



# **Social Studies in the National Curriculum**

Key stage 2 (grade 4, 5 and 6)



**NATIONAL  
INSTITUTE OF  
EDUCATION**

Social Studies in the National Curriculum

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ISBN: 978-99915-0-739-2

## Acknowledgements

The National Institute of Education gratefully acknowledges the cooperation and assistance received from teachers and school managements throughout the country in this current revision process.

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 Mohammad, 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 2<sup>nd</sup> revision of the 1<sup>st</sup> 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 2<sup>nd</sup> national curriculum framework.

The 2<sup>nd</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> century skills, and are healthy both physically and also spiritually, to be responsible towards the progression of the Maldivian society.

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  
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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

## 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;

Islam	All the strands
Identity and Culture	Culture and Identity Investigation, communication and participation
Human Rights, Democracy and Justice	Active citizenship Investigation, communication and participation
Holistic Development	People, places and environment Culture and Identity Investigation, communication and participation
Personal Excellence	People, places and environment Culture and Identity Active citizenship Investigation, communication and participation
Inclusivity	All the strands
Prepare for Life	All the strands
Relevance	All the strands

## 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 through 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 behaviour 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.*

### **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 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 in 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 – 2 (grade 4, 5 and 6) students:

Contact time per week	Minimum contact time per year
3 periods of 45 minutes	Approx. 82 hours

## 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.

[Adapted from [www.ncss.org/positions/powerful](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 learning and achievement. In this type of assessment, students know 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 on the outcomes and indicators mentioned 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 students' 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			
Sub-strands	Grade 4	Grade 5	Grade 6
Identities	Place, position and unique roles in family and community	Specific roles in relation to gender	Identity in relation to self-perception, interests & opinions
	Individual differences of opinions and preferences of others and working together	Working, playing and living together despite differences in personality, opinions and preferences	Individual differences and working together irrespective of these differences while helping the less fortunate in the society
	Living, learning, working and playing together in various social structures & groups	Significant people who belong to local community groups and their functions, practise of culture and traditions and family life of neighbouring countries	Family life in different communities and the ways in which family life is different
	National identity & features of Maldivian identity such as symbols, family names and various group symbols and signs	Uniqueness of being a Maldivian, beginning of settlement in Maldives & contribution of flags and other such symbols to national identity	Maldivian identity with regards to changes over time such as lifestyle and exploring local historical places & stories that contribute to identity
Cultures and heritage	Basic features of own culture and heritage with regard to historic places, street names, buildings, monuments, artefacts and museums	Cultural and religious aspects of own family life	Basic features of their own culture and heritage through celebrations, lifestyle and literacy forms
	Similarity and differences between cultural practises in relation to basic needs	Common cultural practises across Asian countries and groups	Why and how communities preserve and pass-on their cultures
	First settlers and effects of movement of people on mother-tongue	Movement and settlers in other countries and the effects of movement of people and human interactions on economy, work, personal life and transfer of cultural aspects	Impact of spread of technology on culture and heritage

<b>Strand – 2: People, Places and Environment</b>			
<b>Sub-strands</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
The World in Spatial Terms	Cardinal directions, map reading skills and location of countries on maps and globes	Locating and identifying atolls of Maldives & location of Asian countries and using map skills to compare and interpret maps	Locate and identifies places, uses compasses effectively and uses mapping skills such as scale-lines, latitudes, longitudes and intermediate directions
Society and the Environment	Categorisation and observation of natural and built features of the environment	Natural and built features of Maldives	Natural and built features of places, range of geographical terms for various natural locations and association of particular environments to specific activities
	Weather conditions and specific activities for specific weather conditions	Differentiating weather & climate, relationship between location and climate and practising safety procedure during bad weather	How weather affects humans such as transportation, travelling and various feelings associated with different weather conditions
	Different types of ecosystems, appreciation of local ecosystem and how it is used	Living and non-living parts of different ecosystems and significance of these parts to our lives	Uses and significance of different parts of an ecosystem, distribution of ecosystem across land areas, physical components of the world and future uses of local environment
	Local environment problems and addressing these problems	Local environment problems and individual roles in solving the problems	Individual and societal roles in solving environmental problems in finding out causes, consequences and looking after environment
Human systems	Human migration and its types	Reasons and effects of human migration	Migration, its causes, various results of migration and classification of human settlement regions

### Strand – 3: The Economic World

Sub-strands	Grade 4	Grade 5	Grade 6
Use of resources	Natural resource identifications and changing the natural resources to meet human needs	Renewable and non-renewable resources, modification of resources to meet the needs and the products of these modifications	Dependency of people on physical environment such as natural resources, storing
Economic systems	Varying human needs & wants depending on situations	Planning for future needs and making reasonable choices when spending	Envisioning and planning for future dreams and cost of achieving these dreams
	Managing expenses and making a consumption plan	Exchanging money for goods and services, how to make feasible economic decisions in local family context and making family consumption plan	Consumption plans for an event
	Relationship between consumers & markets	Consumer rights, roles and factor markets	Significance and working of markets, consumer protection agencies and factor markets
	Secondary economic activities in the Maldives	Comparing economic activities in Maldives and other countries	Ways to acquire income
International Economics and trade	Sharing, exchange and trade of goods and services	Processes of exchanging goods and services	Exchange systems in an economy and reasons for developing these exchange systems
	Sharing economy with other countries	Increasing local products and exports while reducing imports and circular flow models	Exploring circular flow models of economy
Financial Institutions	Saving money	Importance of saving money and the role of banks for saving	Banks and banking procedures

<b>Strand – 4: Time, Continuity and Change</b>			
<b>Sub-strands</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
Social and cultural changes	Importance of past & history of a people	Ways of preserving, recording and exploring past/history	People’s experiences of events, effects of these events on their lives and different ways an event is experienced
	Influence of people and events of the past on different lives	Changes to lives due to actions and ideas of significant people of the past	Effects of past events on communities such as changes that happened because of events and actions of specific importance
	Heritage of families and changes in changes in the work done by men & women	Changes to local families & communities throughout past till now	Ways in which time and change affects communities
	The period of monarchy in the Maldives & how the lives of people are during those times	The period of first republic of Maldives, life style of people, president, main successes & ending	Second Republic of Maldives
	Art & literature of Maldives over the time periods	Representation of values, major ideas and conflicts of time periods through art and literature	Exploring art and literature of Maldives and similarities of these art forms with other communities and countries
Developing world	Interconnectedness & dependency of Maldives with other countries	SAARC countries and their contribution to Maldives	Connections with organisations and the vital role some of them play in helping our country
	Humans settling down near river systems	Early civilizations and the people meeting their bodily & social needs	Later civilizations and how the people met their bodily and social needs

<b>Strand – 5: Active Citizenship</b>			
<b>Sub-strands</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
Roles, rights and responsibilities	Comparison of traditional and modern gender-roles, family structures and differing responsibilities in different situations	Changes to family roles, family roles depending on family structure and common family responsibilities of individuals	Roles of community-helpers and other professionals in the society and tackling unfair practises
	Themes of citizenship, responsible work habits and respecting rights and decisions of people	Characteristics that promote good citizenship such as responsible behaviour, good judgement & courtesy and exploring models of good behaviour	Guiding and evaluating own self on being a good citizen of the community
	Importance of having rules & laws	Meeting responsibilities and exercising rights	Maintaining social justice and human rights
		Tackling bullying and the consequences	Finding solutions to social problems of bullying
Decision- making and leadership	Decision-making processes, problem solving and consequences of decisions	Decision-making models to make effective decisions in solving problems	Makin decisions in real-life problems using effective decision-making models
	Qualities of a leader and identification of local community leaders	Organising in response to crisis and challenges	Organisation of government systems of leadership in order to maintain and respond in times of great need
The government	Rules & laws and consequences of exercising rules & laws	Groups and communities enforcing and changing rules and promoting or hindering cooperation therein	Developing and enforcing rules, their significance and recognising choices and consequences while living in a social environment
	Importance of a government in a country & three branches of Maldivian government	Importance of government and exploring three branches of government	Ministries and other senior government offices related to the three branches of government and the services & facilities provided by ministries and these offices

### Strand – 6: Investigation, communication and participation

Sub-strands	Grade 4	Grade 5	Grade 6
Planning	Preparing for an investigation by reflection on current understanding, designing questions, gathering information and plan the information obtained	Planning for an investigation through selecting sources, making predictions and planning the method of investigation	Planning and preparing for an investigation depending on the requirements of the investigation
Research	Locating reliable information sources, gathering and organising information, select and change the form of information from one context to another	Locating sources that hold specific information, use variety of strategies for gathering information and collects information using simple surveys	Methods of collecting data, using ICT to represent ideas and formulating various methods of responding to problems
Processing and translating	Translating information through asking relevant questions, summarizing information, stating hypothesis and arranging information on timelines for chronological sequencing	Handling and processing information through comparing viewpoints, distinguishing facts and opinions, imagining situations and acknowledging information sources	Creating plans of action, making hypotheses and predicting possible solutions to problems in the communities
Applying and communicating findings	Organising and sharing information with audiences and finding personal perspectives on presentations	Using and communicating results and conclusions of investigations through effective methods of delivery	Exploring avenues for further study, presenting findings in a relevant way and recognising the results may point to many perspectives in a given investigation or problem

# **GRADE 4**

## Outcomes and Indicators

## Strand 1: Culture and Identity

### Sub-strand: Identities

#### Outcome

**CI1.1 Expresses own self as a unique individual in relation to family and community**

#### Indicator

**This is evident when the student:**

- a. Identifying and exploring their space or position in relation to family and country. (I.e. a persons' identity is developed as they grow up relating to particular people in particular places. A person identifies as part of his/her family because that is what they have learned to become. A person identifies as Maldivian because he/she is a citizen)

#### Outcome

**CI1.2 Recognizes individual differences in themselves and others and shows appreciation to those differences.**

#### Indicators

**This is evident when the student:**

- a. Explores how to work together in regard to personal differences (E.g. how to share, take turns, help others and cooperate with others irrespective of personal differences.)
- b. Expresses personal opinion & preferences and explores opinions & preferences of others.

#### Outcome

**CI1.3 Identify a variety of social structures in which they live, learn, work, and play together.**

#### Indicators

**This is evident when the student:**

- a. Identify themselves as a part of groups (family, Quran class and co-curricular activity groups).
- b. Gives examples of things people do in order to live together peacefully in groups (e.g.: say "please" and "thank you", take turns, be considerate of others, help when asked, not laughing at people when they make mistakes)
- c. Describes advantages and disadvantages of belonging to groups.
- d. Explores their own family background, including the language/s spoken at home, traditions, practices, customs, celebrations and stories

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**Outcome**

**CI1.4 Recognizes the unique features of Maldives and their national identity.**

**Indicators**

**This is evident when the student:**

- a. Describes what national identity means. (Describes and explores the words “nation” and “identity” separately.)
- b. Locates and describes the symbols and names used by family, school and community groups. (e.g.: surname, school flags, badges, community name signs.)

**Sub-strand: Cultures and Heritage**

**Outcome**

**CI2.1 Describes the basic features of their own culture and heritage.**

**Indicator**

**This is evident when the student:**

- a. Describes how certain features of the Maldivian community such as historic places, street names, buildings, monuments, artefacts and museums reflect the heritage of the people of the country.

**Outcome**

**CI2.2 Explains how practices of cultural groups vary but reflect similar purposes**

**Indicators**

**This is evident when the student:**

- a. Recognizes that basic needs (food, clothing and shelter, etc.,) are common across all cultures all over the world.
- b. Identify and describe the similarities and differences in the ways cultural groups meet basic needs.

**Outcome**

**CI2.3 Explains ways in which the movement of people affects cultural diversity and interaction.**

**Indicators**

**This is evident when the student:**

- a. Identifies the places of origin (e.g.: first settlers in the Maldives) in the community/islands.
- b. Describe the changes that mother-tongue undergo due to movement of people from one place to the other, esp. the effects on dialects, pronunciation, etc.,

## Strand 2: People, Places, and Environment

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

#### Outcome

**PP1.1 Locate and identify places on a map and on a globe and identify cardinal directions.**

#### Indicators

**This is evident when the student:**

- a. Explores and identifies the inhabited islands in their atoll or a given map of their atoll.
- b. Identifies one country from each continent on a globe and on a map of the world.
- c. Uses keys and legends to interpret maps of islands
- d. Uses map reading skills (five colours; blue, black, white, green, and yellow) to interpret maps of homes, school (/s) and local island.
- e. Uses the knowledge of mapping skills (map keys, color-codes different buildings, etc.) to create a map of school.
- f. Translate information from maps to other forms of communication and vice versa. (e.g.: writing a paragraph to give a description of a map, creating a map for an oral description, etc.)

### Sub-strand: Society and the Environment

#### Outcome

**PP2.1 Compares natural and built features of places.**

#### Indicators

**This is evident when the student:**

- a. Examines the differences between natural and built features of places in the local community
- b. Describes and categorizes places in their local area. (E.g. places where people work, places where people can swim, places where people live, places where people shelter, places of prayer, etc.)

#### Outcome

**PP2.2 Explores local climate and how weather affects people.**

#### Indicators

**This is evident when the student:**

- a. Describes the weather conditions they would consider ideal for certain activities/events.
- b. Explores that climate of a place is the average weather conditions in a place over many years.

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- c. Compares yearly climatic conditions to understand that climate changes.
- d. Researches to find out some of the causes of changing climate.

**Outcome**

**PP2.3 Explores the local environment.**

**Indicators**

**This is evident when the student:**

- a. Explains what an ecosystem is.
- b. Identifies simple ecosystems in Maldives and in other countries (e.g. mangroves, reefs, rain forest, desert, etc.)
- c. Identifies and appreciates the beauty of their environment.
- d. Recognizes how their local environment is used

**Outcome**

**PP2.4 Describe local environmental problems and individual roles in minimizing it.**

**Indicators**

**This is evident when the student:**

- a. Identifies the importance of caring and shows care for the environment. (our health directly depends on the health of our environment)
- b. Investigates major environmental problems found in the island. (E.g.: soil erosion, garbage disposal, coral mining, etc.)
- c. Explains the causes of these environmental problems found in the island. (Cutting down trees, taking sand from the beach, etc.)
- d. Describes 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**

**PP3.1 Explain types of migration and its causes.**

**Indicators**

**This is evident when the student:**

- a. Explains what migration is.
- b. Describes the types and reasons for migration.

## Strand 3: The Economic World

### Sub-strand: Use of Resources

#### Outcome

**EW1.1 Identifies natural resources and how people depend on the physical environment and use natural resources to meet basic needs.**

#### Indicators

**This is evident when the student:**

- a. Lists earth's natural resources such as minerals, air, water, and land.
- b. Identifies natural resources and learn how they meet our needs.
- c. Describes how people change the raw materials into finished goods using land, labour, and capital.
- d. Identifies products made by using different natural resources and their use.

### Sub-strand: Economic Systems

#### Outcome

**EW2.1 Becomes aware that human needs and wants differ in situations due to different factors.**

#### Indicators

**This is evident when the student:**

- a. Recognizes that human needs and wants differ from place to place.
- b. Recognizes that human needs and wants differ from different ages of the life time
- c. Researches how people in world communities make choices due to unlimited needs and wants and limited resources.

#### Outcome

**EW2.2 Becomes aware of the relationship between price and quantity of goods and make a personal consumption plan.**

#### Indicators

**This is evident when the student:**

- a. Recognizes that some things are expensive and others are cheap
- b. Realizes that it is important to buy cheap things
- c. Begins to make a personal consumption plan (list things they need to buy for daily / weekly use and their cost)

#### Outcome

**EW2.3 Identifies markets and consumer's role in marketing.**

#### Indicators

**This is evident when the student:**

- a. Explains what a consumer is.
- b. Begins to identify consumer's role in buying goods and services.

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- c. Recognizes markets exist when buyers and sellers interact with each other.

### Outcome

**EW2.4 Explores secondary economic activities in Maldives.**

### Indicator

**This is evident when the student:**

- a. Describes some of the secondary economic activities in Maldives.

## Sub-strand: International Economics and Trade

### Outcome

**EW3.1 Recognizes the importance of sharing and ways to share in an economy.**

### Indicators

**This is evident when the student:**

- a. Discusses the importance of sharing things with others.
- b. Identifies reasons why people need to exchange goods and services;
- c. States different processes by which goods and services are exchanged (e.g., barter, buying with money, electronic processes)

### Outcome

**EW3.2 Becomes aware of the importance of economic sharing to other countries.**

### Indicators

**This is evident when the student:**

- a. Identifies why some foods must be imported and some foods are exported from places.
- b. Analyses why economic sharing is important and countries participate in this.

## Sub-strand: Financial Institutions

### Outcome

**EW4.1 Identify the reasons to save money and how it is saved.**

### Indicators

**This is evident when the student:**

- a. Begins to recognize the importance of saving money. (future wants and needs may be met through saving money, helps you handle the necessities of everyday life)
- b. Identifies how money is saved (e.g. piggy banks, banks)

## Strand 4: Time Continuity and Change

### Sub-strand: Social and cultural changes

#### Outcome

**TC1.1 Explains how and why the past is important to people.**

#### Indicators

**This is evident when the student:**

- a. Gives examples of ways in which people are connected with their past and knowing about their past helps people to understand who they are
- b. Explains why people are interested in the past.

#### Outcome

**TC1.2 Describes how the ideas and actions of people in the past changed the lives of others.**

#### Indicators

**This is evident when the student:**

- a. Discusses how this year (at school) compares with the year before (e.g. at home, at preschool).
- b. Shares familiar family stories with the class, e.g. a grandparent's recount of a significant event
- c. Differentiates between the recent past and the distant past
- d. Uses common words and phrases relating to the passing of time (e.g.: old, new, before, after, etc.)
- e. Creates a timeline of their lives using the terms "B.M." (Before me) and "A.B." (After birth).

#### Outcome

**TC1.3 Describes ways in which time and change affect families and communities.**

#### Indicators

**This is evident when the student:**

- a. Respects and values own family and community heritage.
- b. Discusses items which demonstrates community heritage. e.g.: tools used by people in the past
- c. Analyses the work traditionally done by men and women and changed in these traditions.
- d. Finds out advantages and disadvantages of the traditional work done by men and women.

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### Outcome

**TC1.4 Describes the period of monarchy in Maldives.**

### Indicators

**This is evident when the student:**

- a. Researches the life style of people in the country during the time of monarchs.(i.e. how they fulfilled their basic needs)
- b. Identifies the rulers in a monarchy.(i.e. King, Queen)
- c. Recognizes famous kings/queens who ruled Maldives.
- d. Explores how they ruled the country.

### Outcome

**TC1.5 Explores art and literature of Maldives.**

### Indicators

**This is evident when the student:**

- a. Identifies different local art forms.
- b. Explores art, and literature of various time periods (e.g. lacquer work, scripts)

## Sub-strand: Developing World

### Outcome

**TC2.1 Describes the relationship of the Maldives to other countries.**

### Indicators

**This is evident when the student:**

- a. Describes the interconnectedness of the world developed nations using examples. (e.g., the contact between Early Maldivians and early settlers , the location of family members, serving in foreign countries, food, special places built with the help and aid from other countries, voluntary work)
- b. Identifies reasons why we need help/aid from other countries.
- c. Identifies advantages of being interconnected with other countries.

### Outcome

**TC2.2 Becomes aware of how settlements started near river systems.**

### Indicators

**This is evident when the student:**

- a. Explains how the major river systems affected the development of early settlements.
- b. Recognizes the reasons settlements are founded on major river systems. (i.e., transportation, manmade boundaries, and food and water sources).

## Strand 5: Active citizenship

### Sub-strand: Roles, rights and responsibilities

Outcome	Indicators
<p><b>AC1.1 Identify roles and responsibilities within families, schools and the local community, and ways in which they should interact with others.</b></p>	<p><b>This is evident when the student:</b></p> <ol style="list-style-type: none"> <li>a. Examines the traditional roles of male and female members within families (e.g. male members earn the bread for the family, female members look after children, family and household)</li> <li>b. Identifies different family structures, including their own, and the ways in which roles and responsibilities can vary, e.g. nuclear and extended families</li> <li>c. Describes their responsibilities as a family, school member (e.g. keeping the home/school environment clean)</li> </ol>
<p><b>Outcome</b></p> <p><b>AC1.2 Explores the characteristics that promote good citizenship.</b></p>	<p><b>Indicators</b></p> <p><b>This is evident when the student:</b></p> <ol style="list-style-type: none"> <li>a. Identifies the five themes of citizenship. (i.e.: honesty, compassion, respect, responsibility and courage)</li> <li>b. Demonstrates responsible work habits. (E.g.: staying on task, working independently and showing best effort.)</li> <li>c. Respects for the rights and decisions of others.</li> <li>d. Practices the five themes of citizenship. (i.e.: honesty, compassion, respect, responsibility and courage)</li> </ol>
<p><b>Outcome</b></p> <p><b>AC1.3 Explores how and why people make and implement rules and laws.</b></p>	<p><b>Indicators</b></p> <p><b>This is evident when the student:</b></p> <ol style="list-style-type: none"> <li>a. Explains why groups have rules and laws</li> <li>b. Describes processes that groups use to make rules and laws (e.g., discussion and agreement, meetings, local government processes, parliamentary processes)</li> <li>c. Gives examples of what happens when rules and laws are broken.</li> </ol>

- d. Explains why some rules are not working well (e.g. inconsistency, not aware etc.) and suggest ways to improve those rules (e.g. consistency, public awareness etc.)

**Sub-strand: Decision making and leadership**

**Outcome**

**AC2.1 Uses decision making processes to solve problems in the community.**

**Indicators**

**This is evident when the student:**

- a. Identifies common neighbourhood problems in the community.
- b. Uses basic decision making processes for addressing needs in neighbourhood.
- c. Identifies positive and negative consequences of decisions.

**Outcome**

**AC2.2 Recognizes how leadership of groups is acquired and exercised**

**Indicators**

**This is evident when the student:**

- a. Identifies and practices the basic values for leadership. (i.e.: serving others, becoming an idol, effectively communicating, decision making, negotiating, forecasting and planning)
- b. Identifies leaders in different groups and situations (e.g. women’s committee, NGOs, Island committees, disaster management)

**Sub-strand: The Government**

**Outcome**

**AC3.1 Explains how families, schools and other groups develop rules to behaviour and explain how behaviours promote or hinder cooperation.**

**Indicators**

**This is evident when the student:**

- a. Distinguishes between rules and laws.
- b. Identifies common rules for familiar settings.(e.g.: school, community)
- c. Categorizes rules into various groups.(e.g.: ensuring safety, keeping things fair, helping people get along)
- d. Follows the rules and obeys laws at school, home and in community.
- e. Predicts what may happen if a rule is not followed.

**Grade 4**

**Outcome**

**AC3.2 Becomes aware of the importance of a government to a country and explores the three branches of the Maldivian government.**

**Indicators**

**This is evident when the student:**

- a. Realizes the need for a government to a country.
- b. Describes the three branches of the government of Maldives.
- c. Identifies the main responsibilities, services and facilities provided from the three branches of the government.
- d. Identifies the heads( responsible person) of the three branches.(Executive, Judiciary, Legislative)

## Strand 6: Investigation, communication and participation

### Sub-strand: Planning

Outcome	Indicators
<b>IC1.1 Becomes aware of how to prepare for an investigation</b>	<p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Knows ways to reflect on current understanding of a topic (e.g. brainstorming, concept mapping, sunshine wheel, mind mapping)</li> <li>b. Knows how to design a range of questions suited to the purpose of the investigation (e.g. who, what, where, when, why, how?)</li> <li>c. Gathers information from a range of sources (e.g. fiction, non-fiction texts, audio-visual, websites)</li> <li>d. Plans information using teacher-directed format(/s)</li> </ul>

### Sub-strand: Research

Outcome	Indicators
<b>IC2.1 Locates sources, organise and select information</b>	<p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Predicts whether a source of information is likely to be useful for a particular investigation</li> <li>b. Gathers information on a topic from more than one source. (e.g.: books, website, interviews, etc.)</li> <li>c. Finds information (e.g. using key words, letters on an encyclopaedia volume, index)</li> <li>d. Knows how to locate information within a source (e.g. subheadings)</li> <li>e. Gathers information from a correct source.</li> <li>f. Uses ICT to represent ideas and create responses to problems and tasks (e.g. digital presentation, graphs)</li> <li>g. Identifies the main idea of the source or section of a source</li> <li>h. Uses a series of photographs to identify processes and/or the main idea(s)</li> <li>i. Collects information using simple surveys and interviews</li> <li>j. Transfers information from one context to another (e.g. key words/ phrases)</li> </ul>

Sub-strand: Processing and translating

**Outcome**

**Indicators**

**IC3.1 Becomes aware of how to translate information and develop critical thinking**

**This is evident when the student:**

- a. Asks relevant questions to clarify a selected problem or issue.
- b. Summarizes information and opinions about a selected problem or issue.
- c. Identifies facts on a selected problem.
- d. States a hypothesis about a selected problem.
- e. Creates a timeline to represent information in chronological sequence.

Sub-strand: Applying and Communicating Findings

**Outcome**

**Indicators**

**IC4.1 Communicate & share information with an audience, apply, and reflect on the information**

**This is evident when the student:**

- a. Communicates and/or acts on findings in different ways
- b. Selects information for a presentation of a topic.
- c. Delivers an engaging presentation on a topic.
- d. Knows how findings show personal perspective (e.g. interests, likes/dislikes, background, gender)

# **GRADE 5**

## Outcomes and Indicators

## Strand 1: Culture and Identity

### Sub-strand: Identities

#### Outcome

**CI1.1 Expresses own self as a unique individual in relation to gender**

#### Indicator

**This is evident when the student:**

- a. Expresses own self as a unique individual in relation to gender (concept of gender, uniqueness of gender, the gender roles in the past and changing gender roles in society)

#### Outcome

**CI1.2 Recognizes individual differences in themselves and others and shows appreciation to those differences.**

#### Indicators

**This is evident when the student:**

- a. Explore and understand activities which encourage working together in regard to personal differences (understanding the benefits of working together - working and playing together in pairs, groups and as a whole class, community)
- b. Expresses personal opinion and preferences and respect the opinions and preferences of others.

#### Outcome

**CI1.3 Recognizes different human groups, their importance and significant events of identified groups.**

#### Indicators

**This is evident when the student:**

- a. Identifies and talks about the significant people they know that belong to different groups. (family, parents, grandparents, school, teachers, principal, students)
- b. Describes the functions and roles of different groups which people belong to
- c. Describes events that they attend with a particular group. (e.g.: sports, hobbies, leisure, picnics, birthday parties, etc.)
- d. Begins to explore how families in the same community express their cultures through customs, celebrations, practices, symbols and traditions
- e. Describes family life in other neighbouring countries (e.g. India, Pakistan, Afghanistan)

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### Outcome

**CI1.4 Recognizes the unique features of Maldives and their national identity.**

### Indicators

**This is evident when the student:**

- a. Explains what it means to be Maldivian (E.g.: by describing different factors like one religion; one language; and unique geographic features, a single ethnic group)
- b. Explores how settlement began in Maldives. (the places of origin e.g. first settlers and stories of how people first settled in the Maldives )
- c. Recognizes and describes the importance of flags and other symbols to national identity.

## Sub-strand: Cultures and Heritage

### Outcome

**CI2.1 Describes the basic features of their own culture and heritage.**

### Indicator

**This is evident when the student:**

- a. Research and explore different cultural and religious aspects of their family life such as daily routines, daily religious practices and good habits.

### Outcome

**CI2.2 Explains how practices of cultural groups vary but reflect similar purposes**

### Indicators

**This is evident when the student:**

- a. Identifies needs that are common in cultures across south Asian countries
- b. Identifies similarities between cultural practices across a range of cultural groups

### Outcome

**CI2.3 Explains ways in which the movement of people affects cultural diversity and interaction.**

### Indicators

**This is evident when the student:**

- a. Identifies the places of origin (e.g.: first settlers) of other countries.
- b. Describes ways in which the movement of people has affected the cultural diversity of a community.
- c. Describes various kinds of interactions, economic, work, personal life interactions, etc., that occur as a consequence of people moving to new places.
- d. Identify activities that involve the communication of cultural symbols, practices and customs in south Asian societies. (E.g. music forms, artworks, dance, folk tales, clothing, decorations, mannerisms specific to cultures, artefacts, etc.)

## Strand 2: People, Places, and Environment

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

Outcome	Indicators
<p><b>PP1.1 Locate and identify places on a map and a globe and identify cardinal directions.</b></p>	<p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Explores and identifies the atolls in Maldives on a given map of the Maldives.</li> <li>b. Identifies at least 7 countries from each continent on a globe and on a map of the world.</li> <li>c. Describes where different countries (such as the countries of south Asia) are located on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west)</li> <li>d. Explores and identifies grids, scales, and legends on maps that represent specific information.</li> <li>e. Distinguishes and compares plan views/birds-eye view and elevations of maps.</li> <li>f. Identify tropical, temperate and polar regions on a map of the world and locate minimum 5 countries belonging to each of these regions</li> <li>g. Uses the knowledge of mapping skills to create a map of the island. (include important places and main roads)</li> <li>h. Interprets information on simple maps using cardinal directions, symbols and legends.</li> </ul>

### Sub-strand: Society and the Environment

Outcome	Indicators
<p><b>PP2.1 Compares natural and built features of the Maldives.</b></p>	<p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Uses a range of geographical terms to describe locations and features of places in Maldives (e.g. atolls, islands, faru, thila, vilu, etc.)</li> <li>b. Identifies similarities and differences between natural features of places in their local area and those in other areas.</li> <li>c. Compares features of a selected environment and other places. (E.g.: classroom, school compound, laboratory, school neighbourhood, etc.)</li> <li>d. Expresses feelings for particular environments and why they have these feelings (e.g. Home Island, Tsunami binaa, artificial beach, etc.)</li> </ul>

## Grade 5

### Outcome

**PP2.2 Differentiates weather and climate and describes appropriate safety procedures during bad weather.**

### Indicators

**This is evident when the student:**

- a. Distinguishes between weather and climate.
- b. Demonstrates an understanding of the relationship between location and climate (e.g. warmer climates occur near the equator)
- c. Practices the appropriate safety procedures to take during dangerous, severe storms (inclement weather) that happen in their area (at school as well as in their home)
- d. Collects information on “bad” weather that occurs in their area.

### Outcome

**PP2.3 Becomes aware of ecosystems and its uses.**

### 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.: chicken for eating & trees giving us shade, etc.)
- b. Recognizes that ecosystems are made from living and non-living parts and that these parts are interdependent.
- c. Identify and recognize basic the components and distribution of ecosystems (e.g., desert or rain forest)
- d. Differentiates the distinguishing characteristics of ecosystems (i.e., deserts, grasslands, and rainforests).
- e. Describes how environments and regions differ around the world.
- f. Evaluates the effectiveness of the usage of their local environment

### Outcome

**PP2.4 Describes local environmental problems and individual roles in minimizing them.**

### Indicators

**This is evident when the student:**

- a. Describes and explains the importance of caring and shows care for the environment. (our health directly depends on the health of our environment)

- b. Investigates major environmental problems found in Maldives. (E.g.: soil erosion, waste, cutting down of trees,etc)
- c. Explains the causes of these environmental problems found in Maldives. (Cutting down trees, taking sand from the beach, etc.)
- d. Explains ways to care for the environment. (e.g.: recycle, reuse, reduce, etc.)
- e. Realizes each individual is responsible for the care and protection of his immediate environment.

**Sub-strand: Human Systems**

**Outcome**

**PP3.1 Becomes aware of migration and its causes.**

**Indicators**

**This is evident when the student:**

- a. Researches to find out reasons for migration (internal and external) in the Maldives.
- b. Evaluates the effects of migration on the characteristics of places. (e.g., cultural awareness or food choices – within Maldives)
- c. Describes the easiness and difficulties of living in a crowded island.
- d. Identifies the high and less populated areas in the Maldives.

## Strand 3: The Economic World

### Sub-strand: Use of Resources

#### Outcome

**EW1.1 Becomes aware of renewable and non-renewable resources.**

#### Indicators

**This is evident when the student:**

- a. Differentiates renewable and non-renewable resource.
- b. Classify natural resources into renewable and non-renewable resources and recognizes renewable and non-renewable resources in a given environment
- c. Realizes that certain resources (such as land, water, minerals, etc.) require to be changed, in order to meet our needs.
- d. Explores and explains how people change the raw materials into finished goods using land, labour, and capital.
- e. Identifies some products made from renewable and non-renewable resources.

### Sub-strand: Economic Systems

#### Outcome

**EW2.1 Becomes aware of importance of planning for future needs and wants.**

#### Indicators

**This is evident when the student:**

- a. Recognizes current needs and predicts future needs.
- b. Describes the importance of planning for future wants and needs.
- c. Realizes selecting good choices for future needs and wants make life successful. (e.g. studying well, spend less money now and save money to do things in the future)
- d. Realizes that individuals can make choices about how, when and where to spend their money to receive the most in return.

#### Outcome

**EW2.2 Give examples of how families use economic decision making as consumers and make a family consumption plan.**

#### Indicators

**This is evident when the student:**

- a. Gives examples to show that the exchange of money is the most common way to obtain goods and services.

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- b. Discusses the relationship between price and quantity demanded (when goods are cheap buy more, when they are expensive, buy less)
- c. Makes a family consumption plan (list things they need to buy for daily / weekly / monthly use and their cost)

### Outcome

**EW2.3 Identifies factor markets and the role of a consumer in marketing.**

### Indicators

**This is evident when the student:**

- a. Explains why consumers have rights.
- b. Identify consumer's role in buying goods and services.
- c. Recognizes that factor market is a market where productive resources are bought and sold.

### Outcome

**EW2.4 Becomes aware of economic activities in other countries.**

### Indicators

**This is evident when the student:**

- a. Explores some of the economic activities in other countries.
- b. Compares economic activities in Maldives and in other countries.

## Sub-strand: International Economics and Trade

### Outcome

**EW3.1 Becomes aware of the processes and the importance of exchanging goods and services.**

### Indicators

**This is evident when the student:**

- a. Identifies reasons why people need to exchange goods and services;
- b. Describes different processes by which goods and services are exchanged (e.g., barter, buying with money, electronic processes)

### Outcome

**EW3.2 Describes the circular flow models and the importance of increasing local products.**

### Indicators

**This is evident when the student:**

- a. Identifies the importance of increasing local products and exports and reducing imports.
- b. Talks about circular flow models (linking consumers and producers).

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**Sub-strand: Financial Institutions**

**Outcome**

**Indicators**

**EW4.1 Explores of how money is saved.**

**This is evident when the student:**

- a.** Recognizes the importance of saving money.  
(future wants and needs may be met through saving money, helps you handle the necessities of everyday life)
- b.** Explores how banks help to save money and prepare for the future.

## Strand 4: Time Continuity and Change

### Sub-strand: Time and Change

#### Outcome

**TC1.1 Explains how the past is recorded and remembered in different ways.**

#### Indicators

**This is evident when the student:**

- a. Identifies ways people can find out about their past;
- b. Explains how people's experiences and activities have been recorded in different time and place settings (e.g., through culture, language, technology, art);
- c. Explains what people in the present can learn about people in the past through records.

#### Outcome

**TC1.2 Describes how the ideas and actions of people in the past changed the lives of others;**

#### Indicators

**This is evident when the student:**

- a. Talks about then and now.
- b. Compares how people complete different tasks then and now.eg: talking to each other(task):- going to the person and speaking face to face – (past), phones, internet, etc. – (now)
- c. Makes connections between their own memories of events and other students' recounts of the same events.
- d. Predicts future events. e.g.: I will grow taller, after 5 years, my house will look like...., etc.
- e. Recognizes timelines and identifies the time periods of events throughout history.

#### Outcome

**TC1.3 Describes ways in which time and change affect families and communities.**

#### Indicators

**This is evident when the student:**

- a. Compares daily routine of Maldivians now and past.(e.g.: a day in life of a family of a fisherman)
- b. Identifies changes and continuities in the local community.(e.g.: way of thinking, relationships, clothing)
- c. Identifies how the lives of women and children have changed over time in our country (e.g. no formal education for women, limited/ restricted roles of women, limited education for children)

- d. Identifies changes that have affected family and community life (e.g., transport, games, family activities, buildings, gathering food)

**Outcome**

**TC1.4 Evaluates the period of first republic in Maldives.**

**Indicators**

**This is evident when the student:**

- a. Researches the life style of people in the country during the time of first republican government.
- b. Identifies that president is the person who rules a republican government.
- c. Recognizes the president of the first republic and duration of presidential period.
- d. Identifies the main success in the first republican government of Maldives.
- e. Explores how the first republic ended.

**Outcome**

**TC1.5 Becomes aware of conceptions of reality, ideals, guidelines of behaviour and forms of expression.**

**Indicators**

**This is evident when the student:**

- a. Explores how art and literature often reflect and/or influence major ideas, values and conflicts of particular time periods
- b. Recognizes that other countries/cultures have enhanced art, and literature of our nation, e.g., Asian, Arabic

**Sub-strand: Developing World**

**Outcome**

**TC2.1 Becomes aware of the organizations we are connected with.**

**Indicators**

**This is evident when the student:**

- a. Identifies the SAARC countries we are connected with and locate them on a world map.
- b. Gives examples of help/aid we get from SAARC countries.

**Outcome**

**TC2.2 Explores ways that early civilizations met their bodily and social needs.**

**Indicators**

**This is evident when the student:**

- a. Identifies early civilizations (Islamic civilization, Sumerian civilization, Egyptian civilization, Indus Valley civilization and China civilization) and locate them on a world map.

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- b.** Compares maps of early civilizations with modern maps of the same area.
- c.** Researches to find out how the early settlers fulfilled their basic needs.
- d.** Finds out how they got advanced (making the work easier) in fulfilling their needs. E.g.: using fire to cook food, tools were introduced, etc.
- e.** Identifies different tools, machineries they used to fulfil their needs and its uses.
- f.** Compares the easiness of machineries and tools used now and a long ago.
- g.** Identifies the main differences and similarities in the four early civilizations.

## Strand 5: Active citizenship

### Sub-strand: Roles, rights and responsibilities

Outcome	Indicators
<p><b>AC1.1 Identify roles and responsibilities within families, schools and the local community, and ways in which they should interact with others.</b></p>	<p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Examines the changes in roles of male and female members within families (e.g. both male and female members are bread earners)</li> <li>b. Identifies different family structures, including their own, and the ways in which roles and responsibilities can vary, e.g. single-parent, extended, blended families, families with adopted children</li> <li>c. Describes their responsibilities as a family (e.g. helping each other) school and community member (e.g. protecting public property)</li> </ul>
<p><b>Outcome</b></p> <p><b>AC1.2 Explores the characteristics that promote good citizenship.</b></p>	<p><b>Indicators</b></p> <p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Identifies the characteristics that promote good citizenship,( e.g., individual responsibility or respect for the rights and decisions of others,)</li> <li>b. Demonstrates responsible behaviours and good judgment and accepts responsibility for one’s own behaviour.</li> <li>c. Shows courtesy and respect for others and finds ways to help others.</li> <li>d. Researches a person from the past identifying why they are considered as good citizens giving justifications.</li> <li>e. Practices the five themes of citizenship. (i.e.: honesty, compassion, respect, responsibility and courage)</li> </ul>
<p><b>Outcome</b></p> <p><b>AC1.3 Explores how and why people exercise their rights and meet their responsibilities.</b></p>	<p><b>Indicators</b></p> <p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Identifies the rights people have at different ages and in different groups</li> <li>b. Describes processes that can be used to exercise rights within society</li> </ul>

- c. Describes factors (e.g., economic, cultural, age-related, status-related, religious) that shape people’s responsibilities and the ways in which people meet these responsibilities.
- d. Explains why some rules are not working well, consequences of not following rules and suggest ways to improve those rules.

**Outcome**

**AC1.4 Becomes aware of how to tackle bullying and its consequences.**

**Indicators**

**This is evident when the student:**

- a. Identifies some consequences of bullying
- b. Identifies appropriate action that could be taken to tackle bullying (e.g. through case studies)
- c. Expresses compassion for the less fortunate than others and commit one to doing something to help to uplift their conditions.

**Sub-strand: Decision making and leadership**

**Outcome**

**AC2.1 Uses decision making model to make effective decisions when solving problems.**

**Indicators**

**This is evident when the student:**

- a. Identifies a community/family problem they have experienced.
- b. Applies the 5 stages of decision making model to make decisions. (i.e.:- POOCH- problem, option, outcomes, choose, how did it go.)
- c. Finds solutions to problems and makes appropriate decisions.

**Outcome**

**AC2.2 Evaluates how people organize themselves in response to challenge and crisis.**

**Indicators**

**This is evident when the student:**

- a. Identifies and practices the basic values for leadership.(i.e.: serving others, becoming an idol, effectively communicating, decision making, negotiating, forecasting and planning)
- b. Identifies types of challenges and crises that people face (e.g., social, technological, economic, political, cultural)
- c. Identifies different methods how people can become leaders (e.g., through inheritance, election, appointment, use of force, volunteering)

**Sub-strand: The Government**

**Outcome**

**AC3.1 Explains how families, schools and other groups develop, enforce and change rules or behaviour and explain how various behaviours promote or hinder cooperation.**

**Indicators**

**This is evident when the student:**

- a. Discusses the effectiveness and fairness of rules and laws at the school level.
- b. Identifies the safety rules at home, school and in the community.
- c. Explains the purposes of selected rules.(e.g.: to keep people safe, to make things fair, etc.)
- d. Follows the safety rules at home, school and in the community.
- e. Recognizes choices and consequences of following/not following rules.

**Outcome**

**AC3.2 Becomes aware of the importance of a government to a country and explores the three branches of the Maldivian government.**

**Indicators**

**This is evident when the student:**

- a. Explores the need for a government to a country.
- b. Describes the main services and facilities provided from the three branches of the government.
- c. Identifies the main responsibilities of the heads of the three branches.

## Strand 6: Investigation, communication and participation

### Sub-strand: Planning

Outcome	Indicators
<b>IC1.1 Becomes aware of how to prepare for an investigation</b>	<p><b>This is evident when the student:</b></p> <ol style="list-style-type: none"> <li>a. Knows to reflect on current understandings of a topic (e.g. KWL chart)</li> <li>b. Designs a range of questions suited to the purpose of the investigation (e.g. using focus questions)</li> <li>c. Makes predictions based on personal experience (e.g. if dark clouds are there it may rain)</li> <li>d. Gathers information from a range of sources (e.g. fiction, non-fiction texts, audio-visual, interviews, websites, field visits)</li> <li>e. Plans information using teacher-directed format(/s)</li> </ol>

### Sub-strand: Conducting

Outcome	Indicators
<b>IC2.1 Locates sources, organise and select information</b>	<p><b>This is evident when the student:</b></p> <ol style="list-style-type: none"> <li>a. Uses different parts of a book (e.g. table of contents, indexes, glossaries)</li> <li>b. Applies a variety of strategies for information gathering. (Headings, internet searches, etc.)</li> <li>c. Draws simple interpretations from information gathered.</li> <li>d. Apply strategies for information gathering. (e.g.: using headings, table of contents, etc.)</li> <li>e. Uses a specific web page to find information* (ICT)</li> <li>f. Uses ICT to represent ideas and create responses to problems and tasks</li> <li>g. Identifies the main idea and supporting ideas</li> <li>h. Uses a series of photographs to identify processes and/or the main idea(s)</li> <li>i. Collects information using simple surveys and interviews</li> <li>j. Transfers information from one context to another (e.g. persuasion map, spider map)</li> </ol>

**Sub-strand: Processing and translating**

**Outcome**

**IC3.1 Becomes aware of how to process and translate information and develop critical thinking**

**Indicators**

**This is evident when the student:**

- a. Compares information and viewpoints about a selected problem or issue.
- b. Compares a range of points of view on an issue or problem.
- c. Distinguishes between facts and opinions on a selected problem or issue.
- d. States a hypothesis about a selected problem.
- e. Demonstrates an ability to imagine situations and results in relation to a selected problem or issue.
- f. Creates a timeline to represent information in chronological sequence.
- g. Interprets information on a variety of sources (e.g. text, maps, photographs and diagrams)
- h. Acknowledges information sources (e.g. references)

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

**Outcome**

**IC4.1 Apply and communicate findings by reflecting and applying and sharing information with an audience**

**Indicators**

**This is evident when the student:**

- a. Communicates and/or acts on findings in different ways
- b. Organizes relevant information to plan for a presentation.
- c. Prepares a presentation using selected communication forms. (E.g. debate, role-play, etc.) To support the purpose of the presentation.
- d. Knows that the findings of others may have a different perspective



# **GRADE 6**

## Outcomes and Indicators

## Strand 1: Culture and Identity

### Sub-strand: Identities

#### Outcome

**CI1.1 Describes how they perceive themselves by exploring their identity.**

#### Indicators

**This is evident when the student:**

- a. Explore their unique characteristics, interests and abilities.
- b. Explore how individuals perceive themselves. (E.g.: personality, feelings and thoughts about ourselves and others, emotional responses to life, how we respond and deal with challenges, how we communicate and how we respond and deal with others such as making personal reflections.)

#### Outcome

**CI1.2 Recognizes individual differences in themselves and others and shows appreciation to those differences.**

#### Indicators

**This is evident when the student:**

- a. Engages in activities which encourage working together in regard to personal differences and contribute to the best of their abilities. (Understanding the benefits of working together as a social being, as a member of a community and society)
- b. Explores the differences among people in communities in the same country (e.g.: way we speak, dialects, food patterns, way of life, etc.)
- c. Expresses compassion for the less fortunate others and commit oneself to help and uplift their conditions.
- d. Explores the conditions of the less fortunate people in the community (people who are challenged mentally, physically or economically) and help them.

#### Outcome

**CI1.3 Investigates different human groups, their importance and events of identified groups.**

#### Indicators

**This is evident when the student:**

- a. Explores characteristics that make individual families similar or different to their own (daily routines, ways of greeting and rules and regulations followed by the whole family).
- b. Explores family life in various countries (e.g. school life, how children go to school, everyday life.)

**Outcome****CI1.4 Explores unique features of Maldives.****Indicators****This is evident when the student**

- a. Examines how Maldives has changed overtime. (E.g. : Create a timeline that shows the key historic events that have shaped Maldives over time and present to the class, justifying why the events are important to Maldives as a nation.)
- b. Explore how the life-style of Maldivians have changed overtime focusing on key elements that shaped and moulded life-style
- c. Identifies local historical places and stories and facts about these places.

**Sub-strand: Cultures and Heritage****Outcome****CI2.1 Describes the basic features of their own culture and heritage.****Indicators****This is evident when the student:**

- a. Explores various cultural practices and celebrations such as 'han'dhubelun', 'keyn' preparation, and various foods and identify the practices, specific to individual islands, which are in the societies till now.
- b. Show appreciation for own culture through various forms such as writing, expressing verbally and through illustration, etc.

**Outcome****CI2.2 Describes why and how individuals and groups pass on and sustain their culture and heritage****Indicators****This is evident when the student:**

- a. Explains why people attach importance to their culture and heritage
- b. Describes various ways in which cultural practices and heritage are recorded and passed on to others (e.g., through myths, legends, stories, carvings, paintings, schooling)
- c. Gives examples of ways in which people can retain their culture and heritage when they move to a new community.

**Outcome**

**CI2.3 Describes the impact of the spread of new technology and ideas on culture and heritage.**

**Indicators**

**This is evident when the student:**

- a.** Identifies and compare the changes that have occurred in aspects of culture and heritage as a result of technological change
- b.** Describes how technological change has affected the ways in which people (preserve,) maintain and pass on their heritage

## Strand 2: People, Places, and Environment

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

Outcome	Indicators
<p><b>PP1.1 Locate and identify places on a map and a globe and detailed exploration of compass and its uses.</b></p>	<p><b>This is evident when the student:</b></p> <ol style="list-style-type: none"> <li>a. Identifies the capital islands of atolls of the Maldives on a given map of the Maldives.</li> <li>b. Identifies and names 15 countries from each continent on a globe and on a map of the world.</li> <li>c. Uses grids, scales, and legends on maps and timelines to interpret or represent specific information.</li> <li>d. Explains what a compass is, how it is used and its uses.</li> <li>e. Uses compass rose as a tool to help tell if the location is north, east, south, or west from their island on the Maldives map.</li> <li>f. Explains latitudes and longitudes and identifies the countries in the general region of important latitudes and longitudes</li> <li>g. Draws maps of places (bedroom, classroom, dining room, your classroom block, etc.) using scale lines to give real distances.</li> <li>h. Uses latitude, longitude, and intermediate directions to locate places.</li> </ol>

### Sub-strand: Society and the Environment

Outcome	Indicators
<p><b>PP2.1 Describe natural and built features of places and ways people interact with these features.</b></p>	<p><b>This is evident when the student:</b></p> <ol style="list-style-type: none"> <li>a. Uses a range of geographical terms to describe locations and features of places in Maldives (e.g. kandoofaa, kulhi, beach, futtaru, etc.)</li> <li>b. Uses a range of geographical terms to describe location and features of other countries. (e.g.: mountain, valley, hill, etc.)</li> <li>c. Compares natural and built features of own community and the community of other countries.</li> <li>d. Expresses feelings and values about places that they and other people (e.g. friends, family, etc.) feel are important</li> </ol>

- e. Gives reasons why particular activities may be associated with particular natural, built and heritage features and places (e.g. why health care facilities are situated in a particular area, mosques are situated where they are, sports grounds are where they are , etc.)

**Outcome**

**PP2.2 Describes how weather affects humans.**

**Indicators**

**This is evident when the student:**

- a. Brainstorms and describe how weather conditions could affect the various modes of transportation.
- b. Describes on how weather conditions can affect a person’s ability to get where he or she needs to go each day.
- c. Classifies ways travellers are able to deal with weather conditions.
- d. Describe how they feel during certain weather situations and reason why the same kind of weather can make different people feel different ways.

**Outcome**

**PP2.3 Becomes aware of ecosystems and its uses.**

**Indicators**

**This is evident when the student:**

- a. Describes that ecosystems are made from living and non-living parts and that these parts are interdependent.
- b. Recognizes and describes the components and distribution of ecosystems, (e.g., the location of certain plants and animals or the food chain.)
- c. Describes how the characteristics of different physical environments affect human activities including ways in which people adapt to living in different physical environments.
- d. Identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres).
- e. Estimates future uses of the local environment and associated issues.

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**Outcome**

**PP2.4 Gains an understanding of environmental problems and individual roles in minimizing it.**

**Indicators**

**This is evident when the student:**

- a. Investigates major environmental problems found in other countries. (E.g. pollution, global warming, ozone depletion, bush fires, deforestation, endangered habitats and endangered species.)
- b. Researches to find out causes for environmental problems in other countries.
- c. Recognizes the consequences of environmental problems in the community.
- d. Expresses individual responsibilities and identifies what they can do for their environment.

**Sub-strand: Human Systems**

**PP3.1 Becomes aware of migration and its causes.**

**Indicators**

**This is evident when the student:**

- a. Researches to find out reasons for migration in different countries of the world.
- b. Analyses the spatial patterns of settlement in different regions of the world, (e.g., urbanization along rivers or nomadic movement patterns.)
- c. Evaluates the effects of migration on the characteristics of places. (e.g., cultural awareness or food choices. (among different countries))
- d. Explains patterns of spatial organization including why some areas are more densely settled than others.
- e. Differentiates urban, suburban, and rural regions.

## Strand 3: The Economic World

### Sub-strand: Use of Resources

Outcome	Indicators
<p><b>EW1.1</b> Analyses how people depend on the physical environment and use natural resources to meet basic needs.</p>	<p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Researches different ways people conserve natural resources.</li> <li>b. Identifies ways people modify (change) the physical environment to meet their needs. (e.g.: planting trees, cutting down trees, building homes/streets, etc.).</li> <li>c. Discusses the importance of storing raw materials for the future (e.g.: drying fish, storing grain in case of bad times).</li> <li>d. Explores how our actions affect natural resources.</li> <li>e. Analyses how individuals and populations depend upon land resources.</li> </ul>

### Sub-strand: Economic Systems

Outcome	Indicators
<p><b>EW2.1</b> Talks about dreams for future and estimates the cost to achieve them.</p>	<p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Describes dreams for the future. (e.g.: what they want to do in the future – next year, 3 years' time, when they grow up)</li> <li>b. Explains the importance of planning for future wants and needs.</li> <li>c. Describes time as a limited resource.</li> <li>d. Estimates how much it would cost to achieve dreams for the future.</li> </ul>
<p><b>EW2.2</b> Gains an understanding of making a consumption plan for an event.</p>	<p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Realizes the importance of organizing an event by using minimum resources and cheap things.</li> <li>b. Makes a consumption plan for an event (list things they need to buy for an event and their cost)</li> </ul>

## Grade 6

### Outcome

**EW2.3 Becomes aware of markets and work of a consumer protection agency.**

### Indicators

**This is evident when the student:**

- a. Describes that goods market is a market where producers offer goods and services for sale.
- b. Researches the origin, development, and work of a consumer protection agency.
- c. Describes that factor market is a market where productive resources are bought and sold.

### Outcome

**EW2.4 Evaluates ways people acquire an income.**

### Indicators

**This is evident when the student:**

- a. Identifies different ways people acquire an income.
- b. Evaluates ways they can earn money.
- c. Investigates areas of interest and possible jobs.
- d. Conveys their knowledge of making money through a culminating activity.

## Sub-strand: International Economics and Trade

### Outcome

**EW3.1 Becomes aware of the exchanging systems in the economic systems and reasons for developing these systems in an economy.**

### Indicators

**This is evident when the student:**

- a. Explains different processes by which goods and services are exchanged (e.g., barter, buying with money, electronic processes)
- b. Explains why different processes of exchange develop in different societies.

### Outcome

**EW3.2 Explores circular flow models.**

### Indicators

**This is evident when the student:**

- a. Describes the importance of increasing local products and exports and reducing imports.
- b. Explains the circular flow models (linking consumers and producers).

Sub-strand: Financial Institutions

**Outcome**

**EW4.1 Describes banks, bank accounts and different payment methods.**

**Indicators**

**This is evident when the student:**

- a. Identifies different types of bank accounts. (E.g.: saving, current account)
- b. Identifies the role of commercial banks in money saving and transfer.
- c. Explains various payment methods used in Maldives. (e.g.: Credit card, Debit card, etc.)

## Strand 4: Time Continuity and Change

### Sub-strand: Time and Change

#### Outcome

**TC1.1 Describes how and why people experience events in different ways.**

#### Indicators

**This is evident when the student:**

- a. Identifies various groups that have experienced a particular event;
- b. Describes how events impact on people's lives in different ways (e.g., conquests, refugee movements, colonization);
- c. Explains why different groups of people may experience the same event differently (e.g., in terms of their culture, gender, status, isolation).

#### Outcome

**TC1.2 Explores how past events changed or affected the lives of communities.**

#### Indicators

**This is evident when the student:**

- a. Gives examples of why particular women, men, and children in the past are remembered (e.g., for their courage, inventiveness, creativity, charisma, use or abuse of power);
- b. Identifies events that people in a community experienced in the recent past and the distant past
- c. Describes people's ideas and actions that changed the lives of other people in particular times and places
- d. Arranges historical events in chronological order using timelines.

#### Outcome

**TC1.3 Explores ways in which time and change affect families and communities.**

#### Indicators

**This is evident when the student:**

- a. Explains how change affects region and place over time.
- b. Describes how the lives of women and children have changed over time in our country ( e.g. education and jobs opportunities for women, more and better opportunities for higher education)
- c. Describes changes that have affected family and community life (e.g., transport, games, family activities, buildings, gathering food)
- d. Researches the changes in the life style of Maldivians over the years.

**Grade 6**

**Outcome**

**TC1.4 Evaluates the period of second republic in Maldives.**

**Indicators**

**This is evident when the student:**

- a. Researches the life style of people in the country during different governmental periods of the second republic.
- b. Distinguishes between monarchy and republic.
- c. Recognizes the presidents who governed the country and the duration of presidential period in order.
- d. Identifies the main successes in each government in the second republic.
- e. Explores how they ruled the country.

**Outcome**

**TC1.5 Becomes aware of conceptions of reality, ideals, guidelines of behaviour and forms of expression.**

**Indicators**

**This is evident when the student:**

- a. Recognizes that other countries and cultures have enhanced art and literature related to Maldivian art and literature, e.g., Asian, Arabic
- b. Explores the groups which have enhanced art, and literature of our nation, e.g., Asian, Arabic

**Sub-strand: Developing World**

**Outcome**

**TC2.1 Becomes aware of the organizations we are connected with.**

**Indicators**

**This is evident when the student:**

- a. Identifies other main organizations/NGOs that help to shape our country. (E.g.: UN, Common wealth, etc.)
- b. Gives examples of help/aid we get from organizations/NGOs.

## Grade 6

### Outcome

**TC2.2 Explores the ways that early civilizations met their bodily and social needs, and how they interacted with and used the environment.**

### Indicators

**This is evident when the student:**

- a. Identifies later civilizations (Greece and Rome, Arabia, India, China, Central and South America) and locate them on a world map.
- b. Compares maps of later civilizations with modern maps of the same area.
- c. Explains how early civilizations used the environment to meet their physical needs for food, homes, clothing, and health.
- d. Identifies how social needs were met in early civilizations (e.g., family roles, recreation, sports, arts, entertainment, sanitation, education, written language).
- e. Makes connections between modern life and similar elements from early civilizations.
- f. Finds out how inventions made by various early civilizations have affected our world today.
- g. Identifies the main differences and similarities in the later civilizations.

## Strand 5: Active citizenship

### Sub-strand: Roles, rights and responsibilities

#### Outcome

**AC1.1 Identify 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 roles and responsibilities of community-helpers, both paid and unpaid (e.g., volunteers)
- b. Identifies the roles and responsibilities of people in different professions in the community. (e.g.; police, nurse, etc.)
- c. Identifies fair and unfair practices in their school and at home (e.g. school bullying, abuse)

#### Outcome

**AC1.2 Explores the characteristics that promote good citizenship.**

#### Indicators

**This is evident when the student:**

- a. Evaluates the characteristics that promote good citizenship, (e.g. how to respect the national anthem, the national flag, respected personalities)
- b. Demonstrates responsible behaviours and good judgment and accepts responsibility for one's own behaviour.
- c. Shows respect for and are able to identify needs and solutions for group and community.
- d. Evaluates own self for being practiced for good citizenship characteristics.
- e. Practices the five themes of citizenship. (i.e.: honesty, compassion, respect, responsibility and courage)
- f. Appreciates the need to work at maintaining peace and harmony in our society.

## Grade 6

### Outcome

**AC1.3 Explores how and why people seek to gain and maintain social justice and human rights.**

### Indicators

**This is evident when the student:**

- a. Describes factors (e.g., legislation, social and economic status, ethnicity, gender, war, working conditions) that lead individuals and groups to seek social justice and human rights
- b. Explains ways people press for changes in relation to social justice and human rights or resist such changes.
- c. Explains the effects of change or lack of change in social justice and human rights on the lives of people
- d. Explains the role of governments and institutions in ensuring that people's human rights are respected.
- e. Explains why some rules are not working well, consequences of not following rules and suggest ways to improve those rules.

### Outcome

**AC1.4 Becomes aware of how to tackle bullying and its consequences.**

### Indicators

**This is evident when the student:**

- a. Discusses some consequences of bullying
- b. Discusses appropriate actions that could be taken to tackle bullying (e.g. through case studies)
- c. Makes and justify some judgments about fairness, freedom and equality by drawing on their developing ideas about values as well as personal experiences from home, school and the community.

## Sub-strand: Decision making and leadership

### Outcome

**AC2.1 Uses decision making model to make effective decisions when solving problems.**

### Indicator:

**This is evident when the student:**

- a. Identifies the real problem in a given situation.
- b. Applies the 5 stages of decision making model to make decisions. (i.e.:- POOCH- problem, option, outcomes, choose, how did it go.)
- c. Finds solutions to problems and makes appropriate decisions.
- d. Identifies consequences of decisions and choices.

## Grade 6

### Outcome

**AC2.2 Evaluates how systems of government are organized and affect people's lives**

### Indicators

**This is evident when the student:**

- a. Identifies and practices the basic values for leadership.(i.e.: serving others, becoming an idol, effectively communicating, decision making, negotiating, forecasting and planning)
- b. Identifies groups trained to help in different types of crises.
- c. Describes ways leaders seek to resolve differences within and between groups.

## Sub-strand: The Government

### Outcome

**AC3.1 Explains how families, schools and other groups develop, enforce and change rules or behaviour and explain how various behaviours promote or hinder cooperation.**

### Indicators

**This is evident when the student:**

- a. Describes a variety of physical and social problems that occur daily in your school, home and environment.
- b. Identifies the rules made to minimize physical and social problems occur in school, home and environment.
- c. Explains the purposes of these rules.
- d. Follows the rules made to minimize physical and social problems.
- e. Recognizes choices and consequences of following/not following rules.

### Outcome

**AC3.2 Becomes aware of the importance of a government to a country and explores the three branches of the Maldivian government.**

### Indicators

**This is evident when the student:**

- a. Compares advantages and disadvantages of having an independent government.
- b. Identifies the main ministries/offices under each branch.
- c. Describes the main services and facilities provided from the three branches of the government.

## Strand 6: Investigation, communication and participation

### Sub-strand: Planning

#### Outcome

#### Indicators

**IC1.1 Becomes aware of how to prepare for an investigation**

**This is evident when the student:**

- a. Reflects on current understandings of a topic (e.g. using graphic organisers for brainstorming, concept maps, cluster web)
- b. Knows how to devise a range of questions (e.g. different types of questions are used to collect different types of information)
- c. Makes predictions based on personal experience (e.g. if dark clouds are there it may rain)
- d. Gathers information from a range of sources (e.g. fiction, non-fiction texts, audio-visual, interviews, websites, field visits)
- e. Plans information using appropriate graphic organisers (e.g. Fishbone diagrams, lotus diagrams)

### Sub-strand: Research

#### Outcome

#### Indicators

**IC2.1 Locates sources, organise and select information**

**This is evident when the student:**

- a. Uses different parts of a book (e.g. table of contents, indexes, glossaries, appendices, bibliographies) in locating and judging appropriateness of information
- b. Applies a variety of strategies to record information gathered from sources.
- c. Draws simple interpretations from personal experiences, oral sources and visual and written representations.
- d. Applies strategies for note taking and organizing information gathered from a variety of information sources.
- e. Extracts simple information from a variety of websites (ICT)
- f. Uses ICT to represent ideas and create imaginative responses to problems and tasks
- g. Identifies key ideas from a variety of sources

- h. Recognizes the main themes or purposes of a series of photographs
- i. Takes notes, while continuing to listen and observe speakers
- j. Transfers information from one context to another (e.g. time-order chart, tables, graphs)

**Sub-strand: Processing and translating**

Outcome	Indicators
<p><b>IC3.1 Becomes aware of how to process and translate information and develop critical thinking</b></p>	<p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Creates a plan of action to address the chosen problem or issue.</li> <li>b. Clarifies a selected problem or issue. (e.g.: provide details, reasons, etc.)</li> <li>c. States a hypothesis about a selected problem.</li> <li>d. Predicts possible solutions to problems in the community and provide reasons to support their choice.</li> <li>e. Creates and interprets timelines and maps.</li> <li>f. Interprets information on a variety of sources (e.g. text, maps, photographs, diagrams, cartoons, visual text, media)</li> <li>g. Acknowledges all information sources (e.g. referencing protocols, bibliographies)</li> </ul>

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

Outcome	Indicators
<p><b>IC4.1 Apply and communicate findings by reflection and applying &amp; sharing information with an audience</b></p>	<p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Knows that findings from investigations can lead to the need for further investigation</li> <li>b. Organizes relevant information in point form to plan their presentation.</li> <li>c. Communicates findings in a variety of forms (e.g. oral reports, graphs, models, digital media, written reports, timelines, ICT presentations)</li> <li>d. Knows that findings may include different perspectives</li> </ul>

