and Environment**

### Sub-strand: The World in Spatial Terms

**Outcome:**

PP 1.1: Begins to locate and identify places on maps and globes

**Indicators:**

This is evident when the student:

- a. Identifies important places from a given map of the island. (E.g. Location of school, location of mosque, etc.).
- b. Identifies on an island map the easiest and fastest route to travel to different places.
- c. Creates a map of a journey from one point of the school to another.
- d. Identifies the location of Maldives from a given map and on a globe.
- e. Begins to identify cardinal directions (north, south, east, and west). (E.g. Label the respective directions of the classroom).

**Sub-strand: Society and the Environment**

**Outcome:**

PP 2.1: Becomes aware of the physical and human geographic features of places

**Indicators:**

This is evident when the student:

- a. Compares physical and human characteristics of a classroom to other places. E.g.: mosque, hospitals, houses, etc.
- b. Identifies safe and unsafe areas in the island.
- c. Describes that geographic characteristics (features) are divided into two categories. (I.e. natural (e.g. Beach, soil, etc.) and man-made., (e.g. home, roads, etc.)
- d. Identifies activities that occur in specific places.

**Outcome:**

PP 2.2: Gains an understanding of weather conditions around the world and its impact on humans

**Indicators:**

This is evident when the student:

- a. Recognizes different countries experience different types of weather. (Hot, cold, mainly hot, mainly cold).
- b. Compares seasonal weather conditions to understand that weather changes.
- c. Recognizes and describes seasons in other countries of the world. (Autumn, winter, summer, spring).
- d. Identifies some activities that people do in different seasons. (E.g.: skiing in winter.)
- e. Identifies how different seasons affect the activities that people do. (E.g.: wearing warm clothes in cold weather).
Outcome:  
PP 2.3: Explains and communicates how people interact and identify with environments  

Indicators:  
This is evident when the student:  
a. Identifies animals, plants, insects in an environment and how people use it in other countries. (e.g.: hens – eat, trees give us shade, etc.)  
b. Identifies animals and insects in other countries.  
c. Identifies animals and insects which live in different places in other countries.

Outcome:  
PP 2.4: Describes the connection to the community local helpers  

Indicators:  
This is evident when the student:  
a. Recognizes advantages and disadvantages of helping each other in the community  
b. Recognizes the work done by some important community helpers he/she sees on a regular basis (e.g. Arrange a tour to an island office, health Centre, mosque, etc. and ask questions about the work that they do to help people in the community).

Outcome:  
PP 2.5: Gains an understanding on how people communicate and travel to different places in other countries  

Indicators:  
This is evident when the student:  
a. Describes different modes of communication in the community and others found throughout the world.  
b. Compares the vehicles, vessels and airplanes use in Maldives and in other countries.

Outcome:  
PP 2.6: Becomes aware of ways to care for the environment  

Indicators:  
This is evident when the student:  
a. Begins to realize the importance of caring for the environment (our health directly depends on the health of our environment).  
b. Identifies individual role in maintaining the environment and how they can keep plants and animals safe.  
c. Begins to identify ways to care for the environment. E.g.: planting trees, switch off the lights when not in use, etc.  
d. States each individual is responsible for the care and protection of his immediate environment.
### Sub-strand: Human Systems

**Outcome:**
PP 3.1: Gains an understanding of the distribution of population in different places varies and compares living in low/highly populated areas

**Indicators:**

This is evident when the student:

a. Identifies the distribution of a population, e.g., boys and girls in the family and class, age group in the class).

b. Realizes the easiness and the difficulties of living in a big and a small family.
Strand – 3: The Economic World

Sub-strand: Use of Resources

Outcome:
EW 1.1: Identify how and why people work together to obtain resources

Indicators:
This is evident when the student:

a. Describes what resources are and give examples of different types of resources (e.g. sea, land, water, trees, people, etc.)
b. Describes different types of resources (e.g. natural, man-made)
c. Identifies resources that are available from the environment.
d. Begins to identify consequences of scarcity of resources.
e. Identifies different ways people use resources to meet their needs and wants. (e.g. fish – food, chair – sitting)
f. Identifies different situations in which people work together to obtain resources (e.g., fishing, construction).

Sub-strand: Economic Systems

Outcome:
EW 2.1: Differentiates needs and wants and talks about choices

Indicators:
This is evident when the student:

a. Distinguishes between needs and wants. (E.g. Need - what is essential to live. Want - something you would like to have)
b. Begins to identify some choices they have made and explain why they had to make a choice.
c. Realizes that people in the world communities must depend on others to meet their needs and wants.

Outcome:
EW 2.2: Identify goods, services, producers and consumers

Indicators:
This is evident when the student:

a. Recognizes the people who make the things we buy from the shops. E.g. Farmers grow food for us.
b. Identifies things we made or grown. (E.g.: made – pencils, furniture, grown - fruits, vegetables.)
c. Recognizes that people who make goods and provide services are called producers.
d. Recognizes that the buyers (consumers) are the people who buy things from its makers.
**Outcome:**

EW 2.3: Identifies how people participate in the production process

**Indicators:**

This is evident when the student:

a. Identifies categories of goods and services that people produce and use (e.g., food, leisure products, visiting the doctor)

b. Explains the interaction that occurs and the roles that people take in the production and consumption processes.

c. Describes different segments of the Maldives economy, e.g., fishing, farming or tourism.

d. Describes some of the primary economic activities in Maldives. E.g.: fishing, agriculture, etc.

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**Sub-strand: International Economics and Trade**

**Outcome:**

EW 3.1: Becomes aware of how international trade occurs

**Indicators:**

This is evident when the student:

a. Identifies local products which Maldivians make. (E.g.: bon’di, rihaakuru, coconut oil, dried fish, furniture, etc.)

b. Recognizes that international trade is trade between two or more partners from different countries.

c. Identifies importers and exporters. (The exporter sells its goods to someone (importer) in another country. The importer brings goods into the port of his/her country.)

d. Identifies things which are imported and exported. (E.g.: imported- television, exported- dried fish).

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**Sub-strand: Financial Institutions**

**Outcome:**

EW 4.1: Becomes aware of the value of money

**Indicators:**

This is evident when the student:

a. Involves in discussions about how people earn money. (By working and being paid for their work.)

b. Recognizes we can use money to buy goods.

c. Begins to realize that money comes from different sources and can be used for different purposes

d. Involves in games to learn the role and value of money (money is something you exchange for something). E.g.: playing store.
### Strand – 4: Time Continuity and Change

#### Sub-strand: Time and Change

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>TC 1.1: Identify important events in their own lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators:</td>
<td>This is evident when the student:</td>
</tr>
<tr>
<td>a.</td>
<td>Describes changes that have affected family and community life (e.g., transport, games, family activities, buildings, gathering food)</td>
</tr>
<tr>
<td>b.</td>
<td>Identifies milestones and stages in the lives of family members (e.g. first day of school, first day to walk)</td>
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<tr>
<td>c.</td>
<td>Identifies special events people may share within their communities (e.g. naming ceremony, birthday and wedding ceremonies, giving alms, celebrating national success)</td>
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<tr>
<td>d.</td>
<td>Creates a class timeline listing five to six events that happened over the course of the year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>TC 1.2: Identify ways in which time and change affect families and communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators:</td>
<td>This is evident when the student:</td>
</tr>
<tr>
<td>a.</td>
<td>Identifies ways in which people’s lives are influenced by time (e.g., through monsoons, days of the week, calendars, timetables).</td>
</tr>
<tr>
<td>b.</td>
<td>Talks about changes occurred to the fishing industry. (e.g.: sail changed into mechanized, use of lights to catch bait fishes, use of fish attracting devices, etc.)</td>
</tr>
<tr>
<td>c.</td>
<td>Identifies advantages and disadvantages of the way of fishing past and present.</td>
</tr>
<tr>
<td>d.</td>
<td>Identifies the good practices in fishing that needs to be continued and reason out why they need to continue the activity.</td>
</tr>
<tr>
<td>e.</td>
<td>Suggests ways to improve the activity.</td>
</tr>
<tr>
<td>f.</td>
<td>Gives examples of changes that may take place in their family in the future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>TC 1.3: Recognizes ways that societies around the world express themselves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators:</td>
<td>This is evident when the student:</td>
</tr>
<tr>
<td>a.</td>
<td>Explores ways that societies around the world express themselves artistically, e.g., greetings, language, art etc.</td>
</tr>
<tr>
<td>b.</td>
<td>Explores art, and literature of various time periods (e.g. lacquer work, scripts)</td>
</tr>
<tr>
<td>c.</td>
<td>Recognizes that other countries/cultures have enhanced art, and literature of our nation, e.g., Asian, Arabic</td>
</tr>
</tbody>
</table>
**Outcome:**

**TC 1.4:** Gains an understanding about the people who have profoundly affected life in Maldives

**Indicators:**

**This is evident when the student:**

a. Explores biographies of historical heroes in Maldives.

b. Explores biographies of former presidents of Maldives.

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**Sub-strand: Developing World**

**Outcome:**

**TC 2.1:** Describe the relationship of the Maldives to other countries, and the role of the Maldives in world affairs

**Indicators:**

**This is evident when the student:**

a. Describes how the world is interconnected, e.g., trade, communication and transportation

b. Describes ways in which countries interact with each other culturally (e.g. providing aid, helping during disasters)

c. Identifies why it is important for countries to work together to resolve issues (e.g. different countries have different resources).

---

**Outcome:**

**TC 2.2:** Gains an understanding of prehistoric life of humans

**Indicators:**

**This is evident when the student:**

a. Recognizes the life style of ancient people. (e.g.: clothing was made of animal skin, tools were made from stone, bone and wood, etc.)

b. Describes how the ancient people lit fire using sticks or stones.

c. Identifies how the ancient people used fire. E.g.: cooking, protection from wild animals, etc.
### Strand – 5: Active Citizenship

#### Sub-strand: Roles, Rights and Responsibilities

**Outcome:**

AC 1.1: Becomes aware of roles and responsibilities within families, schools and the local community, and ways in which they should interact with others

**Indicators:**

This is evident when the student:

- a. Identifies what people do when they fulfil particular roles (e.g. the roles, rights and responsibilities of being the class monitor)
- b. Identifies their roles, rights, and responsibilities in their family and at school.
- c. Ensures that the classroom is a happy, healthy and safe place (e.g. being cooperative and friendly with others, helping others)
- d. Begins to accept fair practices and copes with unfair practices at home and classroom
- e. Identifies that needs are considered as rights.
- f. Identifies that having rights implies having responsibilities
- g. Identifies that each one has a personal responsibility to follow rules
- h. Identifies ways of exercising self-discipline in school, home and in the community

**Outcome:**

AC 1.2: Demonstrates an understanding of the rights and responsibilities of citizenship

**Indicators:**

This is evident when the student:

- a. Begins to identify roles that an individual can have within a group and across a range of groups
- b. Identifies how to behave in a group in a responsible manner (e.g. sharing and helping, being supportive of each other)
- c. Begins to identify how rights and responsibilities might vary in different groups
- d. Begins to identify ways in which rights have accompanying responsibilities within particular groups
- e. Begins to identify how the roles and responsibilities of family members meet family needs and that these can differ in families

#### Sub-strand: Decision Making and Leadership

**Outcome:**

AC 2.1: Becomes aware of different decisions they make everyday

**Indicator:**

This is evident when the student:

- a. Describes different decisions they make everyday
Outcome:

AC 2.2: Becomes aware of the importance of having leaders

Indicators:

This is evident when the student:

a. Identifies the need for leaders in the country (e.g. president to manage the country)
b. Identifies qualities of a good leader (what kind of leaders) and responsibilities of leaders
c. Identifies different qualities of national and local leaders and the reasons why we need these leaders (e.g. Muhammad Thakurufaanu was brave enough to fight against the Portuguese).
d. Identifies positive actions portrayed by role models in society (e.g. why they become role models).

Sub-strand: The Government

Outcome:

AC 3.1: Describes different types of rules (e.g. classroom, school and country rules) and their importance

Indicators:

This is evident when the student:

a. Differentiate between what is wrong and what is right
b. Explains the importance of having and following rules in the family, at school and in the local community
c. Compares classroom rules with school rules
d. Becomes actively involved with creating and observing rules to protect their rights and the rights of others in the class and at school
e. Identifies how rules can vary within different families, schools and communities

Outcome:

AC 3.2: Becomes aware of the nature of government, and the fundamental ideals of government of the Maldives

Indicators:

This is evident when the student:

a. Identifies the type of government in the Maldives (i.e. Republic)
b. Identifies public officials (e.g. president, ministers, councillors)
Strand – 6: Investigation, Communication and Participation

Sub-strand: Planning

**Outcome:**
IC 1.1: Gains an understanding of how to plan for an investigation

**Indicators:**
This is evident when the student:

a. Reflects on current understanding of a topic (e.g. group brainstorming)
b. Identifies ways to identify prior knowledge
c. Clusters common ideas
d. Identifies how to ask a range of questions
e. Makes simple predictions
f. Identifies possible sources of information (e.g. people, print, media)
g. Recognizes how ICT can be used effectively for inquiry
h. Plans teacher-directed planning procedures

Sub-strand: Research

**Outcome:**
IC 2.1: Identifies how to locate sources, organize and select information

**Indicators:**
This is evident when the student:

a. Identifies to use the parts of a book (e.g. table of contents, cover, title) to locate information
b. Identifies how to find information using key words/topic vocabulary
c. Identifies the main idea and supporting details (e.g. from text)
d. Uses photographs and stories (historical narrative) as a source of information
e. Identifies perspectives in information text
f. Records and labels information
Sub-strand: Processing and Translating

**Outcome:**
IC 3.1: Identifies how to process and translate information and develop critical thinking

**Indicators:**
This is evident when the student:

a. Sorts by translating information into different forms (e.g. turn words into diagrams, data into pictorial graphs)

b. Distinguishes between fact and fiction

c. Constructs simple graphs (e.g. bar graph)

d. Tabulates information and uses tables

e. Interpret data presented in simple graphs, and discuss results using the title and labels

f. Uses a table to identify the topic or purpose, using identifying data such as column headings or the title

g. Interprets information or data shown in charts and diagrams

h. Uses directed formats for recording

i. Explains decisions (e.g. orally or written)

j. Acknowledges sources

k. Respect the views of others.

Sub-strand: Applying and Communicating Findings

**Outcome:**
IC 4.1: Applies and shares findings with others

**Indicators:**
This is evident when the student:

a. Communicates findings in a variety of forms (e.g. oral reports, graphs, models, digital media, written, timelines)

b. Shows that findings can be acted on in different ways

c. Shows that particular approaches should be used according to the audience

d. Presents findings from a personal perspective
Grade 3 Syllabus Details
### GRADE 3

#### Strand – 1: Culture and Identity

**Sub-strand: Identities**

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Indicator:</th>
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<tbody>
<tr>
<td><strong>CI 1.1:</strong> Begins to identify the uniqueness of their identity</td>
<td><strong>This is evident when the student:</strong></td>
</tr>
<tr>
<td></td>
<td>a. Begins to identify their personal identity (e.g. fill out a personal ID card including questions like name, age, address, favourite colour etc.).</td>
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<thead>
<tr>
<th>Outcome:</th>
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<tbody>
<tr>
<td><strong>CI 1.2:</strong> Recognizes individual differences in ourselves and others and show appreciation to those differences</td>
<td><strong>This is evident when the student:</strong></td>
</tr>
<tr>
<td></td>
<td>a. Expresses how to appreciate oneself, family and others</td>
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<tr>
<td></td>
<td>b. Expresses how to care for self and others</td>
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<tr>
<td></td>
<td>c. Begins to express personal opinion and preference and show respect for the opinions and preferences of others.</td>
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<tr>
<td></td>
<td>d. Expresses how they can help each other (e.g. working and playing together, sharing)</td>
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<td>e. Expresses empathy towards others different from us (Respect others including old and people with special needs)</td>
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<td></td>
<td>f. Express own feelings and ideas about values such as fairness compassion and love.</td>
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<tr>
<th>Outcome:</th>
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<tbody>
<tr>
<td><strong>CI 1.3:</strong> Recognizes different groups, their importance and events of identified groups</td>
<td><strong>This is evident when the student:</strong></td>
</tr>
<tr>
<td></td>
<td>a. Identifies and describes the groups that individuals belong to (e.g. family, friends, school, community)</td>
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<td></td>
<td>b. Identifies advantages and disadvantages of belonging to groups.</td>
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<td></td>
<td>c. Describes the functions of different groups which people belong to.</td>
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<td></td>
<td>d. Identifies the significant people they know that belong to different groups (family; parents, grandparents, school; teachers, principal, students)</td>
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<td></td>
<td>e. Identifies events that they attend with a particular group, e.g. sporting, hobby, leisure, picnics, birthday parties etc.</td>
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<td></td>
<td>f. Explores family history (e.g. discusses with family members and draw a family tree going back to at least three generations)</td>
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<td></td>
<td>g. Describes similarities and differences between different families (e.g. family size, family customs etc.).</td>
</tr>
</tbody>
</table>
Outcome:  
CI 1.4: Becomes aware of the unique features of Maldives and their national identity

Indicators:

This is evident when the student:

a. Describes different elements that make up Maldives's national identity (i.e. national symbols, culture, music, food, and language)

b. Describes the symbols and names used by family, school and community groups (e.g. surname, school flag, badges, community name signs etc.)

c. Describes the importance of flags and other symbols to national identity

d. Describes the uniqueness of Maldives (e.g. one religion; Islam, one language; Dhivehi language, unique geographic features).

Sub-strand: Cultures and Heritage

Outcome:  
CI 2.1: Describes the basic features of their own culture and heritage

Indicators:

This is evident when the student:

a. Discusses and describes ways community activities (e.g., on special occasions) and features of the community (e.g. mosque, madharusa) reflect the cultures and heritages of the people who live there

b. Describes customs and traditions that influence the ways in which people interact within the community (visiting the sick and visiting relatives of deceased etc.)

c. Describes how certain features of the community (e.g., historic places, street names, place names, museums) reflect people’s heritage.

d. Describes appreciation of their own culture (e.g. write an essay, appreciating their culture)

e. Describes how individuals learn to do skills and customs from their culture.

Outcome:  
CI 2.2: Describes cultural practices in their community and in different islands

Indicators:

This is evident when the student:

a. Describes cultural practices in their community and in different islands; dialects, way of addressing people (e.g. names used for grandparents; munna, maafa, ) special dishes of different islands (e.g. L Atoll gulhariha, H. Dh. Kulhudhufushi haalufolhi, S. Addu bondi, M. Dhiigaru rihaakuru), festive activities (e.g. koadi kendun, maali neshun, bodu mas)

b. Compares different dialects spoken in the class and in the community.
Outcome:
CI 2.3: Describes cultures of other countries

Indicators:

This is evident when the student:

a. Identifies the events and activities that are practiced by people in another country (e.g. India, Sri Lanka, Afghanistan)

b. Discusses words and expressions from different languages (e.g. greeting; Assalaamu Alaikum, namasthey, konnichiva, ayubowan)

c. Analyses aspects of the cultural features of people from different cultural backgrounds in the community (e.g. gather information about shopkeepers, housemaids etc. in the island).

d. Describes similarities (e.g. visiting the sick, naming ceremony) and differences (e.g. way we dress) between features of their own culture and heritage and those of other countries.

e. Begins to recognize stereotypes and culturally or linguistically unfair or biased behaviour.

f. Begins to identify ways people from different cultures interact within communities

g. Begins to identify the customs and traditions associated with an activity from other cultures (such as lighting-up and decorating homes during festivals in other countries).

h. Describes different ways that some societies (e.g. neighbouring countries) express their values and beliefs through practices, e.g., festivals or dress.
Strand – 2: People, Places, and Environment

Sub-strand: The World in Spatial Terms

Outcome:
PP 1.1: Locate and identify places on a map and a globe

Indicators:
This is evident when the student:

a. Identifies their island, atoll, and the capital island (Male’) on a given map of Maldives.
b. Uses the knowledge of mapping skills (simple map key) to create a map of their journey from home to school.
c. Identifies the 7 continents on a map and on a globe. E.g.: Europe, Asia, etc.
d. Identifies cardinal directions (north, south, east, and west). (E.g. Label the island: north, south, east, and west).

Sub-strand: Society and the Environment

Outcome:
PP 2.1: Becomes aware of the physical and human geographic features

Indicators:
This is evident when the student:

a. Identifies features of an atoll. E.g.: islands, reefs, shore, etc.
b. Identifies the characteristics of places that may be considered safe and unsafe.
c. Recognizes the physical features of an island. (E.g. island- trees, beach, etc.)
d. Recognizes the human features of an island. (E.g. houses, football ground, etc.)
e. Explores the natural and man-made features of their island, e.g., home, roads, schools, mosque, beaches, shops, market, library

Outcome:
PP 2.2: Gains an understanding of monsoons and Nakais in Maldives

Indicators:
This is evident when the student:

a. Recognizes the two monsoons in Maldives. (south west monsoon, north east monsoon)
b. Predicts weather conditions.
c. Describes monsoons in Maldives.
d. Identifies the Nakais in two monsoons in the Maldives.
e. Identifies some activities that people do in different monsoons and Nakai. (E.g.: planting trees).
**Outcome:**
**PP 2.3:** Explains and communicates how people interact and identify with environments

**Indicators:**

**This is evident when the student:**

a. Identifies animals, plants, insects and people who share an environment and explores their interdependence.

b. Appreciates that people share the environment with plant and animal life.

c. Identifies homes / shelters (e.g. ‘what are they made of?’, ‘Where are they? ‘Who are they for?’).

d. Identifies the importance of shelters to humans.

**Outcome:**
**PP 2.4:** Describes the connection to the community local helpers

**Indicators:**

**This is evident when the student:**

a. Identifies advantages and disadvantages of helping each other in the community

b. Describes the consequences of not building a good relationship with members of the community

**Outcome:**
**PP 2.5:** Realizes the importance of communication and modern technology to our lives

**Indicators:**

**This is evident when the student:**

a. Discusses the importance of communication

b. Identifies the easiness which brought by modern technology to our lives.

**Outcome:**
**PP 2.6:** Identify environmental problems found in the island and their solutions

**Indicators:**

**This is evident when the student:**

a. Realizes the importance of caring for the environment (our health directly depends on the health of our environment).

b. Begins to identify environmental problems found in the island. (E.g.: soil erosion, garbage disposal, etc.).

c. Begins to recognize ways people harm the environment. (Cutting down trees, taking sand from the beach, etc.).

d. Identifies ways to care for the environment. E.g.: planting trees, switch off the lights when not in use, etc.

e. Realizes each individual is responsible for the care and protection of his immediate environment.
Sub-strand: Human Systems

Outcome:  PP 3.1: Becomes aware of the distribution of population and identifies the reasons for migration

Indicators:  This is evident when the student:

a. Identifies the distribution of a population, e.g., boys and girls in the family and class, age group in the family, Male’ and other islands
b. Recognizes that people move from place to place
c. Identifies the reasons for movement from place to place (e.g. better health facilities, education etc.)
### Strand – 3: The Economic World

#### Sub-strand: Use of Resources

**Outcome:**

**EW 1.1:** Describe how and why people work together to obtain resources

**Indicators:**

**This is evident when the student:**

a. Compares how people in different regions use the same resource, e.g., water or wood.

b. Identifies consequences of scarcity of resources

c. Recognizes the different resources that are used by people in different countries to make the products. (E.g. fish is used to make rihaakuru, wood is used to make furniture, etc.)

d. Explains how people work together in different situations to obtain resources.

#### Sub-strand: Economic Systems

**Outcome:**

**EW 2.1:** Differentiates needs and wants and talks about choices

**Indicators:**

**This is evident when the student:**

a. Recognizes that needs come first; wants come later and realizes wants are unlimited.

b. Identifies some choices they have made and explain why they had to make a choice.

c. Describes that people in the world communities must depend on others to meet their needs and wants.

**Outcome:**

**EW 2.2:** Identify goods, services, producers and consumers

**Indicators:**

**This is evident when the student:**

a. Defines things (goods) and services, makers (producers) and buyers.

b. Identifies different methods people use to exchange things and services, e.g., barter or the use of money.

c. Describes the steps and materials needed to make a product, e.g. steps to bake and pack a cake.
### Outcome: EW 2.3: Describes how people participate in the production process

**Indicators:**

This is evident when the student:

- Describes categories of goods and services that people produce and use (e.g., food, leisure products, visiting the doctor)
- Gives examples of ways in which people produce and use goods and services
- Explains the interaction that occurs and the roles that people take in the production and consumption processes.
- Explores major developments and changes in economic productivity
- Identifies some of the secondary economic activities in Maldives. e.g.: carpentry, construction, etc.

### Sub-strand: International Economics and Trade

### Outcome: EW 3.1: Becomes aware of how international trade occurs

**Indicators:**

This is evident when the student:

- Identifies some special products made by neighbouring countries. (E.g.: Tea of Sri Lanka, spices, steel and rice of India, etc.)
- Explains that international trade is trade between two or more partners from different countries.
- Explains importers and exporters. (The exporter sells its goods to someone (importer) in another country. The importer brings goods into the port of his/her country.)
- Identifies some countries that the local products are exported.

### Sub-strand: Financial Institutions

### Outcome: EW 4.1: Becomes aware of the value of money

**Indicators:**

This is evident when the student:

- Involves in discussions about how to save and spend money wisely.
- Recognizes we can save money to buy things later.
- Realizes that money comes from different sources and can be used for different purposes
- Begins to realize the value of money through different activities. (E.g.: Role-plays, games, etc.)
**Strand – 4: Time Continuity and Change**

**Sub-strand: Time and Change**

**Outcome:**
**TC 1.1:** Identify important events in their own lives

**Indicators:**
This is evident when the student:

a. Describes personal and family events (e.g. success celebration, festivities of Eid and family get together).

b. Describes milestones and stages in the lives of family members (e.g. first day to work, getting a diploma/degree, welcoming new members to the family)

c. Describes special events people may share within their communities (e.g. naming ceremony, birthday and wedding ceremonies, giving alms, celebrating national success)

d. Creates a time line of events showing the daily routine of the child.

**Outcome:**
**TC 1.2:** Identify ways in which time and change affect families and communities

**Indicators:**
This is evident when the student:

a. Describes ways in which people’s lives are influenced by time (e.g., through seasons, days of the week, calendars, timetables).

b. Compares how farming is done in the past and now. (e.g.: artificial fertilizers are being used now, way of planting trees, machines made work easier, etc.)

c. Identifies advantages and disadvantages of the way of farming past and present.

d. Identifies the good practices in farming that needs to be continued and reasons out why they need to continue the activity.

e. Suggests ways to improve the activity.

f. Explains examples of changes that may take place in fishing industry in the future.

**Outcome:**
**TC 1.3:** Describes ways that societies around the world express themselves

**Indicators:**
This is evident when the student:

a. Describes ways that societies around the world express themselves artistically through forms, e.g., poems, architecture, folk tales etc.

b. Explores how art and literature often reflect and/or influence major ideas, values and conflicts of particular time periods

c. Recognizes that other countries/cultures have enhanced art, and literature of our nation, e.g., Asian, Arabic.
Outcome:
TC 1.4: Identify the key political figures and the changes in the type of government in Maldives

Indicators:
This is evident when the student:

a. Identifies key political figures that helped to shape our country. (e.g.: Muhammad Thakurufaan, Ali Rasgefaan, Muhammad Ameen Didi, etc.)
b. Begins to recognize that people of different countries have different political systems. (e.g.: monarchy, republic, democracy, etc.)
c. Identifies changes in the type of government in Maldives. (monarchy – republic – monarchy – republic)

Sub-strand: Developing World

Outcome:
TC 2.1: Describe the relationship of the Maldives to other countries, and the role of the Maldives in world affairs

Indicators:
This is evident when the student:

a. Describes the interconnectedness of the world developed using examples. (e.g., the contact between Early Maldivians and early settlers, the location of family members, serving in foreign countries, special places built with the help and aid from other countries, voluntary work)
b. Describes ways in which countries interact with each other culturally
c. Describes why it is important for countries to work together to resolve issues.

Outcome:
TC 2.2: Gains an understanding of prehistoric life of humans.

Indicators:
This is evident when the student:

a. Describes the life style of ancient people. (e.g.: clothing was made of animal skin, tools were made from stone, bone and wood, etc.)
b. Observes and explains how the ancient people lit fire.
c. Compares how fire was being used in ancient times and now.
**Strand – 5: Active Citizenship**

**Sub-strand: Roles, Rights and Responsibilities**

**Outcome:**

AC 1.1: Identifies roles and responsibilities within families, schools and the local community, and ways in which they should interact with others.

**Indicators:**

**This is evident when the student:**

a. Describes what people do when they fulfil particular roles.

b. Describes similarities between their roles, rights, and responsibilities in their family and at school.

c. Ensures that the classroom is a happy, healthy and safe place (e.g. being cooperative and friendly with others, helping others).

d. Accepts fair practices and copes with unfair practices at home and classroom.

e. Explains that needs are considered as rights.

f. Explain and provide examples of responsibilities that goes along with a right.

g. Explains that each one has a personal responsibility to follow rules.

h. Suggests ways of exercising self-discipline in school, home and in the community.

**Outcome:**

AC 1.2: Becomes aware of how and why people make and implement rules and laws.

**Indicators:**

**This is evident when the student:**

a. Identifies roles that an individual can have within a group and across a range of groups.

b. Explains how to behave in a group in a responsible manner (e.g. attending group events as ‘a group’ and presenting self as a group member instead of as an individual).

c. Identifies how rights and responsibilities might vary in different groups.

d. Identifies ways in which rights have accompanying responsibilities within particular groups.

e. Identifies how the roles and responsibilities of family members meet family needs and that these can differ in families.

f. Discusses ways individuals can be involved in their community, e.g., cleaning school grounds.

g. Recognizes that UN is the organization which oversees and make written document on rights.

h. Recognizes that there are special rights for children in the convention of the Rights of the Child (CRC).

i. Begins to recognize the need for balance between rights and responsibilities.
### Sub-strand: Decision Making and Leadership

**Outcome:**

**AC 2.1:** Becomes aware of different decisions they make every day and their consequences

**Indicator:**

**This is evident when the student:**

a. Describes different decisions they make every day and their consequences.

**Outcome:**

**AC 2.2:** Becomes aware of corruption and bribery

**Indicators:**

**This is evident when the student:**

a. Begins to identify what corruption is (e.g. Present role-plays on corruption)
b. Identifies examples of corruption and bribery (e.g. identifies examples of corruption and bribery through stories or different scenarios)

**Outcome:**

**AC 2.3:** Recognizes how leadership is acquired and exercised

**Indicators:**

**This is evident when the student:**

a. Identifies leaders in different groups and situations (e.g. families- mother and father, school - the principal etc.)
b. Describes qualities of a good leader and responsibilities of leaders e.g. fair, confident, just
c. Describes ways people can become leaders (e.g., through inheritance, election, appointment, use of force, volunteering)
d. Explains how different styles of leadership affect members of groups
e. Describes ways leaders seek to resolve differences within and between groups
f. Describes different qualities of national and local leaders and the reasons why we need these leaders (e.g. Muhammad Thakuru faanu was brave enough to fight against the Portuguese)
g. Describes positive actions portrayed by role models in society
**Sub-strand: The Government**

**Outcome:**

**AC 3.1:** Describes different types of rules (e.g. classroom, school and country rules) and their importance

**Indicators:**

**This is evident when the student:**

a. Differentiate between what is wrong and what is right and expresses one self.

b. Expresses personal responsibility to follow rules (e.g. classroom rules, school rules etc.) by following rules

c. Compares the rules to the classroom and school with the rules of the Maldives government

d. Becomes actively involves with creating and observing rules to protect their rights and the rights of others in the class and at school.

e. Explains of how rules can vary within different families, schools and communities

**Outcome:**

**AC 3.2:** Demonstrates an understanding of the nature of governments, and the fundamental ideals of government of the Maldives

**Indicators:**

**This is evident when the student:**

a. Identifies the basic functions of government.

b. Begins to realize why we need a government

c. Identifies the three branches of the government (e.g. legislature, executive, judicial)

d. Explains how public officials are chosen (e.g. key posts like presidents, parliament members, attorney general)

e. Identifies services and facilities provided by various providers (e.g. medical services provided at a local, provincial and national level)

f. Identifies ways in which a government and community can give equal opportunity to all (e.g. equal opportunity for all to use the resources available)
### Strand – 6: Investigation, Communication and Participation

#### Sub-strand: Planning

**Outcome:**

**IC 1.1:** Gains an understanding of how to plan for an investigation

**Indicators:**

**This is evident when the student:**

a. Reflects on current understanding of a topic (e.g. brainstorming, concept mapping, sunshine wheel, mind mapping)

b. Identifies ways to identify prior knowledge

c. Begins to develop investigation skills through instructive play and experiential learning

d. Identifies ways to identify and cluster ideas

e. Identifies how to develop questions suited to the purpose of the investigation

f. Makes simple predictions (e.g. Think, Pair, Share)

g. Gathers information or data from selected sources

h. Uses ICT in different ways effectively for inquiry

i. Utilizes teacher directed planning procedures

#### Sub-strand: Research

**Outcome:**

**IC 2.1:** Identifies how to locate sources, organize and select information

**Indicators:**

**This is evident when the student:**

a. Uses the parts of a book (e.g. table of contents, cover, title, index) to locate information

b. Finds information using key words and phrases

c. Extracts simple information (e.g. from newspapers, magazines, pamphlets, websites)

d. Uses a series of photographs to show processes of change over time, information or main ideas

e. Identifies perspectives in information sources (e.g. whose ideas are being presented?)

f. Records selected information (e.g. T-chart, Venn diagrams, graphic organizers, issues map)
**Sub-strand: Processing and Translating**

**Outcome:**
IC 3.1: Identifies how to process and translate information and develop critical thinking

**Indicators:**

**This is evident when the student:**

a. Sorts and arranges events, facts and ideas (e.g. in time sequence)
b. Distinguishes between fact and fiction in texts
c. Constructs, interprets and discusses graphed results
d. Extracts information from a simple table
e. Interprets data presented in tables and graphs by making comparisons, selecting data relevant to a given purpose or problem (e.g. story-boarding, flow diagram)
f. Uses a table to identify the topic or purpose, using identifying data such as column headings or the title
g. Describes events, features or patterns
h. Uses directed formats for recording
i. Communicates through media and ICT
j. Present decisions (e.g. to the group or class)
k. Acknowledge all information sources
l. Respect the views of others

**Sub-strand: Applying and Communicating Findings**

**Outcome:**
IC 4.1: Applies and shares findings with others

**Indicators:**

**This is evident when the student:**

a. Represents ideas and create imaginative responses to problems and tasks using ICT
b. Shows that findings from investigations can lead to further investigations
c. Becomes aware that findings should be presented according to the audience
d. Recognizes that different people’s findings may reflect different perspectives
Sample Lesson Plan

**Subject:** Social Studies

**Grade:** 1  
**Duration:** 40 mins.

**Strand:** People, Places and Environment  
**Sub-strand:** Society and The Environment

**Key Competencies:**
- Living a healthy life (social wellbeing)
- Relating to people (Effective communication, Cooperation and teamwork and Relationships)

**Shared Values:**
- Values relating to self, values relating to family & others, values relating to local & global community and values relating to the environment.

**Prior Knowledge:**
- Know three or more kinds of weather (e.g. sunny, windy, hot and cold).

**Learning Outcome:**
- Gains an understanding of local weather conditions and its impact on humans.

**Materials Needed:**
- A4 sheets

**Indicators:**
- Identifies weather conditions we experience in Maldives and in other countries.
- Compares daily weather conditions to understand that weather changes.

**Learning Intentions**
- Learn weather conditions experienced in the Maldives and in other countries
- Look back and recall what we learnt about weather

**Success Criteria**
- Identify the weather conditions experienced in the Maldives and in other countries
- Look back and recall what we learnt about weather
<table>
<thead>
<tr>
<th>Duration</th>
<th>Teaching &amp; Learning</th>
<th>Resources / Material needed</th>
<th>Differentiated Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td><strong>Introduction:</strong></td>
<td></td>
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<tr>
<td></td>
<td>• <strong>Sharing Learning intention:</strong></td>
<td></td>
<td>According to teachers’ knowledge of the students in the classes, vary the activities by varying the task difficulty and additional help by teachers.</td>
</tr>
<tr>
<td></td>
<td>We are going to learn weather conditions experienced in the Maldives and in other countries. We are also going to look back and recall what we learnt about weather.</td>
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<td></td>
<td>• <strong>Discussing and deciding Success Criteria for individual students / groups:</strong></td>
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<tr>
<td></td>
<td>We will be successful when we can identify the weather conditions experienced in the Maldives and in other countries and when we can look back and recall what we learnt about weather.</td>
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<tr>
<td></td>
<td>• Share the learning outcomes or objectives at the beginning of the session and if necessary during the lesson.</td>
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<tr>
<td></td>
<td>• Introduce the idea by checking their prior knowledge on weather. Give students one minute of ‘think time’ to remember at least two kinds of weather they know about.</td>
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<tr>
<td>5 mins</td>
<td><strong>Developmental Activities:</strong></td>
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<tr>
<td></td>
<td>• Ask students to fold an A4 sheet of paper to create eight boxes. In one box, each student will write or draw one kind of weather they thought of and write their name underneath it.</td>
<td>A4 sheet</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>• Get students to move around the classroom, asking each other to write or draw a type of weather in one of the boxes on the sheet. (Living a healthy life and Relating to people).</td>
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<tr>
<td>2 mins</td>
<td>• Get students to exchange the sheets for writing/drawing and then return when one box is filled.</td>
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<tr>
<td>3 mins</td>
<td>• Get students to move on to find another person to share with. Each student may only fill in one box on another student’s sheet.</td>
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<tr>
<td></td>
<td>• This is repeated until all eight squares are completed.</td>
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<td></td>
</tr>
<tr>
<td>2 mins</td>
<td>• Ask students to cut up their sheets and in small groups bundle all their individual squares together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 mins</td>
<td>• Get students to work with the squares to group together similar weather conditions (e.g. all the pictures of rain can go together).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Duration | Teaching & Learning | Resources / Material needed | Differentiated Instruction
--- | --- | --- | ---
2 mins | • Have them paste their pictures on large pieces of paper. | | |
3 mins | Closure: | • Get students to paste these pictures of weather on the walls of the classroom. | |

**Assessment:**
- Once students are happy with their categories, ask students to check their work themselves. (Self-assessment) – 5 mins
- Let students exchange their work with another group to check if they have grouped correctly (Peer assessment) – 5 mins

**Extension option:**
- In their groups, get students to write some words to describe the picture pasted on the wall.

**Links to other key learning areas:**
- Science – Earth and beyond

**Teacher reflection:**
- Personal note of what went well and what needs to be improved. This is to be filled by the respective teacher soon after the lesson.
### Glossary of Terms

**Anthropology:** The comparative study of human societies and cultures and their development.

**Assessment:** The process through which the progress or achievements of a learner is measured or judged.

**Attitude:** A settled way of thinking or feeling; typically reflected in a person's behaviour.

**Citizens:** An inhabitant of a particular town or city.

**Citizenship:** The status of a citizen with its attendant duties, rights, and privileges.

**Climate:** The weather conditions prevailing in an area in general or over a long period.

**Communities:** A group of people living together in one place. The district or locality in which such a group lives.

**Compass:** An instrument containing a magnetized pointer that shows the direction of magnetic north and bearings from it.

**Competence:** The ability to do something successfully or efficiently.

**Democracy:** A system of government by the whole population or all the eligible members of a state, typically through elected representatives.

**Differentiated instruction:** Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

**Diversity:** A range of different things.

**Economics:** The branch of knowledge concerned with the production, consumption, and transfer of wealth.

**Ecosystems:** A biological community of interacting organisms and their physical environment.

**Feedback:** A comment about the quality of the learner’s work and what can be done to make it better.

**Geography:** The nature and relative arrangement of places and physical features.

**Heritage:** Property that is or may be inherited; an inheritance.
<table>
<thead>
<tr>
<th><strong>History:</strong></th>
<th>The study of past events, particularly in human affairs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator:</strong></td>
<td>An example of the behaviour that students may display as they work towards the achievement of syllabus outcomes. Indicators reflect and describe aspects of knowledge, understanding, skills and values.</td>
</tr>
<tr>
<td><strong>Interdependence:</strong></td>
<td>Condition of a group of people or things that all depend on each other.</td>
</tr>
<tr>
<td><strong>Judgments:</strong></td>
<td>The ability to make considered decisions or come to sensible conclusions.</td>
</tr>
<tr>
<td><strong>Migration:</strong></td>
<td>The movement of people from one country or locality to another.</td>
</tr>
<tr>
<td><strong>Norms:</strong></td>
<td>The unwritten but understood rules of a society or culture for the behaviours that are considered acceptable and expected.</td>
</tr>
<tr>
<td><strong>Outcomes:</strong></td>
<td>Outcomes are statements of knowledge, understanding, skills and values expected to be achieved by most students at the end of a given strand.</td>
</tr>
<tr>
<td><strong>Politics:</strong></td>
<td>The activities associated with the governance of a country or area.</td>
</tr>
<tr>
<td><strong>Population:</strong></td>
<td>All the inhabitants of a particular town, area, or country.</td>
</tr>
<tr>
<td><strong>Scarcity:</strong></td>
<td>Insufficiency of amount or supply.</td>
</tr>
<tr>
<td><strong>Sustainable:</strong></td>
<td>Able to be maintained at a certain rate or level.</td>
</tr>
<tr>
<td><strong>Traditions:</strong></td>
<td>The transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.</td>
</tr>
</tbody>
</table>