



Social Studies in the National Curriculum

Key Stage 3 (Grade 7 & 8)



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Foreward

May almighty Allah's bestow blessings and mercy be upon Mohammad (PBUH), the messenger of Allah, and the messenger's companions and household. The messenger personified his life as a curriculum throughout his life through the exemplary conduct and behaviours.

During the year 1979, the government of the Maldives strategized to mainstream the primary school education of the Maldives which led to the development of the first syllabi for grades 1 to 5 in the Maldives in 1980, followed by a revision in 1982. The first National Curriculum for primary grades 1 to 5 was crafted and implemented in 1984. A further revision was initiated in 1997 and completed in the year 2000. In 2006, when a second revision of the first curriculum was discussed, it was understood that the curriculum needs changes in accordance to the development achieved by the country. To address the changes a decision was made to reform the first curriculum to incorporate and address the needs and demands of the country.

The second 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. The eight competencies addressed in the curriculum are practicing Islam, self-management, critical thinking, creative thinking, human relations, healthy life styles, sustainable practices and ICT literacy. Further, through the use of variety of teaching learning approaches where students are engaged in meaningful learning experiences, the curriculum intends to produce students who possess the 21st century skills, and are healthy both physically and 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

We hereby take this opportunity to extend our 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. We pray almighty Allah to bless them for their commitment and contribution.

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

National Institute of Education
Ministry of Education

Introduction

Rationale

Social studies basically seeks to aim Maldivian citizens with knowledge about the world, nation and society around them, through the help of other disciplines such as political science, law, history, geography, some elements of natural science, anthropology, sociology as well as psychology. Knowledge of the different disciplines. Help students gain the opportunity to better understand and make informed decisions about civic issues that affect them and their families and their nation.

Social Studies

The primary goal of Social Studies is to give students the knowledge, skills and competencies to be active, informed citizens who can think critically, understand and explain the perspectives of others, make judgements, and communicate ideas effectively.

Through Social Studies, students can gain an understanding of the people, places, issues, and events that shaped the world in which they live. By studying some of the many different cultures and the ways of life that exist and have existed throughout the world, students will develop a deeper understanding of the differences between people and it will also cultivate appreciation for aspects of the human experience shared across time space.

Social Studies offers the opportunity for students to gain an understanding of their place in the world and the connections between societies and the growing awareness of the importance of environmental sustainability make geographic understanding a crucial part of informed citizenship. Students have the opportunity to analyze the international relations and interdependence; this in turn will enable students to have an understanding of consequences at individual, local, national, and international levels.

Social Studies also provide opportunities for students to learn about Maldivian society, Maldivian democratic institutions, and the rights and responsibilities of Maldivian citizens. Students explore how they can have an impact on the decisions made in their society and advocate for causes important to them. In addition, they will gain an understanding of the importance of being open to new ideas and tolerant of those with those with whom they disagree in creating a healthy and vibrant democracy.

Key Disciplinary Thinking Skills

The syllabus emphasises on acquiring and developing key disciplinary thinking skills built around six major historical and geographical thinking concepts. They include significance, evidence, continuity and change, cause and consequence, and perspective and ethical judgment. This is aimed to be achieved through the process strand of the syllabus based on the key ideas of the focus of inquiry that are evident in the different outcomes and indicators of the syllabus

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:

- o Value their roots
- o Explore their pasts and understand their contexts,
- o Appreciate the interrelationships between people across time, environments and cultures while developing civic efficacy
- o Comprehend how societies work
- o 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
- o Help them to appreciate diversity and develop respect for oneself and others while learning to be compassionate and tolerant.
- o 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
Holistic Development	People, Places and Environment Identity, Culture and Heritage Investigation, Communication and Participation
Identity, culture and Heritage	Identity, culture and Heritage Investigation, Communication and Participation
Personal Excellence	People, Places and Environment Identity, Culture and Heritage Governance and Citizenship Investigation, Communication and Participation

Human Rights, Democracy and Justice	Governance and Citizenship Investigation, Communication and Participation
Prepare for Life	All the strands
Inclusivity	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 behaviours which facilitate peaceful co-existence, relationships with others, cooperation, commitment, and the resolution of conflicts.

Making meaning

- Use language, symbols and texts - text material, together with a range of oral/aural and visual resources which provides rich information to support learning of social sciences.
- Understand the meaning of social terms such as civic life, politics, and government to understand how societies work.
- Recognize common relationships between core concepts critical to the understanding of social science contents.
- Identify and comprehend social concepts to develop social and ethical development.
- Recognize and use visual and sensory images, facial expression, gestures and voice modulation to understand values, beliefs, traditions, and customs of diverse cultures of one's own community and communities around the world.

Living a healthy life

- Make choices following one's own choice based on a criteria, carry out the initiatives necessary to develop one's choice, and take responsibility for one's decisions in social, personal and physical domains.
- Develop social relationships through group work and community participation.
- Learning for sustainable development
- Select the most appropriate combination of economic, social and environmental activities for today and the future.
- Choose between different courses of individual and social actions by reflecting on their potential consequences to take care of the natural system and manage its resources well.
- Understand the relationships between human activities with nature that may have an impact on the natural system and its resources.
- Reflect of ways to manage needs that often exceeds limited resources.
- Identify how one's personal action and community contributions can bring a positive change to create a better place for living.
- Carry out informed and responsible actions to create social cohesion, equity and human rights,
- Conserve and pass cultural heritage for future generations
- Understand our place in the eco-system and show concern for the environment.

Using technology and media

- Identify, locate and access appropriate information on Social Science and transform it into knowledge.
- Select information, use and transmit through different media, and use ITC as an essential element of communication to learn about social science.
- Use technological resources to resolve societal issues efficiently, keeping a critical and reflective attitude when evaluating the available information.

Structure of the Syllabus Statement

The Strands

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

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

Strand 1: History: Time Continuity and Change

Through this strand, students learn about their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? The events, experiences, and actions and the changing ways in which these have been interpreted over time 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 2: Identity, Culture and Heritage

Human beings create, learn, and adapt culture. Cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and differences. Understanding culture helps us understand ourselves and others. 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 3: Geography: 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 4: Travel and Tourism

This strand helps students learn about the travel and tourism industry. Tourism and travel embraces nearly all aspects of our society. Tourism is related to academic subjects such as geography, economics, history, languages, psychology, marketing, business and law, etc. Therefore, it is necessary for students to gain basic understanding and insights about travel and tourism industry, apart from this, being Maldivian citizens it is of utmost importance to learn and gain knowledge about the tourism industry as this sector is one of the major sectors of economic progress in the country. The strand help students to understand the structure, functions, characteristics, components and interrelated features of travel and tourism to develop a holistic understanding of the discipline of travel and tourism.

Strand 5: Governance and Citizenship

This strand enhances the students to understand the historical development of structures of power, authority, and governance and their evolving functions in an individuals' society as well as in other parts of the world, which is essential for developing civic competence. Through this strand students would study the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society.

Through this strand learners will learn about the importance of civic participation and practices, the meaning of citizenship, balance between rights and responsibilities, the role of the citizen starting from a smaller community such as family to the wider community including nation, and the world community. In addition they can explore ways to contribute to their society to make a positive difference.

Strand 6: International Relations and the Globalised World

International relation is a branch of political science that deals with foreign affairs and global issues among the states within the international system, including the roles of states, intergovernmental organizations, non-governmental organizations (NGOs). The strand enhances, the students to explore the realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This strand prepares students to study issues arising from globalization and becoming aware of the roles, and importance of the international, regional and non-governmental organizations in building peace and harmony in the international community.

Strand 7: Investigation, Communication and Participation

This is the process strand, the indicators in this strand is interwoven into other strands for better understanding of the concepts in each strand. The strand has four main stages which leads students to plan, research, apply and communicate findings of different concepts.

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 following five content areas;

- History: Time, Continuity and Change
- Identity, Culture and Heritage
- Geography: People, Places and Environment
- Travel and Tourism
- Governance and Citizenship
- International Relations and the Globalised World
- 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 “First settlers of Maldives” as a unit topic, where outcomes from the content areas from both “Culture and Identity” and “people places and the environment” 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 of 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 maximise the learning of skills. The process skills are aimed at

acquiring and developing key disciplinary thinking skills built around six major historical and geographical thinking concepts. They include significance, evidence, continuity and change, cause and consequence, perspective and ethical judgment and also based on the key ideas of the focus of inquiry that are evident in the different outcome and indicators of the syllabus. The key competencies and shared values of the national curriculum are applicable in all the content disciplines which in turn inculcates the essential values, attitude and competencies in students.

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 – 3 (grade 7 and 8) students:

Contact time per week	Minimum contact time per year
4 periods of 45 minutes	Approx. 150 periods

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. The syllabus emphasises on acquiring and developing key disciplinary thinking skills built around six major historical and geographical thinking concepts. They include significance, evidence, continuity and change, cause and consequence, perspective and ethical judgment.

To teach the necessary content, the syllabus outcomes and indicators aim on the strategy of focus of inquiry. Learning will take place through the focus of inquiry as students are provided with opportunities to investigate significant issues so they can make informed decisions, making an informed decision requires an understanding of the key historical, geographical, political and societal factors are involved, how they relate and interact with each other. Students reach these deeper understandings by investigating open ended questions, debating and discussing historical and contemporary issues and developing and supporting their own hypotheses, solution and conclusions.

Qualities of Powerful and Authentic Social Studies

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

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

- Key concepts and themes are developed in depth. The most effective social studies teachers do not diffuse their efforts by covering too many topics superficially. Breadth is important, but deep and thoughtful understanding is essential to prepare students for the issues of twenty-first century citizenship.
- Skills necessary to help our students thrive in a world of continuous and accelerating change are emphasized. These include discipline-based literacy, multi-disciplinary awareness, information gathering and analysis, inquiry and critical thinking, communication, data analysis and the prudent use of twenty-first century media and technology. Skills are embedded throughout meaningful social studies lessons, rather than added on at the end.
- Teachers are reflective in planning, implementing, and assessing meaningful curriculum. Reflective teachers are well informed about the nature and purposes of social studies, have a continually growing understanding of the disciplines that they teach, and keep up with pedagogical developments in the field of social studies.
- Meaningful curriculum includes extensive and reflective study of the Maldives and other nations' histories, religions, and cultures.

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

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

- Each of the social studies disciplines themselves integrates content from the others. Units and lessons can draw on ideas from economics, geography, history, political science, and sociology to increase understanding of an event or concept. Each disciplined pursuit demands a level of sensitivity and awareness to content drawn from the arts, humanities, and sciences.
- Powerful social studies teaching combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments.
- Social studies teaching and learning requires effective use of technology, communication, and reading/writing skills that add important dimensions to students' learning.

C. Social Studies Teaching and Learning Are Powerful When They Are Value-Based

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

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

- Students are made aware of potential policy implications and taught to think critically and make decisions about a variety of issues, modelling the choices they will make as adult citizens.
- Students learn to assess the merits of competing arguments, and make reasoned decisions that include consideration of the values within alternative policy recommendations.
- Through discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making, students learn to apply value-based reasoning when addressing problems and issues.
- Students engage in experiences that develop fair-mindedness, and encourage recognition and serious consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to individual and social responsibility.

D. Social Studies Teaching and Learning Are Powerful When They Are Challenging

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

- Challenging social studies instruction makes use of regular writing and the analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks. It includes sources from the arts, humanities, and sciences, substantive conversation, and disciplined inquiry.
- Disciplined inquiry, in turn, includes the teaching of sophisticated concepts and ideas, and in-depth investigation of fewer rather than more topics, with deep processing and detailed study of each topic.
- Challenging social studies includes the rigorous teaching of the core disciplines as influential and continually growing tools for inquiry.

E. Social Studies Teaching and Learning Are Powerful When They Are Active

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

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

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

Assessment Practices

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

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

Assessment for learning (formative assessment)

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

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

In addition to this, students, peers and teachers provide appropriate and on-going feedback. Through feedback students identify their strengths and areas for improvement. This helps students to redirect their efforts and energy in making plans on ways to improve learning. As for teachers, this provides the opportunity to change instruction in accordance with student's needs.

Assessment as learning (formative assessment)

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

Assessment of learning (summative assessment)

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

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

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

Allocation of assessment weight age for the KS3 is as follows:

Grade	Type of Assessment
Key stage 3 (Grades 7-8)	Assessment for learning – 60%
	Assessment of learning – 40%

Social Studies Scope & Sequence for Key Stage 3

Strand 1: History: Time, Continuity & Change		
Sub-Strand	Grade 7	Grade 8
Historical inquiry skills	<ul style="list-style-type: none"> ➤ The process and nature of historical inquiry ➤ Appropriate terms, skills and data to interpret, sequence of historical events and time periods 	<ul style="list-style-type: none"> ➤ Skills used in the historical inquiry and analysis ➤ Skills and data to interpret, sequence and analyze the historical representations and time periods
Early people and Ancient stories	<ul style="list-style-type: none"> ➤ Early societies and their way of life based on hunter gatherer economy/ Stone Age/stone tools. ➤ Folklores, myths associated with some of the islands, atolls of Maldives/the names that are similar across different islands and atolls ➤ Events/stories that describe suffering among groups in the local communities. (Tsunami) 	<ul style="list-style-type: none"> ➤ Transition and change from the hunter gatherer economy to food producing economy/significant creations that People in the past have built. (iron age, bronze age, etc) ➤ Stories behind the early settlement in Male'/significance of Male during different time periods of history ➤ Stories/events that have had great impacts on groups of people in the local communities(leprosy, cholera)
Change over Time	<ul style="list-style-type: none"> ➤ Transition from hunter gatherer to settled life ➤ The regime of sultanates and dynasties in the Maldives – formation of dynasties ➤ Chronological order of kings and queens 	<ul style="list-style-type: none"> ➤ Urbanisation and formation of towns and cities ➤ Sultanate regime in the Maldives-Significant kings and queens and their contributions
Belief Systems	<ul style="list-style-type: none"> ➤ The story of Mohamed SAW, how he became the messenger/the important events that led to the spread of Islam across the countries due to his hard work ➤ Followers of prophet who were blessed with glad tidings ➤ Spread of Islam in Arabia/Significant leaders of Islamic civilisations and their contributions 	<ul style="list-style-type: none"> ➤ The legends and stories behind the pre-Islamic era of Maldives and the events that contributed to Maldives becoming an Islamic nation ➤ Islamic civilisations in South Asia and South east Asia ➤ Rapid growth of Islam in South Asia and South East Asia
Eras of change and conflict	<ul style="list-style-type: none"> ➤ Imperialism and colonialism in South and south east Asia ➤ Colonial powers in the Maldives/how Maldives became a colony/gained independence from the Portuguese and Malabars 	<ul style="list-style-type: none"> ➤ Independent movements/the role of significant leaders of the nationalist movements ➤ British and Dutch in the Maldives/the events that brought independence to Maldives

Sub-Strand	Grade 7	Grade 8
	<ul style="list-style-type: none"> ➤ Political Developments in Maldives after the 1900's/rise and fall of the 1st and 2nd republic's 1st president ➤ 19th century social and political reform movements in the world ➤ World War I/situation of Maldives during World War I 	<ul style="list-style-type: none"> ➤ The November 3rd circumstances and events ➤ Addu, Huvadhu Rebellion ➤ World war II/situation of Maldives during world war II

Strand 2: Identity, Culture and Heritage		
Sub-Strand	Grade 7	Grade 8
Identity and Culture	<ul style="list-style-type: none"> ➤ Components of culture/different roles that culture play in human, societal development/identity ➤ The idea of sports in a cultural context and how sports and culture are inter-related ➤ Giraavaru culture that makes them unique and distinct ➤ Different aspects of cultural eras in the Maldives/gender roles in cultural celebrations in the past/culture that reflects change and continuity 	<ul style="list-style-type: none"> ➤ Culture attributes in building identity factors ➤ Cultural identity expressed through literature ➤ Variety of ways in which culture is created and expressed through food ➤ Roles, features and cultural practices over a time of the past/cultural practices can change meaning overtime
Heritage	<ul style="list-style-type: none"> ➤ Local heritage/some local heritage sites/what does heritage indicates and its importance/why heritage should be protected 	<ul style="list-style-type: none"> ➤ Historical monuments, buildings and places considered to be as heritage that has been damaged away in the Maldives ➤ The significant possible ways to sustain the national heritages

Strand 3: Geography: People, Places and Environment		
Sub-Strand	Grade 7	Grade 8
Geography, A sense of the world	<ul style="list-style-type: none"> ➤ Meaning of geography, its branches/ people who study about geography 	<ul style="list-style-type: none"> ➤ Geology geography and everyday life
The Physical World	<ul style="list-style-type: none"> ➤ The process, formation of atolls and islands/flora and fauna of some islands/ habitats and life in some geographical locations in the Maldives ➤ The internal structure of the Earth, process and formation of lithosphere, rocks ➤ Physical processes that affect environments ➤ Natural hazards -the nature and interactions of the environment/causes of natural hazards. 	<ul style="list-style-type: none"> ➤ Geographical statistics of Maldives islands/Island and atoll profiles. ➤ Water bodies of the world/its formation and process ➤ climatic patterns, the interrelated processes that produce them and its impact on environments ➤ impacts and loss due to natural hazards
Human systems and Interactions	<ul style="list-style-type: none"> ➤ Settlement site, situation, pattern and shape/models and features of settlements ➤ Agriculture as a system/factors that affect an agricultural system ➤ Local environmental issues contemporary management practices related to the issue in terms of sustainability 	<ul style="list-style-type: none"> ➤ Hierarchy of settlements/patterns in urban structures/problems associated with CBD/effects of urbanization on the environment/possible solutions for the effects in urban centers. ➤ Types of agriculture/improved technology used in agriculture/ Environmental impacts of agriculture
The World in spatial terms	<ul style="list-style-type: none"> ➤ Space and location/use of Geographical tools- maps, thermometers, graphs, compasses, models, fieldwork statistics, photo ➤ Travel and direction - a shadow stick, the sun and the stars ➤ Different kinds of maps/relationships of maps and map components such as compass directions, grid references, map's key, title and scale 	<ul style="list-style-type: none"> ➤ Traditional methods of travelling by sea, significant stars used by local travelers/charts, instruments and specific tools in travelling by sea ➤ Compares and contrasts different forms of maps, map projections/use of grid figure references/scale ➤ Interprets bar, column, line , climatic and proportional graphs

Strand 4: Travel and Tourism		
Sub-Strand	Grade 7	Grade 8
Introduction to Travel and Tourism	<ul style="list-style-type: none"> ➤ Definition of tourist/key components of travel and tourism/history of tourism 	<ul style="list-style-type: none"> ➤ Classifications of tourists/tourism services
Features of worldwide destinations	<ul style="list-style-type: none"> ➤ Nature of tourist destinations/ ingredients of successful destinations ➤ Tourist destinations as amalgams 	<ul style="list-style-type: none"> ➤ Features of location/specific attractions to a location ➤ Influence of physical features on the opportunities and constraints for the development of tourism
Impacts of Tourism	<ul style="list-style-type: none"> ➤ Different types of tourism impacts (social, cultural environmental) 	<ul style="list-style-type: none"> ➤ Economic impacts of tourism ➤ Ideas and approaches of green and eco-friendly tourism
Tourism in the Maldives	<ul style="list-style-type: none"> ➤ Interprets the concept of tourism in the Maldives/history of tourism in the Maldives/Maldives as a popular tourist destination 	<ul style="list-style-type: none"> ➤ Changing trends in domestic tourism/ compare, contrasts tourism in an urban and rural setting ➤ Improved facilities, transport and services in the local tourism

Strand 5: Governance and Citizenship		
Sub-Strand	Grade 7	Grade 8
Government Systems	<ul style="list-style-type: none"> ➤ Describes governance/government ➤ Systems of Governments ➤ Importance of democracy 	<ul style="list-style-type: none"> ➤ Characteristics of good governance/ role of good governance ➤ Institutions that promote good governance ➤ Identifies relationship between governance and democracy
Political Parties	<ul style="list-style-type: none"> ➤ Describes party system/one party system and multi-party system/inter relation between democracy and party system 	<ul style="list-style-type: none"> ➤ History of political parties in the Maldives ➤ The role of political parties
Structure and function of the Government	<ul style="list-style-type: none"> ➤ Type of government, purpose of government/structure of government/ separation of powers in the Maldives ➤ Electoral positions/electoral process and procedure/responsible electoral bodies ➤ The role of the constitution in the Maldives ➤ Structure and functions of the cabinet/parliament and parliament members/local administration 	<ul style="list-style-type: none"> ➤ The structure of the government / function of the government / three branches of the government in Maldives ➤ The political and civic activities of a citizen
Law and Order	<ul style="list-style-type: none"> ➤ The term law/law and order /the rule of law ➤ The body responsible for law making and how laws are made 	<ul style="list-style-type: none"> ➤ Law and order and the process of law making and the function of the law making bodies ➤ The hierarchy and the role of the judicial system in the Maldives
Rights, Responsibilities and Citizenship	<ul style="list-style-type: none"> ➤ Rights and responsibilities human rights/fundamental rights/Convention on the Rights of the Child/ interconnectedness of rights and responsibilities ➤ Citizenship, equality, freedom, the rule of law/qualities of a good citizen/rights and responsibilities of citizenship ➤ National symbols and its role in building citizenship and love for one's own nation/process and people who contributed in the making of national symbols 	<ul style="list-style-type: none"> ➤ Legal status of "citizen/Some rights, duties, and responsibilities of citizens of the Maldives/gender Equality and Rights mentioned in the constitution ➤ Importance of active and informed citizenship/Major conventions signed by Maldives in –relation to rights and Responsibilities. ➤ Constitutional articles about national symbols/rules and laws about the use and display of national symbols in the past/interrelationship between national symbols and citizenship

Social virtues, Social Systems, Social systems and Social Interactions	<ul style="list-style-type: none">➤ Fundamental rights/the rights of the child/human rights according to the human rights convention/➤ Factors that deny access to basic human rights➤ Identifies positive ways in which as individuals, one can contribute for the welfare of the community to give opportunities for human rights.	<ul style="list-style-type: none">➤ Ways in which individuals, groups and governments can contribute to the preservation of human rights➤ Explores the ways for peace building and conflict resolution➤ Creates awareness about perseverance, hard work and contribution made by significant global leaders and youth leaders
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Strand 6: International Relations and the Globalised world		
Sub-Strand	Grade 7	Grade 8
International relations	<ul style="list-style-type: none"> ➤ International relations/international and regional organisations (mission, vision, structures of the first International Organization)/ United nations, mission, structure, significant agencies/achievements 	<ul style="list-style-type: none"> ➤ Role of some of the global organizations whose mandate is to work for international peace keeping and promotes humanitarian activities. ➤ Factors that worked for the sustainable development of UN
Regional, Voluntary and Global Organisations	<ul style="list-style-type: none"> ➤ The role and developmental work of NGO' in the local community and explore possibilities for character building to work in Ngo's 	<ul style="list-style-type: none"> ➤ Significant NGO's in the global community/some NGO's and their mission, and contributions across the nations ➤ Some success stories of NGO's
Globalisation	<ul style="list-style-type: none"> ➤ Globalised world/what it means to be a part of the globalised world ➤ Role of technology & global citizenship ➤ Benefits/consequences of global interdependence (social, political, economic) 	<ul style="list-style-type: none"> ➤ The characteristics of globalisation ➤ Effects of globalisation (local , national and global scale

Strand 7: Process strand: Investigation, communication and participation		
Sub-Strand	Grade 7	Grade 8
Planning	➤ Understanding and reflection on planning for an investigation	➤ Demonstrate skills needed to for an investigation
Research	➤ Identify, recognise sources, organise and select relevant information	➤ Locate sources, organize and select information
Processing and translating	➤ Identifies and recognizes how to process and translate information and develop critical thinking	➤ Apply skills relevant for processing and translating information and develop critical thinking
Applying and communicating	➤ Apply and communicate findings by reflecting on, applying and sharing information with an audience	➤ Apply, communicate findings by reflecting on the process and share information with an audience

GRADE 7

GRADE 7

Strand 1: History: Time Continuity and Change

Sub-strand: Historical Inquiry skills

Outcome:

TC1.1: Demonstrate understanding of the process and nature of historical inquiry

Indicators:

- a. Becomes aware and comprehends the nature of history and archaeology in understanding the past
- b. Identifies the different jobs and people who work in the field of history or finding about the past
- c. Identifies the meaning, purpose and context of historical sources
- d. Identifies, describes and evaluates evidence about historical events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources)
- e. Locates, selects and organises information from sources to develop a historical inquiry
- f. Selects and uses appropriate oral, written, visual and digital forms to show understanding and awareness about the past

Outcome:

TC1.2: Apply appropriate terms, skills and data to interpret, sequence of historical events and time periods

Indicators:

- a. Explains why and how historians use eras and periods to construct, organize and explain human activities overtime
- b. Reads and interprets timelines using the terms: ca (circa), Before Common Era/Common Era(BCE/CE), millennia, millennium, decade and century
- c. Compares and contrasts several different calendar systems used in the past and present and their significance (e.g., Mayan calendar systems, Aztec calendar stone, Hijree calendar)
- d. Explains how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events

Sub-strand: Early people and ancient stories

Outcome:

TC2.1: Discover and find out about the early societies and their way of life

Indicators:

- a. Shows understanding about hunting and gathering as a way of life and its implications
- b. Appreciates the skills and knowledge of hunter-gatherers
- c. Describes and explains about stone tools and their uses
- d. Explores how stone artifacts are used as archaeological evidence
- e. Appreciates values and analyses the stories that are depicted in art forms of the Stone Age

Outcome:

TC2.2: *Explore and investigate about folklores, myths associated with some of the islands and atolls of Maldives and investigates about the patterns recognisable in the names of different islands and atolls.*

Indicators:

- a. Gathers information about the folklores and myths that are associated with some of the atolls and islands of the Maldives.
- b. Identifies and recognises significant trends and patterns in the names of some islands and atolls across the Maldives
- c. Refers to different sources and gathers information about the different viewpoints on early settlements

Outcome:

TC2.4: *Find out and depict understanding about events/stories that describe suffering among groups in the local communities.*

Indicators:

- a. Identifies and recognises the time period of tsunami
- b. Using different sources and finds out about a family's life during the outbreak of tsunami in the Maldives
- c. Appreciates and values the way families dealt with the circumstance during the outbreak of tsunami
- d. Analyses life in different islands of Maldives during the disaster of tsunami

Sub-strand: Change Overtime**Outcome:**

TC3.1: *Identify and gain understanding of how early settlements began and explore the events/stories that are related to the beginning of village life*

Indicators:

- a. Explores the idea of the transition from hunter gatherer to settled life
- b. Shows awareness and understanding of the transition from pastoral phase to urban phase.

Outcome:

TC3.2: *Demonstrate understanding about the regime of sultanates and dynasties in the Maldives*

Indicators:

- a. Identifies and describes the beginning of sultans and the formation of dynasties in the Maldives
- b. Explores the different dynasties and describe about the formation of dynasties
- c. Investigates through different sources about how the titles and names originated in dynasties

Sub-strand: Belief system

Outcome:

TC4.1: *Recognise and appreciate the leadership role of Mohamed(SAW) in spreading Islam across the world*

Indicators:

- a. Explains the story of Muhammad SAW, the beginning of revelation and the important events that led to the spread of Islam across the countries due to his hard work.
- b. Describe about the hijra of prophet Muhammad (SAW)

Outcome:

TC4.2: *Identify Islamic followers who were blessed with glad tidings of paradise*

Indicators:

- a. Recognises and appreciates the great 10 followers who were given glad tidings of paradise.
- b. Gathers and collects data about how Islam flourished and spread across different countries

Outcome:

TC4.3: *Identify the spread of Islamic civilisation and the contributions to Islam by significant Islamic leaders*

Indicators:

- a. Recognises and describes significant leaders and famous people of the Islamic civilizations and their contributions

Sub-strand: Eras of change and conflict

Outcome:

TC5.1: *Demonstrate understanding of imperialism and the colonial rule in South Asia and South East Asia*

Indicators:

- a. Demonstrates understanding of the events and ideas behind imperialism and colonialism in the South and south East Asia
- b. Identifies some of the colonial powers and the colonies in South Asian countries

Outcome:

TC5.2: *Demonstrate awareness about the different colonial powers in the Maldives and how Maldives gained independence*

Indicators:

- a. Explores the events and the situation of Maldives during the rule of Portuguese
- b. Explains the events and the people who were significant in bringing independence to the Maldives from the Portuguese
- c. Explains the role of Malabars in Maldives and the events that followed which led to the unrest between Maldives and the Malabars
- d. Discusses the significant events and people responsible for driving away the Malabars from the Maldives

Outcome:

TC5.3: *Explore and describe the past political turmoil, changes and events that became turning points in the political arena of Maldives after the 1900's*

Indicators:

- a. Identifies, recognises and describes the political Developments in Maldives after the 1900's
- b. Explores the key elements that led Maldives to declare its 1st republic and the events that followed for the republics down fall.
- c. Identifies and describe the main events that led to the rise and fall of the first president of the 2nd republic

Outcome:

TC5.4: *Recognize and demonstrate understanding of ideas and events that brought significant changes to the world in the 19th century*

Indicators:

- a. Describes causes and events that gave rise to World War I

Outcome:

TC5.5: *Investigates about the situation and circumstances of the Maldives during world war 1*

Indicators:

- a. Interprets the situation and condition of the Maldives during world war 1

Strand 2: Identity, Culture and Heritage**Sub-strand: Identity and Culture****Outcome:**

ICH1.1 Explore features that are inter-related to culture and identity

Indicators:

- a. Describes some of the major components of culture and the common characteristics across cultures
- b. Identifies different roles that culture play in human ,societal development and the role of cultural influence on identity
- c. Explores the idea that identity is based on shared values, beliefs and practices that is reflected through culture
- d. Appreciates and respects the rich variety of ways in which cultures and groups express their identity with pride
- e. Explores the idea of how unity is developed within and among cultures

Outcome:

ICH1.2: Recognize and demonstrate understanding about the richness and uniqueness of the Giraavaru culture

Indicators:

- a. Explores ideas, dressing and other features of the Giraavaru culture that makes them unique and distinct
- b. Appreciates and values the unique and distinct features of Giraavaru culture

Outcome:

ICH1.3: Explore the idea of sports in a cultural context and how sports and culture are inter-related

Indicators:

- a. Recognises how culture can be spread and known through sport
- b. Identifies the relationship between culture, national identity and sporting practices
- c. Explains how culture has assisted the development of some sports and hindered others

Outcome:

ICH1.4: Investigate and show appreciation about different aspects of cultural eras in the Maldives

Indicators:

- a. Describes and use cultural aspects to study an era and a region of the Maldives (based on clothing, social institutions, food, infrastructure, way of life

Outcome:

ICH1.5: Identify gender roles in cultural celebrations in the past (Distant past)

Indicators:

- a. Recognises and highlights the roles of different genders in relation to the cultural celebrations carried out across different areas of Maldives.

Outcome:

ICH1.6: Explore aspects of Maldivian culture that reflects change and continuity

Indicators:

- a. Recognises and discusses that some cultural practices stay the same and some change overtime

Sub-strand: Heritage**Outcome:**

ICH2.1: *Demonstrate understanding of local heritage and the importance associated with the heritage of a country*

Indicators:

- a.** Recognises, values and appreciates the tangible and intangible heritages found in Maldives that are of significance
- b.** Identifies different heritage sites and heritages in the Maldives (focus on a specific region)
- c.** Identifies and finds out how these buildings are looked after or maintained (in the selected region)
- d.** Identifies why heritage monuments, buildings and other significant places relevant to history of the atoll/island should be protected and maintained

Strand 3: Geography: People, Places and Environment**Sub-strand: Geography, A sense of the world****Outcome:**

PPE1.1: Recognize the place, role and branches of the concept of geography

Indicators:

- a. Discusses and explains the meaning of geography, branches of geography
- b. Identifies and recognizes people who study and contribute to the branches or areas of geography

Sub-strand: Physical Environments**Outcome:**

PPE1.2: Recognize the geographical features in the different regions of the Maldives

Indicators:

- a. Identifies and describes the process of the formation of atolls
- b. Explores and describes the unique flora and fauna of some of the regions of the Maldives

Outcome:

PPE1.3: Discuss about the internal structure of the Earth, process and formation of lithosphere and rocks

Indicators:

- a. Describes the internal structure of the Earth
- b. Draws and annotates a diagram showing the internal structure of the Earth
- c. Examines the physical formation and process of lithosphere
- d. Discusses the characteristics and formation of the three major rock types and its importance

Outcome:

PPE1.4: Explore and gain knowledge about the processes and patterns in the physical environment

Indicators:

- a. Describes the physical processes that affect the natural environments of regions

Outcome:

PPE1.5: Demonstrate awareness about natural hazards, the nature and interactions of the environment that causes natural hazards.

Indicators:

- a. Explores the reasons and causes that cause natural hazards that affect people's lives
- b. Investigates the impact of the natural hazards that have happened in the local community

Sub-strand: Human systems and Interactions**Outcome:**

PPE2.1: *Demonstrate an understanding of the concept of settlement, and describe a region as an area of settlement related to geographic characteristics*

Indicators:

- a. Explains the terms settlement, site, situation, pattern and shape of settlement
- b. Discusses the features and models of the types of settlements
- c. Identifies physical and/or human factors which constitute a region

Outcome:

PPE2.2: *Explore about some ways of how people interact with the environment, use its resources and factors that affects the interactions of resources.*

Indicators:

- a. Describe and identify agriculture as a system
- b. Identify factors that affect agricultural systems

Outcome:

PPE2.3: *Demonstrate awareness and understanding of sustainability and about the approaches to retain sustainability for future purposes*

Indicators:

- a. Explores some issues in the local environment that needs to be sustained and conserved
- b. Describes the geographical processes related to the process of the issue
- c. Identifies individuals, groups and governments involved in the issue
- d. Investigates conflict resolution processes in relation to the issue
- e. Analyzes different perspectives in relation to the issue
- f. Evaluates contemporary management practices related to the issue in terms of sustainability

Sub-strand: The World in spatial terms**Outcome:**

PPE3.1: Explore the various geographical tools, map skills to interpret space and location

Outcome:

PPE3.2: Apply map reading skills to interpret maps

Indicators:

- a. Explains the geographical tools that can be used to explore an environment– maps, thermometers, graphs, statistics, photographs, compasses, models and fieldwork
- b. Determines how people learnt to travel and followed direction by using a, a shadow stick, the sun and the stars

Indicators:

- a. Interprets and discuss various types of maps: physical, political, topographic, thematic and etc.
- b. Discusses the major components of maps
- c. Use map key/legend to acquire information from different kinds of maps
- d. Identifies and recognises area and grid references
- e. Identifies the absolute location (latitude and longitude) on a globe and the use of absolute location

Strand 4: Travel and Tourism

Sub-strand: Introduction to Travel and Tourism

Outcome:

TT1.1: Explore and demonstrate awareness about the concept of travel and tourism

Indicators:

- a. Demonstrates awareness and describes the concept of travel and tourism
- b. Investigates World Tourism Organization's definitions of 'tourist'
- c. Reflects on the key components of travel and tourism
- d. Shows awareness and understanding about the types of tourism
- e. Explains the concept of travel in relation to tourism.
- f. Researches and clarifies about the history of tourism

Sub-strand: Features of worldwide destinations

Outcome:

TT2.1: Explore the nature of tourist destinations

Indicators:

- a. Recognizes and describes the nature of tourist destinations,
- b. Explains the Ingredients of a successful destination
- c. Describes tourist destinations as amalgams

Sub-strand: Impacts of Tourism

Outcome:

TT2.1: Demonstrate understanding about the different impacts of tourism

Indicators:

- a. Identifies the different types of tourism impacts
- b. Describes the environmental and socio-cultural impacts of travel and tourism

Sub-strand: Tourism in the Maldives

Outcome:

TT4.1: Explore and demonstrate awareness about tourism in the Maldives

Indicators:

- a. Explores the concept of tourism in the Maldives
- b. Collects and develops information on the history of tourism in the Maldives
- c. Explores the characteristics that makes Maldives a popular tourist destination

Strand 5: Governance and citizenship**Sub-strand: Government Systems****Outcome:**

GC1.1: *Explore the idea of different types of government and the impacts of systems of governance on people's lives.*

Indicators:

- a. Recognizes and identifies the concept of governance
- b. Describes what is meant by government
- c. Identifies systems of governance
- d. Investigates and discusses about the characteristics of different systems of government (Eg. Structure, pros and cons of monarchies, constitutional monarchies, democracy, dictatorship, etc)
- e. Explains why democracy is given emphasis in today's world and explore characteristics of democracy (separation of powers, pluralism, and freedom of expression, association, movement, representation, transparency and accountability).

Sub-strand: Political Parties**Outcome:**

GC2.1: *Recognise and demonstrate awareness about party systems and the inter relation of democracy and party system*

Indicators:

- a. Explains the concept of political parties
- b. Recognizes and describes one party system and multi-party system
- c. Demonstrates awareness and understanding of the inter relation between democracy and party system

Sub-strand: Structure and function of the Government**Outcome:**

GC3.1: *Demonstrate understanding of the electoral process in the Maldives and the structure and functions of the government of Maldives*

Indicators:

- a. Explains the basic purpose of government in the Maldives
- b. Identify the type of government in the Maldives and how the government is constituted
- c. Recognises how the government shares the different powers (separation of powers)
- d. Identifies and recognises different kinds of electoral positions, procedures, and responsible electoral bodies.
- e. Investigates about the structure and the functions of the cabinet
- f. Investigates the role of the parliament administration and the parliament members.
- g. Identifies the role and function of local in Maldives

Sub-strand: Law and Order

Outcome:

GC4.1: *Demonstrate understanding of the term law, the law making process and the importance and law and order in the country.*

Indicators:

- a. Describes law and the process by which law comes in to existence
- b. Explains that laws change, they don't always remain the same
- c. Discusses about some situations where law and order needs to be maintained in the community

Outcome:

GC4.2: *Demonstrate awareness and understanding about the significance and the role of the constitution of Maldives*

Indicators:

- a. Demonstrates an understanding about the constitution of Maldives and explain it's role

Sub-strand: Rights, Responsibilities and Citizenship

Outcome:

GC5.1: *Explore the concepts of rights, duties, responsibilities, (human rights, fundamental rights and the rights of the child) and civic rights and obligations*

Indicators:

- a. Explores the idea of what is meant by human rights and the concept of fundamental rights
- b. Demonstrates understanding of Convention on the Rights of the Child
- c. Explains the interconnectedness of rights and responsibilities
- d. Interprets Citizenship, equality and freedom
- e. Describes qualities of a good citizen
- f. Interprets Civic rights and obligations
- g. Develops an understanding of the rights and responsibilities of citizens in different contexts that he/she is a part of

Outcome:

GC5.2: *Identify, when and how national symbols came in to being, its role in building citizenship and its progress at various stage*

Indicators:

- a. Identifies and recognizes the national symbols and its role in building citizenship and love for one's own nation
- b. Discusses about the progress of the national symbols at various stages, the people who contributed in building and creating the national symbols

Sub-strand: Social Systems and Social Virtues**Outcome:**

GC6.1: *Explore about some situations where fundamental rights are deprived and why some of the fundamental rights are not accessible to all*

Outcome:

GC6.2: *Investigate about the different contexts and ways that one can act socially responsible for the common benefit of people and communities to which one belongs*

Indicators:

- a. Recognises that some people do not have access to some of the fundamental rights
- b. Explores factors that deny access to fundamental rights (e.g., war, flood, famine, other natural disasters, and overpopulation)

Indicators:

- a. Identifies positive ways in which as individuals one can promote and work for the rights of the people
- b. Demonstrates understanding of volunteer, recognise a cause for voluntarism in the local community, show ideas and a plan to carry out voluntarism for the welfare of the local community

Strand 6: International Relations and the Globalised world

International relations and International Organisations

Outcome:

IG1.1: Show awareness and knowledge about the international relation, international organizations, the underlying factors that led to the formation of the international organisations and their roles and functions.

Indicators:

- Identifies with the idea of international relations and the of role of international and regional organisations
- a. Identifies the first International organisations
 - b. Identifies and recognises the reasons and motives for the formation of the international organisations (league of Nations and the United Nations)
 - c. Explore its structure, functioning, goals, mission and some success stories and some failures of the league of nations
 - d. Success stories and specialised agencies of the United Nations

Regional and voluntary organisations

Outcome:

IG1.2: Demonstrate awareness of organisations that Maldives is a part of

Indicators:

- a. Locates and identifies the regional and global organisations that Maldives is a part of
- b. Explores the reasons behind Maldives being a part of the regional and global organisations that is significant in the current context

Outcome:

IG1.3: Recognise the role and developmental work of NGO' in the local community and explore possibilities for character building to work in Ngo's

Indicators:

- a. Identifies some NGO's in the Maldives and describe their work in the local community
- b. Explores how the NGO's work their role in the developmental process of the community
- c. Explore about a cause, how as class members and school members one can serve as NGO's for the betterment of the local community.

Globalisation

Outcome:

IG2.1: Demonstrate understanding of the relationship of global communities, the role of technology in the globalized world

Indicators:

- a. Reflects on the idea of what globalization means and what it means to be a part of the global world.
- b. Identifies the role of technology in globalization

Outcome:

IG2.2: *Demonstrate understanding and awareness of the positive and drawbacks of being a part of the globalised world.*

Indicators:

- a. Recognises the Benefits/consequences of global interdependence (social, political, economic)
- b. Interprets and expresses arguments for and against globalization
- c. Reflects on the idea of living in a global world and expresses opinion and perspectives of a being a global citizen

Strand 7: Process strand: Investigation, communication and participation

Sub-strand: Planning

Outcome:

IG3.1: *Become aware on how to prepare for an investigation*

Indicators:

- a. Reflects on current understandings of a topic (e.g., using graphic organisers for brainstorming, concept maps, cluster web)
- b. Recognizes 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 strategies (e.g., concept maps, Fishbone diagrams, lotus diagrams, etc)

Sub-strand: Research

Outcome:

IG4.1: *Identify, recognise sources, organise and select relevant information*

Indicators:

- 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. Recognises 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:

IG5.1: *Identifies how to process and translate information and develop critical thinking*

Indicators:

- a. Creates a plan of action to address the chosen problem or issue.
- b. Clarifies a selected problem or issue (e.g., provide details, reasons, etc.)
- c. States a hypothesis about a selected problem

- d. Predicts possible solutions to problems in the community and provide reasons to support their choice
- e. Creates and interprets timeline and maps
- f. Interprets information on a variety of sources (e.g., texts, maps, photographs, diagrams, cartoons, visual text, media)
- g. Acknowledges all information sources (e.g., referencing protocols, bibliographies)

Sub-strand: Applying and communicating findings**Outcome:**

***IG6.1:** Apply and communicate findings by reflecting on, applying and sharing information with an audience*

Indicators:

- a. Explains that findings from investigations can lead to the need for further investigations
- b. Organises relevant information in point form to plan their presentation
- c. Communicates findings in a variety of forms (e.g., oral reports, graphs, models, digital media, written reports, timelines, ICT presentations)
- d. Describes that findings may include different perspectives

GRADE 8

Strand 1: History: Time, Continuity & Change**Sub-strand: Historical Inquiry skills****Outcome:**

TC1.1: *Apply a variety of skills to demonstrate awareness of historical inquiry and analysis*

Indicators:

- a. Identifies and evaluates the usefulness of diverse historical sources in the historical inquiry process.
- b. Selects and analyses a range of historical sources to locate information relevant to historical inquiry
- c. Identifies, compare and evaluate multiple perspectives on given historical events
- d. Makes inferences and draw conclusions from evidence
- e. Selects and uses appropriate oral, written, visual and digital forms to show understanding and awareness about the past to a variety of audiences

Outcome:

TC1.2: *Use appropriate terms, skills and data to interpret, sequence and analyze the historical representations and time periods*

Indicators:

- a. Interprets historical information displayed in graphs, tables and charts based on events that have taken place in the local community
- b. Creates timelines and other visual organizers to sequence and represent historical periods, and chronological events of the past in the Maldives
- c. Frames historical questions that can be answered based on historical timeframes and chronologic research of the past

Outcome:

TC1.2: *Explore and analyze the transition and change from hunter gatherer economy to the early domestication period*

Indicators:

- a. Demonstrates awareness and understanding of the diversity of early domestication

Outcome:

TC1.3: *Explore about tools and other significant creations that people in the past have built for survival and advancements in life.*

Indicators:

- a. Identifies the material culture of humans during the domestication period
- b. Investigates and finds about the new discoveries that were made during period of bronze age and iron age

Outcome:

TC1.4: *Examine and analyse the stories behind the early settlement in Male' and find out about Male' during different time periods of history*

Indicators:

- a. Makes inferences and gathers information about how the name, "Male'," came in to being
- b. Gathers and collects information about the folklores and mythical stories from different sources about the beginning and early settlement in Male'.
- c. Collects information through various forms of evidences about the Male' and life in Male' during different time periods of history
- d. Generalises an opinion about the settlement and development of Male', in a story form
- e. Appreciates and values the changes that are seen in Male' city through various pictures of different time periods

Outcome:

TC1.5: *Value and appreciate the stories/ events that have had great impacts on people due to the spread of epidemics in the history of Maldives*

Indicators:

- a. Identifies and finds about the different epidemics that has been recognised in the history.
- b. Identifies different kinds of stories that are linked with different hardships due to the spread of epidemic diseases across different regions of the Maldives.(outbreak of cholera, leprosy,)
- c. Values and appreciates the hardship people faced in difficult circumstances and describe the some of the survival stories

Sub-strand: Change Overtime**Outcome:**

TC2.1: *Explain the ideas and events that led to urbanisation and formation of towns and cities*

Indicators:

- a. Demonstrates understanding about the emergence of urban centers across the world
- b. Distinguishes and demonstrates understanding about the difference between new founded towns and those that grew as a result of trade
- c. Shows awareness and explains how port cities came about

Outcome:

TC2.2: *Investigate the time period of the dynastic regime in the Maldives*

Indicators:

- a. Provides views about how the kings and queens ruled Maldives
- b. Gives views and about the power processions, special events, occasions and celebrations that were significant during different dynasties.
- c. Identifies and investigates significant kings and queens of different regimes and discusses their contributions

Sub-strand: Belief systems**Outcome:**

TC3.1: *Demonstrate understanding of the legends and stories behind the pre-Islamic era of Maldives and the events that contributed to Maldives becoming an Islamic nation.*

Indicators:

- a. Retells the legend behind the advent of Islam in the Maldives
- b. Explains how Islam spread and flourished in the Maldives

Outcome:

TC3.2: *Demonstrate understanding about the Islamic civilisations in South Asia and South east Asia*

Indicators:

- a. Identifies Islamic empires across South Asia and South East Asia.
- b. Investigates reasons for the rapid growth of Islam in south Asia and South East Asia
- c. Identifies and discusses about the contributions of different Islamic empires in different parts of South and South East Asia

Sub-strand: Eras of change and conflict**Outcome:**

TC4.1: *Show awareness of the independent movements and the role of significant leaders of the nationalist movements*

Indicators:

- a. Recognises and describes the independent movements in various parts of the world during the 20th Century.
- b. Classifies and sequences events on how nationalism rose in Asia and how national states were formed
- c. Collects and gathers facts and opinions about significant leaders of South Asian countries that were considered National heroes due to their contributions

TC4.2 Outcome:

Demonstrate awareness the influence of foreign powers in the Maldives and value the contributions of people who helped Maldives to retain its Independence.

Indicators:

- a. Identifies and describe the role of the Dutch and the British in the Maldives
- b. Investigates the roles of different significant people and the events that brought independence to Maldives from the Dutch and British
- c. Recognises the incident of the November 3rd and discuss about the circumstances and events of November 3rd.
- d. Finds out about the significant heroes of the 3rd November incident and explains their roles and appreciate their heroism

Outcome:

TC4.3: *Demonstrate awareness and understanding about the Addu/huvadhoo rebellion*

Indicators:

- a. Shows awareness and describes the events that led to the political uprising in Addu, Huvadhoo rebellion

Outcome:

TC4.4: *Explore and investigates about incidents,/events that led to the outbreak of world war II*

Indicators:

- a. Explains the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II
- b. Explains the major causes and events of World War II (including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs)

Outcome:

TC4.5: *Investigates about the situation and circumstances of the Maldives during world war II*

Indicators:

Interprets the situation and condition of the Maldives during world war II

Strand 2: Identity, Culture and Heritage**Sub-strand: Identity and Culture****Outcome:**

ICH1.1: Investigate how culture relates to build identity factors that contribute change in identity

Indicators:

- a. Examines how particular factors and practices influence personal, group, and cultural identity
- b. Gives examples of how clothing and adornments are used to express aspects of identity of people

Outcome:

ICH1.2: Determine how cultural identity is expressed through literature

Indicators:

- a. Explains how literature is a core part of cultural identity
- b. Describes examples of different form of literature in the Maldives
- c. Describes significant factors, the symbolism, function and spread of literature reveal about a community

Outcome:

ICH1.3: Investigate and find out about a variety of ways in which culture is created and expressed through food

Indicators:

- a. Identifies examples of the way food plays a part in cultural expression
- b. Researches and reports on the functions of food for a number of different cultures and cultural practices of the Maldives
- c. Identifies the importance of etiquette associated with food in the Maldives
- d. Identifies the importance of etiquette associated with food in different cultures across nations
- e. Identifies food that is specifically linked to different regions of Maldives

Outcome:

ICH1.4: Analyse roles, features and cultural practices over a time of the past

Indicators:

- a. Describes and use cultural aspects to study an era and a region of the Maldives (based on clothing, social institutions food, infrastructure, and way of life, transport, communications, education, life of children, adults, caring for the sick)

Outcome:

ICH1.5: Analyze the aspects of Maldivian culture that reflects change and continuity

Indicators:

- a. Identifies and recognises that traditional cultural practices can change from overtime
- b. Recognises that cultural practices can change meaning overtime

Sub-strand: Heritage**Outcome:**

ICH2.1: *Identify the role of heritage in people's life and demonstrate active participation in protecting the country's heritage*

Indicators:

- a. Classifies and reason out the different ways that a country can retain its intangible heritage to sustain a country's identity
- b. Becomes aware about some of the different heritage sites and buildings in the Maldives (focus on two or more regions)
- c. Finds out about some of the historical monuments, buildings and places considered to be as heritage that has been damaged away or become extinct in the Maldives
- d. Expresses opinions about disadvantages and impacts due to the loss of different old monuments, sites and others considered to be of heritage.
- e. Finds out how some places of heritage that have been damaged or become extinct are being used presently
- f. Explores possible ways to sustain the national heritages in the Maldives as student teams and at island level

Outcome:

ICH2.2: *Demonstrate awareness, appreciate and value heritage of other nations*

Indicators:

- a. Gathers information and collects relevant data about the world heritage organisation, world heritage areas, and present significant facts about the findings.

Strand 3: Geography: People, Places and Environment

Sub-strand: Geography, A sense of the world

Outcome:

PPE1.1: *Demonstrate awareness about the geology and geography and how they are inter-related to everyday life*

Indicators:

- a. Discusses importance of geography in everyday life
- b. Explains the concept of geology and geography, shows awareness about the geological clock

Sub-strand: Physical Environments

Outcome:

PPE1.2: *Collect geographical statistics about some of the islands, atolls of Maldives and creates profiles of islands and atolls*

Indicators:

- a. Investigates, gathers information and creates island and atoll profiles of some regions of Maldives

Outcome:

PPE1.3: *Recognize and demonstrate awareness about the water bodies of the Earth and the process and the development of water bodies*

Indicators:

- a. Describes water bodies of the Earth
- b. Describes different landforms and the physical processes that cause water development in water bodies
- c. Demonstrates an understanding of the work of a river in eroding, transporting and depositing
- d. Recognizes Forms of river valleys

Outcome:

PPE1.3: *Demonstrate comprehensive knowledge about, climates, climatic patterns, the interrelated processes and its impact on environments*

Indicators:

- a. Explains Distribution of climate regions and the climatic belt
- b. Explains the influence of climate on the distribution of biomes in different regions
- c. Investigates about the changing climatic patterns in the local community and the world
- d. Obtains and gathers information on the reasons, effect and change in the climate around the world due to the changing climatic patterns

Outcome:

PPE1.4: *Recognize the different impacts and loss that occurs due to some of the natural hazards*

Indicators:

- a. Investigates the impact of some of the natural hazards (environmental, personal and social)

Sub-strand: Human systems and Interactions**Outcome:**

PPE2.1: *Explore and interpret the, contexts, patterns, process of settlement*

Outcome:

PPE2.2: *Demonstrate views and suggestions on challenges and suggestions to issues related to improve settlements.*

Outcome:

PPE2.3: *Explain how the different agricultural systems work and describe some of the modifications that are brought to the environment for agricultural purposes*

Outcome:

PPE2.4: *Explore and describe the concept of sustainability, its impact and the different strategies sustainability for future purposes*

Indicators:

- a. Describes and suggest reasons for the hierarchy of settlements and services
- b. Identifies differences in the patterns of urban structures in cities of the developing and developed countries of the world

Indicators:

- a. Describes problems associated with the growth of urban areas such as congestion in the central business district (CBD), housing shortages, traffic congestion, and squatter settlements.
- b. Describes the effects of urbanization on the environment – pollution (air, water, visual and noise)
- c. Suggests solutions to overcome the problems of growth in urban areas

Indicators:

- a. Recognises and describes types of agriculture
- b. Identifies and explains some of the improved technology used in agriculture

Indicators:

- a. Explores some issues in the Global environment that needs to be sustained and conserved
- b. Describes the geographical processes related to the process of the issue
- c. Identifies individuals, groups and governments involved in the issue
- d. Investigates conflict resolution processes in relation to the issue
- e. Analyzes different perspectives in relation to the issue
- f. Evaluates contemporary management practices related to the issue in terms of sustainability

The World in spatial terms

Outcome:

PPE3.1: *Explores about the past ways of travelling in the Maldives by sea, the main channels used in travelling*

Indicators:

- a. Explores and gains knowledge about the traditional methods of travelling, especially by sea in the Maldives

Outcome:

PPE3.2: *Identify specific modern tools used in sea travel*

Indicators:

- a. Explores charts, instruments and uses of the specific tools in travelling by sea
- b. Shows awareness and understanding about GPS and GIS

Outcome:

PPE3.3: *Demonstrate, apply statistical skills and map readings skills to interpret maps, different forms of charts, graphs and photographic images used in geographical contexts.*

Indicators:

- a. compares and contrasts the categories of natural, cultural, and political features found on maps
- b. compares map projections
- c. Uses figure grid references to locate places
- d. Recognizes the scale used on maps
- e. Identifies scale as written, linear or representative fraction
- f. Interprets bar, column, line, climatic and proportional graphs
- g. Collects and interprets photographic images and distinguish between oblique, aerial, ground-level photographs

Strand 4: Travel and Tourism

Sub-strand: Introduction to Travel and Tourism

Outcome:

TT1.1: Acquire and understand the classification of tourists and about the services related to travel and tourism

Indicators:

- a. Describes the classifications of tourists
- b. Recognizes and explains tourism services

Sub-strand: Features of worldwide destinations

Outcome:

TT1.2: Identify and describe the features which attract tourists to a particular destination

Indicators:

- a. Identifies and recognizes the features of location
- b. Explains about the reasons why certain tourists might be attracted to specific locations
- c. Investigates and finds out about the influence of physical features on the opportunities and constraints for the development of tourism in a location

Sub-strand: Impacts of Tourism

Outcome:

TT2.1: Demonstrate understanding about the economic impacts on tourism

Indicators:

- a. Recognizes and describes tourism's contribution to the balance of payments and employment
- b. Investigates about tourism multipliers
- c. Investigates about the negative economic impacts of tourism (leakage, inflation, inequality in economic recession, etc)

Sub-strand: Tourism in Maldives

Outcome:

TT3.1: Investigate about the concept of domestic tourism and the changing trends and patterns in domestic tourism

Indicators:

- a. Demonstrates understanding and gathers information about domestic tourism and the changing trends in domestic tourism
- b. Compares and contrasts domestic tourism within an urban and rural area of the local community (Male' and a rural island)

Outcome:

TT3.2: *Explore aspects and understand the relationship between tourism and development in the islands of Maldives*

Indicators:

- a. Develops an understanding on improved facilities, transport, infrastructure and services in the local communities due to tourism.

Outcome:

TT3.3: *Investigate about eco-friendly tourism approaches*

Indicators:

- a. Demonstrates understanding of green tourism and describes “green tourism”
- b. Explores ideas and approaches that support eco-friendly tourism

Strand 5: Governance and citizenship

Sub-strand: Government Systems

Outcome:

GC1.1: *Analyse and discuss the role of good governance in a system and characteristics of good governance*

Indicators:

- a. Describes the characteristics of good and bad governance
- b. Explains the importance of good governance in relation to common people in a country
- c. Identifies institutions that promote good governance
- d. Identifies and explains democracy's basic principles

Sub-strand: Political Parties

Outcome:

GC2.1: *Explore the role of the party systems*

- a. Recognizes some parties of the local community
- b. Investigates the role of the political participation through party system

Sub-strand: Structure and function of the Government

Outcome:

GC3.1: *Shows awareness about the structure of the government of the Maldives*

Indicators:

- a. Explains that the study of the government includes the structures and functions of government and the political and civic activity of citizens
- b. Explains that the structures and processes of government are described in documents, including the constitution.
- c. Explores the main articles in the constitution that is based on the role and functions of the Maldivian government

Outcome:

GC3.2: *Demonstrate awareness and understanding about the judicial branch of the government*

Indicators:

- a. Identifies the process of implementing laws and how the laws are monitored by the responsible institutions

Outcome:

GC3.3: *Interpret and analyse existing structures of governments in foreign countries*

Indicators:

- a. Collects and gathers information about a foreign country's government based on its structure, organisation and functioning

Sub-strand: Law and Order**Outcome:**

GC4.1: *Recognise, describe the law and order and the process and institutional bodies involved in the law making process*

Indicators:

- a. Recognizes the branches of law
- b. Identifies the process of implementing laws and how the laws are monitored by the responsible institutions
- c. Emphasises and shows awareness on the work and procedures of the judiciary, executive, legislative branch and statutory bodies in maintaining law and Order
- d. Identifies the courts of law and describes the role of different courts
- e. Recognises the hierarchies and procedures followed in maintaining justice, law and order in the islands
- f. Analyses some examples of constitutional articles in the Maldivian constitution that emphasises about justice, fairness and maintenance of a law

Sub-strand: Rights, Responsibilities and Citizenship**Outcome:**

GC5.1: *Recognise and show awareness about the constitutional and legal rights, civic duties, responsibilities, and roles of citizens in a constitutional democracy*

Indicators:

- a. Explains the constitutional and legal status of “citizen” and provide examples of rights, duties, and responsibilities of citizens of the Maldives
- b. Demonstrates understanding and awareness of Gender Equality and Rights mentioned in the constitution
- c. Recognises the importance of active and informed citizenship
- d. Identifies Major conventions signed by Maldives in –relation to rights and Responsibilities.

Outcome:

GC5.2: *Explores about the articles in the constitution that describes the condition and usage of national symbols*

Indicators:

- a. Recognises and identifies the constitutional articles about national symbols
- b. Identifies the rules and laws that emphasise the use and display of national symbols in the past
- c. Recognises the interrelationship between national symbols and citizenship

Sub-strand: Social Systems and Social Virtues**Outcome:**

GC6.1: *Explore ways of minimising conflicts and finding positive resolutions to cater for possible conflicts that arises among people of a community.*

Indicators:

- a. Explores the ways in which individuals, groups and governments can contribute to the preservation of human rights
- b. Explores the ways for peace building and conflict resolution
- c. Demonstrates and understands ways that conflict can be prevented or positively resolved
- d. Analyses the importance of building and maintaining positive and trusting relationships among the societies

Outcome:

GC6.2: *Recognize, appreciate and value a global humanitarian leaders*

Indicators:

- a.** Creates awareness about perseverance, hard work and contribution made by significant global humanitarian leaders
- b.** Identifies youth leaders across the globe, recognizes their contributions as humanitarian leaders

Strand 6: International Relations and the Globalised world**Sub-strand: International relations and International Organisations****Outcome:**

IG1.1: Highlight and describe the roles, downfall of some International organisations

IG1.2: Examine the factors that contributed for some international organisations to exist till today

Indicators:

- a. Recognises the agendas and contributions and downfall of the first international organisation built for peace keeping in the world (League of Nations).
- b. Identifies factors that worked for the sustainment of some of the international organisations that is existent even today (United Nations)

Sub-strand: Regional and voluntary organisations**Outcome:**

IG2.1: Explore about some of voluntary global organisations and their roles and work for the welfare of people

Indicators:

- a. Examines some of the global organizations whose mandate is working for co-operation, to save lives, alleviate suffering, and maintain human dignity among people of different countries

Sub-strand: Globalisation**Outcome:**

IG3.1: Analyse the characteristics and process of globalisation, and recognise issues that arise due to the globalised world

Indicators:

- a. Demonstrate awareness of organisations that Maldives
- b. Expresses views/ideas and creates awareness as a global citizen about the issues that arise due to globalization

Strand 7: Process strand: Investigation, communication and participation

Sub-strand: Planning

Outcome:

ICP1.1: *Demonstrate skills needed to prepare for an investigation*

Indicators:

- a. Reflects on current understandings of a topic (e.g., using graphic organisers for brainstorming, concept maps, cluster web)
- b. Applies the skills of how to negotiate an investigation, decide appropriate sources and data and record observation and identifies variables
- c. Develops questions suited to purpose of the investigation (e.g., using three levels of questioning ,“Six Thinking Hats”)
- d. Reflects on the topic, and make predictions, of possible findings and outcomes

Sub-strand: Research

Outcome:

ICP2.1: *Locates sources, organise and select relevant information*

Indicators:

- a. Identifies specific factors that indicate accuracy
- b. Selects relevant information from primary and secondary sources
- c. Uses variety of search engines to locate information and data relevant to investigation
- d. Uses ICT to conduct and refine searches, using multiple terms in response to inquiry questions
- e. Uses ICT safely, ethically, responsible and legally
- f. Disregards information that is not useful to the investigation
- g. Recognises the main and subordinate themes, or purposes of a series of photographs
- h. Determines techniques of persuasion and stereotyping in a variety of texts and media
- i. Records information that includes conflicting ideas and/or views from different sources
- j. Transfers information from one context to another
- k. Uses different recording formats (e.g., Venn diagrams, series of events chain, bridging snap shots, matrix, persuasion map, time order chart)

Sub-strand: Processing and translating

Outcome:

ICP3.1: *Apply skills relevant to process and translate information and develop critical thinking*

Indicators:

- a. Uses a table to identify the topic or purpose or other identifying data
- b. Describes, compares and contrasts evidence, events, features and patterns using relevant/specific terminology
- c. Identifies point of view to use a table to identify the topic or purpose or other identifying data

- d. Describes, compares and contrasts evidence, events, features and patterns using relevant/specific
- e. Draws simple inferences from information gathered
- f. Identifies ways to evaluate information to ensure all variables have been included
- g. Uses recording formats to process information to make comparisons, interference, look for patterns and make generalisation
- h. Justifies decisions using evidence from the investigation
- i. Acknowledges all information sources (e.g., referencing protocols, bibliographies)

Sub-strand: Applying and communicating findings

Outcome:

ICP4.1: *Apply, communicate findings by reflecting on the process and share information with an audience*

Indicators:

- a. Transfers skills and knowledge of investigation and communicate findings in a variety of forms
- b. Describes a conclusion needed to relate the information collected and to find out the purpose of the investigation, and uses the conclusion drawn to evaluate findings and justify gaps in information
- c. Shows appreciation for and inclusion of different perspectives

Planning, Teaching and Assessment Examples

Sample Lesson Plan

Unit overview

History is the most effective and valuable source of putting countries on the course of progress and prosperity. Despite having limited sources of written history, Maldives appear to be unique in its historical events, customs, traditions, stories, folklores etc. Thus, this unit presents a historical background of the world, Maldives and our religion Islam. It brings into picture how the world was at the beginning and how it is now. It conveys true events and stories about our past. It also tells you about some folklores and myths, conveying who we really are!

Syllabus outcomes and Indicators:

Outcome:	Indicators:
<i>TC1.1: Demonstrate understanding of the process and nature of historical inquiry</i>	<ul style="list-style-type: none"> a. Becomes aware and comprehends the nature of history and archaeology in understanding the past b. Identifies the different jobs and people who work in the field of history or finding about the past c. Identifies the meaning, purpose and context of historical sources d. Identifies, describes and evaluates evidence about historical events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources) e. Identifies and describes different contexts, perspectives and interpretations of past events f. Locates, selects and organises information from sources to develop a historical inquiry g. Selects and uses appropriate oral, written, visual and digital forms to show understanding and awareness about the past

Guiding Questions

- What is history?
- What is prehistory?
- What is a source?
- What are some examples of the two main types of sources that reveal history?
- Who is an archeologist?
- Who is a historian?
- Who is a paleontologist?
- Who is an anthropologist?
- What is periodization?
- What is a period?
- What is an era?
- What is a timeline?
- What do the following terms stand for?
CA ,CE ,BC , AD, BH ,H, AH, Millennium, Decade
- What is a calendar system?

Activity 1.1 – Two main types of sources that reveal history

- Explain history, prehistory and nature of history and archeology (refer to student's book pages 3 and 4, and Teacher Information Sheet 1).

This activity helps students to identify meaning, purpose and context of historical sources and the nature of history and archeology in understanding the past

- Ask students to collect information and pictures from different sources (i.e. books, internet etc.) about the two main types of sources that reveal history. Ask the students to find the meaning, purpose and context of each source.
- Ask the students to prepare a leaflet using the information and pictures they have collected.
- Once the students finish the leaflet, collect them and assess them.

Assessment:

- Prepare a set of criteria to assess the leaflet and assess individual student's work.

Key competencies:

- **Making meaning** – While collecting information and making the booklet, students use language, symbols and texts, with a range of oral/aural and visual resources which provides rich information to support learning of social studies
- **Using technology and media** – To make the booklet students will be identifying, locating and accessing appropriate information using the Internet, TV etc. and transform it into knowledge.

Activity 1.2 – Creating an excavation

This activity helps students to try out the skills to discover, locate, select, examine, identify, organize and describe information, evaluate and record by recreating an archaeological excavation in the classroom.

- Get one plastic container (of about 40cm x 40cm x 40cm), enough soil to fill the container, two organic and two inorganic materials (e.g. Organic- apple core, leaves, empty egg shell, piece of paper with writing on it, photograph etc.; Inorganic – coin, stone, piece of old mug/broken garden pot, piece of plastic) and an outdoor spade.
- Make a copy of the Student Resource Sheet 1, for each student.
- Get students to carefully examine the items in and complete the Pre Burial section of the Student

Resource Sheet 1: Students to draw a sketch of each item on the Student Resource Sheet 1.

- Get students to bury the items in the plastic container, by placing about 10cm of soil into the plastic container and burying two materials in the layer.
- Add another 10cm layer of soil and bury another material.
- Add the final later of soil and bury the remaining material, ensuring it is fully covered.
- Once all the materials are buried, place the container outside or leave indoors. Water it once a week to keep it moist but not waterlogged. For the best results, leave the container for eight weeks.

- After several weeks, place the container on an old newspaper.
- Get students to excavate the container by removing 5cm layers of soil at a time and filter the soil using a sieve?
- If students discover an item, get them to carefully lift it out and place it on an old newspaper.
- Get students to clean the items carefully by clearing the soil around the edges avoiding damage to the surface? Get students to clear metals and food items by using a toothbrush and materials like pottery, shells and stones using a toothbrush and water.
- Get students to record their discovery on the Post Burial section of the Student Resource Sheet 1.
- Get students to keep excavating in layers and recording each item find until they reach the bottom of the container.
- Once they complete their findings, get students to compare details of each item from before it was buried and after excavating it.
- Get students to display their items in the classroom with labels next to them (Student Resource Sheet 1). Since organic items will remain to rot, get students to display them in clear glass containers

Note: Instead of carrying this as a class activity, you can run this activity in smaller groups. If so, you need to get more plastic containers and materials to bury.

Key competencies:

- Thinking creatively and critically - Organize one's own learning and use intellectual resources and techniques efficiently to understand societal issues and concepts
- Making meaning- Recognize common relationships between core concepts critical to the understanding of Social Studies contents

Activity 1.3 – Making profiles

This activity helps students to learn about the different jobs and people who work in the field of history.

- Discuss with the students, different jobs in the field of history (refer to Teacher Information Sheet 1 and Student Text book pages 5 and 6)
- Get students to collect information and pictures from different sources (i.e. ask elders, books, internet etc) and prepare three profiles of three famous people who work/worked in the field of history (i.e. an archaeologist, a historian, a paleontologist, an anthropologist etc.).
- Ask the students to include one famous Muslim who works/worked in the field.
- Show a sample of the portfolio (refer to Teacher Information Sheet 1) and ask the students to prepare something similar.
- Give enough time to collect information and pictures and to prepare the portfolios.
- Once the students finish the portfolios, collect them and assess them.

Assessment:

- Prepare a set of criteria to assess the portfolios and assess individual student's work.
- After assessing, give the portfolios back to the students and ask them to paste them on their notebooks.

Key competencies:

- **Making meaning** – While collecting information and making the booklet, students use language, symbols and texts, with a range of oral/aural and visual resources which provides rich information to support learning of social studies
- **Using technology and media** – To make the booklet students will be identifying, locating and accessing appropriate information using the Internet, TV etc. and transform it into knowledge.

Glossary

Holistic:	characterized by the belief that the parts of something are intimately interconnected and explicable only by reference to the whole.
Inclusivity:	the fact or policy of not excluding members or participants on the grounds of gender, race, class, sexuality, disability.
Spatial:	relating to space.
Mandate:	an official order or commission to do something.
Protocols:	the original draft of a diplomatic document, especially of the terms of a treaty agreed to in conference and signed by the parties.
Excavation:	the action of excavating something, especially an archaeological site.
Critically:	in a critical manner.
Chronological:	(of a record of events) following the order in which they occurred.
Contrast:	the state of being strikingly different from something else in juxtaposition or close association.
Subsequent:	coming after something in time; following.
Aural:	relating to the ear or the sense of hearing.
Millennia:	an anniversary of a thousand years.
Excavate:	remove Earth carefully from (an area) in order to find buried remains.
Stereotyping:	a widely held but fixed and oversimplified image or idea of a particular type of person or thing.
Statutory:	having come to be required or expected through being done or made regularly.