



# **Social Studies in the National Curriculum**

Key stage 1 (grade 1)



**NATIONAL  
INSTITUTE OF  
EDUCATION**

## **Social Studies in the National Curriculum**

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# Introduction

## Rationale

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

## Social Sciences

As a learning area, Social Science allows students to value their roots, explore their pasts and understand their contexts, appreciate the interrelationships between people across time, environments and cultures while developing civic efficacy. Through Social Science, students will comprehend how societies work, and will develop the knowledge and skills which will help them to make informed and reasoned decisions that are required of responsible and active citizens of a democratic society.

It will help them to appreciate diversity and develop respect for oneself and others while learning to be compassionate and tolerant. Through learning about how perspectives, values and opinions differ across and within communities, students will learn the skills of critical analysis and self-reflection, allowing them to develop their own identities.

The Social Studies Curriculum provides an excellent forum for the infusion of values education, social and emotional learning. Every effort is made to help students to be aware of, to accept and develop values such as tolerance, respect, honesty, cooperation and empathy.

# Social Studies in the National Curriculum

## The Vision

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

### **The National Curriculum envisions the development of:**

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

### **Likewise, Social Studies allow students to:**

- Value their roots
- Explore their pasts and understand their contexts,
- Appreciate the interrelationships between people across time, environments and cultures while developing civic efficacy
- Comprehend how societies work
- Develop the knowledge and skills which will help them to make informed and reasoned decisions that are required of responsible and active citizens of a democratic society in an independent world
- Help them to appreciate diversity and develop respect for oneself and others while learning to be compassionate and tolerant.
- To engender a spirit of cooperation and unity
- Learn the skills of critical analysis and self-reflection, allowing them to develop their own identities



## The Principles

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

Islam	All the strands
Identity and Culture	Identity, culture and heritage Investigation, participation and communication
Human Rights, Democracy and Justice	Civics and Governance Investigation, participation and communication
Holistic Development	People, places and environment Identity, Culture and heritage Investigation, participation and communication
Personal Excellence	People, places and environment Identity, culture and Heritage Civics and Governance Investigation, participation and communication
Inclusivity	All the strands
Prepare for Life	All the strands
Relevance	All the strands

## The Key Competencies

The eight key competencies outlined in the National Curriculum encompasses knowledge, skills, values, attitudes and dispositions to be explicitly taught in various key learning areas and through various school activities. Social science provides opportunities to inculcate and practice the key competencies both in school and beyond.

The following are some ways that key competencies can be in-cooperated in the teaching and learning of Social Studies:

### Practicing Islam

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

### Understanding and managing self

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

### Thinking critically and creatively

- Use creativity in investigating and solving societal issues.
- Use reasoning and evaluation in order to make informed decisions and implement relevant social actions.
- Accept a variety of possible answers to the same problem and use different methodologies to inquire social issues.
- Organize one's own learning and use intellectual resources and techniques efficiently to understand societal issues and concepts.

### Relating to people

- Participate in social activities that have real value in the world.

- Participate in group processes to learn about one's world.
- Work cooperatively to contribute to their society to make a positive difference.
- Value and care for people through treating others with respect, and working cooperatively.
- Acquire knowledge of social norms of one's own culture and cultures around the world and modify individual patterns of behaviour which facilitate peaceful co-existence, relationships with others, cooperation, commitment, and the resolution of conflicts.

### Making meaning

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

### Living a healthy life

- Make choices following one's own choice based on a criterion, 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 revision of the social studies syllabus was done along a number of principles and reflects a number of Features. These are:

- the spiral arrangement of content across the levels
- defining outcomes to cater for the three intellectual domains –
- cognitive, psychomotor, affective
- the integration of the other curriculum areas into social Studies
- an interactive methodology in teaching the subject
- the use of assessment strategies that go beyond the traditional paper and pencil test.

The disciplines of social Studies have been assembled under 6 major strands followed by sub-strands, further elaborated by outcomes and indicators

### The Strands

A strand is broad area of concepts specifically linked with each other. In this curriculum the strand refers to general areas that students need to know. Each Strand is further organized into sub-strands to allow the content to be specified and described as learning outcomes. Social studies syllabus is comprised of 6 strands.

#### Strand 1: Identity, culture and Heritage

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

#### Strand 2: People, Places and Environment

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

#### Strand 3: The Economic World

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

#### Strand 4: Time, Continuity and Change

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

#### Strand 5: Civics and Governance

This strand enhances the students to understand the historical development of structures of power, authority, and governance and their evolving functions in an individuals' society as well as in other parts of the world, which is essential for developing civic competence.

Through this strand students would study the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society.

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

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

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

## Outcomes

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

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

## Indicators

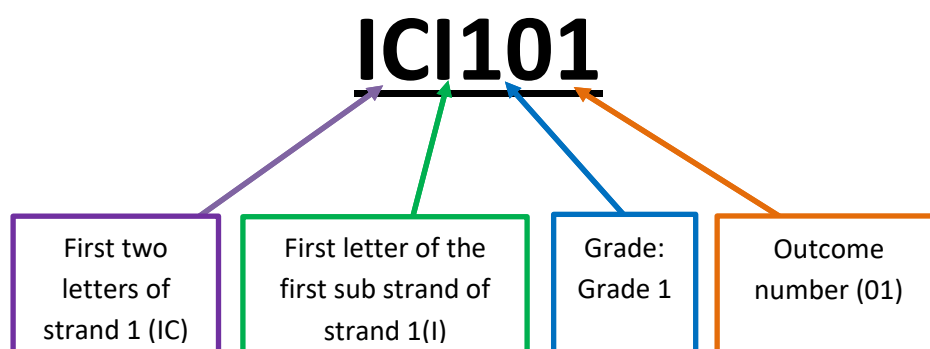
An indicator is an example of the behaviour that students may display as they work towards the achievement of syllabus outcomes. Indicators reflect and describe aspects of knowledge, understanding, skills and values.

An indicator may describe part of all aspects of an outcome. Outcomes and indicators together assist teachers in identifying student's current achievement and in planning future learning experiences.

### Social Studies syllabus outcome numbering

Social Studies Strands
Strand 1: Identity, Culture and Heritage (IC)
Strand 2: People, Places and Environment (PP)
Strand 3: Economic World (EW)
Strand 4: Time, Continuity and Change (TC)
Strand 5: Civics and Governance (CG)
Strand 6: Investigation, Participation and Communication (IP)

First outcome number of Grade 1 is explained below:



# Planning, Teaching and Assessing Social Studies

## The Planning Stage

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

## Content Selection

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

- Identity, Culture and Heritage
- People, places and environment
- The economic world
- Time, continuity and change
- Civics and Governance
- Investigation, communication and participation

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

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

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

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

## Development 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 maximize the learning of skills and values.



## Literacy and numeracy

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

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

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

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

## Integration

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

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

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

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

## Recommended Time

The following table shows the allocated time for teaching social studies to K.S – 2 (grade 4, 5 and 6) students:

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

## Teaching and Learning Social Studies

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

Social Studies is intended and designed to convey a unique way of organizing content to enable the child to construct meaning of the his/her social, cultural and physical world and permits the adoption of a child-centered approach to teaching and learning. Social Studies deals with the development of knowledge & understanding, skills and values related to themselves, their families, their surroundings, the community, their nation and the global world that they are a part of. Through various classroom and outside classroom activities, students should be given the opportunity to foster these knowledge, skills and values.

The activities should therefore be arranged in a manner that arouses interest and curiosity, creates love for oneself, others and the world they live in while providing room for creativity and imagination, the activities and programmes should offer opportunities to reflect critically and make sense and meaning of their experiences.

Interactive and student -centered learning approaches are recommended to arouse the students' interest and to engage them as self-directed and independent learners. Such approaches include cooperative learning strategies, story line method, oral history, providing real life examples and strategies for Active and Independent Learning.

Furthermore, activities to encourage student's participation could include group discussions, simulation exercises, role plays, debates and the use of models. Field trips should be conducted wherever possible. Heritage Tours and Learning Journeys could be incorporated as part of the field trips. Explanation and modelling from the teacher are important, as well as opportunities are for students to ask and answer questions, discuss or debate implications, and participating in compelling projects that call for critical thinking. Additionally, Social studies teaching and learning requires effective use of technology, communication, and reading/writing skills that add important dimensions to students' learning.

In addition to the above, the social studies curriculum emphasises the need to get involved in practical activities such as field outings, projects, experiments, self and peer reflection and investigations. One of the main purposes of such strategies is to provide opportunities for students to engage in the inquiry process.

The social studies syllabus identifies a range of inquiry skills that need to be acquired by the students. Some of these fundamental skills include:

- Developing questions and conducting inquiry
- Evaluating sources and using evidence.

- Inferring, Evaluating and Reflecting on evidence
- Communicating Findings.

## 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

## Scope and sequence by strand

Strand 1 – Identity, Culture and Heritage				
Sub Strand	FS	Grade 1	Grade 2	Grade 3
Identities and social groups	Everyone has a name	Each person has the right to have a name, and names are a part of person's identity (gender, individuality, family name,)	Factors that contribute to one's unique identity	Appreciate one's own unique self
	The physical characteristics and preferences of one self	The Physical characteristics, personal preferences of one self and others	Strengths and how to improve oneself	Express personal opinions
	Value physical characteristics and preferences of one's own self.	Value the physical characteristics and preferences of oneself and others	Value their own and others' interests, abilities and talents	Show respect for opinions of others
	Being a part of a family	Importance of belonging to a group (family)	Different family structures (single, adopted, etc)  How groups (e.g., family, friends, school) contribute to an individual's identity	Being a part of the wider community.  Behaviours that promote and respect diversity within groups.
	Value being a member of the family	Value being a member of the family	Value being a member of the social groups that they are a part of	Respect diversity and portray behaviours that support diversity
Culture and Heritage	Basic/familiar cultural features of their own (Maldives).	Basic features of the Maldivian culture (attires and Food)	Basic features of culture (special days and occasions celebration related to cultural celebrations in their own community )	Basic features of Maldivian culture (cultural games /sagaafee kulhivaru )

	Value the Maldivian culture by participating in cultural activities	Value the Maldivian culture by participating in cultural activities	Value the customs, traditions associated with cultural celebrations of their own community	Appreciate and value the cultural games / sagaafee kulhivaru.
National Identity - We the Maldivians	Being a citizen of Maldives  national flag that represents Maldives.	The national symbols that represent Maldives (national flag, national anthem).  Respect the national symbols	Symbols, that identify our nation (emblem/court of arms )  Respect the national symbols.(emblem/ court of arms	The elements that aid Maldives to have a unique national identity.(one religion, one language ,etc)  Appreciate and respect the unique identity of the Maldives

<b>Strand 2 - People, Places, and Environment</b>				
<b>Sub Strand</b>	<b>FS</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
Time and Change	Distinguish between a globe and map.	Maps of familiar settings (home, school) and use simple directional words.	map skills, (significant map keys, follows directions) to locate and identify places of their immediate environment (community: ward/ Island).	The atoll they belong to, and some of the neighbouring Atolls  The capital city on a map of the Maldives. (locating and marking)
	Simple map skills to locate their class from a simple map of the school	Map keys to illustrate journeys from one point of the school to another	Map keys to illustrate journeys from one point of the island /ward to another	Maps, atlases and globes to identify major continents and oceans of the world.
Society and the Environment	Places and the features of their immediate environment.	The physical and human geographic features from their school	Physical and human geographic features of their island.	Physical geographic features of an atoll and human geography of the atoll
Weather and Climate	Daily local weather conditions.	The local weather conditions in the Maldives and its impact on people generally.	The monsoons and Nakai in the Maldives The weather And its impact on people	General weather conditions around the neighbouring countries and its impact on people.
		Weather conditions in the locality and identify safety measures	Extreme weather conditions in the different seasons and apply safety measures.	Some of the extreme weather conditions that their island has faced and the safety measures that can be applied.

Caring for the Environment	Take age-appropriate actions to practise responsible behaviour in /caring for the oneself and one's belonging.	the importance of cleaning and ways to care for the environment (homes and school).	Ways in which their immediate environment can be polluted or harmed.(neighbourhood/wards)	A major environmental problem found in their island
			Some strategies for protecting g their environment (surrounding: neighbourhood /ward).	Possible solutions for protecting and sustaining the environment of their island.
<b>Strand 3 – The Economic World</b>				
<b>Sub Strand</b>	<b>FS</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
Economic Systems	basic needs and wants	The place of needs, wants and choices.	Why choices need to be made.	Considering the benefits when making choices
		The types of work people do to earn money	Goods and services	Who produces goods and services for us ( farmer, dentist, baker, garbage collector, etc)  Simple steps to make a product (e.g pancake, etc)
Financial Institutions	Money used in the Maldives	Money used in the Maldives and some of the neighbouring countries	We use money to buy goods and service (medium of exchange )	Becomes aware of the value of money (saving money to buy things important to them )
International Economics and Trade			Local goods.	Imported goods

<b>Strand 4 – Time Continuity and Change</b>				
<b>Sub Strand</b>	<b>FS</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
Time and Change	Important events in their lives.	Important events in their life and ways in which time and change affect them	ways in which time and change affect families	ways in which time and change affect have affected their own community
<b>Strand 5 - Civics and Government</b>				
<b>Sub Strand</b>	<b>FS</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
Roles, rights and responsibilities	Rules, roles and responsibilities related to them.	Rights, rules and responsibilities within the social groups they belong to (Families, school).	Rights, rules and responsibilities within the community.	who, why and how rules are made and implemented in different in communities of the country  How rules relate to the rights of people
The Government		Importance of having leaders	Important leaders in their community	Fundamental ideals of Maldivian government ( functions and branches of the government
Decision making and Leadership		Importance of having leaders at home and school  leaders at home and school	Decisions they make every day  Importance of having authoritative figures in the community (Leaders in the island (counsellors, other authoritative figures ).	Decisions they make every day and their consequences  Importance of having leaders in the country Leaders of the country (public officials (e.g., president, vice president, speaker of the majlis and cabinet )



<b>Strand 6 – Investigation, Participation and Communication</b>				
<b>Sub Strand</b>	<b>FS</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
Planning and Inquiring	Acquire investigation skills.	Acquire investigation skills.	Understanding of how to plan for an investigation.	Understanding of how to plan for an investigation.
	Locate sources, organize and select information.	Locate sources, organize and select information.	Locate sources, organize and Select information.	Locate sources, organize and select information.
Inferring and Evaluating	Interpret information and develop critical thinking.	Interpret information and develop critical thinking.	Interpret information and develop critical thinking.	Interpret information and develop critical thinking.
Applying and Communicating Findings	Share findings	Share findings with others.	Share findings with others.	Share findings with others.

## **Grade 1 - Syllabus Details**

## Strand 1: Identity, Culture and Heritage:

### Sub-strand: Identities and Social Groups

<b>Outcome</b>  <b>ICI101: Recognise their name, its meaning and the how it contributes to their identity</b>	<b>Indicator:</b> <b>This is evident when the student</b>  a. Recognises their name and meaning of their name b. Talks about how it gives them an identity (gender, individuality, family name, etc) c. Discusses about when, where and why their names are used.
<b>Outcome</b>  <b>ICI102: Describe the Physical characteristics, personal preferences of one self and others</b>	<b>Indicator:</b> <b>This is evident when the student:</b>  a. Recognises and discusses physical characteristics of self and others. (physical - e.g., hair texture, skin colour, height, etc) b. Recognises and discusses about personal preferences of self and others (e.g., preferred activities, favourite books and movies, etc)
<b>Outcome</b>  <b>ICI103: Value the similarities and differences in oneself and others</b>	<b>Indicator:</b> <b>This is evident when the student:</b>  a. Shows respect for similarities and differences in physical characteristics of themselves and others (acknowledge the differences. E.g., I am tall and my friend is short, etc.) b. Shows respect for preferences of themselves and others. (Acknowledge the differences. E.g., I like pink colour but my friend likes blue.)
<b>Outcome</b>  <b>ICI104: Identify and describe the importance of belonging to a group (family)</b>	<b>Indicator:</b> <b>This is evident when the student:</b>  a. Describes members of the family and why it is important to be a member of a family (e.g.; family provides a sense of belonging, provide love, care, individual Identities, food, shelter, clothing, companionship, and protection, etc) b. Draws family trees showing their own place, and that of other family members, in the immediate and extended family. c. Discusses the difference between immediate and extended families. (family size, family type, family activities, etc.)
<b>Outcome</b>  <b>ICI105: Value being a member of the family</b>	<b>Indicator:</b> <b>This is evident when the student:</b>  a. Identifies and demonstrates behaviours that show love, care and gratitude towards family members. (e.g., help grandparents, spend time with family members, thank you notes, cards, etc)

Sub-strand: Culture and Heritage

<b>Outcome</b> <b>ICC106: Describe the basic features of the Maldivian culture and value the Maldivian culture.</b>	<b>Indicator:</b> <b>This is evident when the student:</b> <ul style="list-style-type: none"><li>a. Describes the basic features of Maldivian culture. (e.g., language, food, greetings, religion, craftwork, attires, etc.)) using sources such as photographs, stories of grandparents, discussions, drawings, digital technologies, etc.</li><li>b. Values the Maldivian culture by participating in cultural activities (e.g., wearing attires like Dhivehi Libaas participating in cultural celebrations and preparing local cuisines, etc.)</li></ul>
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Sub-strand: National Identity - We the Maldivians

<b>Outcome</b> <b>ICN107: Describe and respect the national symbols that represent Maldives (national flag, national anthem).</b>	<b>Indicator:</b> <b>This is evident when the student:</b> <ul style="list-style-type: none"><li>a. Describes the design and colours of the Maldivian flag, (e.g., draw and colour the flag and discuss the colours and symbols)</li><li>b. Discusses where the national flag is flown in the local community.</li><li>c. Participates in occasions where the flag is hoisted.</li><li>d. Identifies and learns at least 2 verses of the national anthem.</li><li>e. Describes occasions where the national anthem is played</li><li>f. Exhibits rules of protocol in respect for national anthem and the use of national flag. (e.g., stand at attention when National anthem is being sung, etc.).</li></ul>
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## Strand 2: People, Places, and Environment

### Sub-strand: The world in Spatial terms

<b>Outcome</b> <b>PPT108: Observe maps of familiar settings (home, school) and use simple directional words.</b>	<b>Indicator:</b> <b>This is evident when the student:</b> <ul style="list-style-type: none"><li>a. Identifies that real things can be shown on maps and plans of different settings (home, school).</li><li>b. Identifies and talks about the pictorial symbols on a map which represents real objects.</li><li>c. Locates objectives in the classroom using relative location and direction (e.g., near/far, right/ left, up/ down, behind/front etc.).</li><li>d. Identifies different places from a given map of school (e.g., restrooms, library, staffroom, computer lab, etc.).</li></ul>
<b>Outcome</b> <b>PPT109: Use map keys to illustrate journeys from one point of the school to another.</b>	<b>Indicator:</b> <b>This is evident when the student:</b> <ul style="list-style-type: none"><li>a. Draws a map of the school using given pre-cut objects to place on their map.</li><li>b. Draws a simple map to give the direction (journeys) from a significant point to the other (e.g.; route from library to playground, etc.) of their school using symbols and directions.</li></ul>

### Sub-strand: Society and the Environment

<b>Outcome</b> <b>PPS110: Distinguish the physical and human geographic features from their school</b>	<b>Indicator:</b> <b>This is evident when the student:</b> <ul style="list-style-type: none"><li>a. Categorises pictures as either physical characteristics of place or human characteristics of place and explain the difference (e.g., physical natural: Beach, soil, etc, and human geographic/man-made (e.g., home, roads, etc.)</li><li>b. Uses simple fieldwork and observational skills to study the geography of their school and its grounds to distinguish the key human and physical features of its surrounding environment (e.g., trees, garden, pathways, classrooms, blocks, staffroom restrooms, etc.)</li><li>c. Describes places of personal importance for them in the school</li></ul>
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**Sub-strand: Weather and Climate**

<b>Outcome</b> <b>PPW111: Recognise the local weather conditions in the Maldives and its impact on humans.</b>	<b>Indicator:</b> <b>This is evident when the student:</b> a. Recognises the weather conditions we experience in the Maldives. b. Observes daily weather conditions. (e.g., recognises from pictures or draws how the weather looks like, matches weather conditions to weather symbols). c. Describes some activities that people do in different weather. (e.g., swimming (sunny), planting (rainy), etc.) d. Describes daily weather conditions (e.g., observes the weather regularly and keep a simple chart - sunny, cloudy, rainy, windy, cold, warm, hot, very hot etc.) e. Describes how weather conditions affect activities that people do (e.g., playing indoor games when raining, etc.)
<b>Outcome</b> <b>PPW112: Predicts extreme weather conditions in the locality and identify safety measures.</b>	<b>Indicator:</b> <b>This is evident when the student:</b> a. Identifies and interprets weather predictions (charts, photographs, etc) and applies safety measures that needs to be practiced in different weathers

**Sub-strand - Caring for the Environment**

<b>Outcome</b> <b>PPC113: Identify the importance of cleaning and ways to care for the environment (homes and school).</b>	<b>Indicator:</b> <b>This is evident when the student:</b> a. Talks about why a clean and tidy home and school is necessary. b. Identifies and demonstrates some good practices which shows how to keep homes and school clean (e.g., take turns to tidy the classroom, and play spaces clean and tidy, disposing of litter appropriately, participate in clean-up activities at home and in the classroom).
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## Strand 3: The Economic World

### Sub-strand: Economic Systems

<b>Outcome</b> <b>EWE114: Recognise what are basic needs and wants</b>	<b>Indicator:</b> <b>This is evident when the student:</b> a. Identifies that all people have basic needs (e.g., food, clothing, shelter) b. Recognises the difference between basic needs and wants
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### Sub Strand : Financial Institutions

<b>Outcome</b> <b>EW115: Identify Money used in the Maldives</b>	<b>Indicator:</b> <b>This is evident when the student:</b> a. Identifies money (notes and coins) used in Maldives
<b>Outcome</b> <b>EW116: Recognise the types of work people do to earn money.</b>	<b>Indicator:</b> <b>This is evident when the student:</b> a. Recognises various jobs people do to earn money

## Strand 4: Time Continuity and Change

### Sub-strand: Time and Change

<p><b>Outcome</b> <b>TCT117: Identify important events in their life and ways in which time and change affect them.</b></p>	<p><b>Indicator:</b> <b>This is evident when the student:</b></p> <ol style="list-style-type: none"><li>a. Discusses how things change overtime using chronological terms such as before/after, first/next, / last, long-ago, today/tomorrow etc.</li><li>b. Determines the sequential order of events on timeline (e.g., by dates and changes) that may have personal significance (e.g., birthdays, holidays, celebrations etc.)</li><li>c. Identifies ways people learn about the past (e.g., learning from elders, photos, artefacts, buildings, diaries, stories, videos, etc.)</li><li>d. Constructs narratives of his/her self from a variety of sources (photographs, letters, etc.) using different words related to past</li></ol>
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## Strand 5: Civics and Government

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

<b>Outcome</b> <b>CGR118: Identify rights, rules and responsibilities within the social groups they belong to (families, school).</b>	<b>Indicator:</b> <b>This is evident when the student:</b> a. Talks about their rights as children b. Talks about reasons for rules at home and school and within the family and school (e.g., rules and their consequences) States the purpose and role of authoritative figures at home and in the school. c. Identifies and list the rules that protect their rights and rights of others at home and school. d. Lists down the responsibilities and shows behaviours that includes self-discipline at home and school. e. Engages in activities that contribute the wellbeing of the home and school through discussions and related programs.
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## Strand 6: Investigation, Participation and Communication

### Sub-strand: Planning and Investigation

<b>Outcome</b> <b>IPP119: Begins to acquire investigation skills.</b>	<b>Indicator:</b> <b>This is evident when the student:</b> a. Begins to reflect on current understanding of a topic (e.g., through pictures, illustrations, etc.). b. Begins to identify related concepts. c. Ask simple questions and contributes ideas for inquiry d. Identifies a single source of information. e. Builds knowledge of how ICT can be used effectively for inquiry. f. Plans teacher-directed formats.
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<p><b>Outcome</b></p> <p><b>IPP120: Begins to locate sources, organize and select information.</b></p>	<p><b>Indicator:</b></p> <p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Becomes aware of how to collect information.</li> <li>b. Identifies how to gather information from a given source.</li> <li>c. Becomes aware of how to identify the main idea (e.g. from text, pictures).</li> <li>d. Identifies how to use photographs and stories as a source of information.</li> <li>e. Becomes aware of how to record and label information</li> </ul>
<p><b>Sub-strand: Inferring and Analysing</b></p>	
<p><b>Outcome</b></p> <p><b>IPI121: Begins to process and interpret information and develop critical thinking.</b></p>	<p><b>Indicator:</b></p> <p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Identifies how to sort and arrange events in sequence (e.g., chronological order on a timeline).</li> <li>b. Identifies ways to construct simple graphs (e.g., pictorial graphs).</li> <li>c. Records and constructs a simple table from raw data with teacher directed processes.</li> <li>d. Interprets data presented in tables and graphs (e.g., by making comparisons to least/most, largest/smallest) with teacher directed processes.</li> <li>e. Identifies ways to use teacher-directed formats for recording.</li> </ul>
<p><b>Sub-strand: Applying and Communicating Findings</b></p>	
<p><b>Outcome</b></p> <p><b>IPA122: Begins to apply and share findings with others.</b></p>	<p><b>Indicator:</b></p> <p><b>This is evident when the student:</b></p> <ul style="list-style-type: none"> <li>a. Identifies ways to share findings with others (e.g., through class displays, assembly items, role-plays, models, pictures, writing).</li> <li>b. Identifies ways to cater to a specific audience.</li> <li>c. Identifies ways to reflect on personal learning</li> </ul>

## A Sample lesson plan:

### 2. RULES AT HOME AND AT SCHOOL

#### FUNDAMENTAL CONCEPTS & BIG IDEAS

- Fundamental concept: Rules protect rights.
- Big ideas: Rules keep us safe, help us learn and be organised. Following rules is our responsibility.

#### OVERVIEW OF THE CHAPTER

CHAPTER	CONCEPT	DETAIL	EXPECTED TIME
Concept 1	Rules at home and at school	Students will understand that rules protect their rights and the rights of others at home and at school. They will further explore and compare rules in different settings and recognise the possible consequences for breaking rules.	5–6 periods

#### PRIOR KNOWLEDGE

- Students should already be able to recognise a few of their roles and responsibilities at home.

#### KEY COMPETENCIES

##### Practising Islam

- Reiterate how Islam emphasises maintaining healthy relationships and fostering communal harmony.

##### Making meaning

- The students will understand that the wellbeing of their groups depend significantly on their actions and decisions.

##### Thinking critically and creatively

- The students will be provided with opportunities to use their critical and creative thinking skills when they participate in discussions, games and role plays to demonstrate their understanding.

##### Relating to people

- The students will learn to solve disagreements peacefully and make the place they live and learn in, a happy place for all.

##### Using technology and media

- The students will watch videos to enhance their understanding of the concept.

#### SHARED VALUES

##### Values related to self

- The student will recognise some ways of being self-disciplined.

### **Values related to self, family and others**

- The students will recognise that rules are made for the common good; hence, they will value them by ensuring that they and others follow rules.

*Concept 1: Rules at home and at school*

### **CURRICULUM ALIGNMENT**

#### **Content Strand (Living together in a community (school))**

Grade 1

CG.1.1: Identify rights, rules and responsibilities within the social groups they belong to (families, school).

This is evident when the student:

- a. Talks about reasons for rules at home and school and within the family and school (e.g., rules and their consequences)
- b. Identifies and list the rules that protect their rights and rights of others at home and school.
- c. Engages in activities that contribute to the wellbeing of the home and school through discussions and related programs.

#### **Social Studies Process Skills Strand: Investigation, Participation and Communication**

**IPP119:** Begins to acquire investigation skills.

- Begins to reflect on current understanding of a topic (e.g., through pictures, illustrations, etc.).
- Begins to identify related concepts.

**IPP120:** Begins to locate sources, organize and select information.

- Becomes aware of how to collect information.

**IP121:** Begins to process and interpret information and develop critical thinking.

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

### **MATERIAL AND RESOURCES**

- Traffic signs
- Story: Aliana's First Day at School [Appendix 3.2a]
- Story: *Clark the Shark* by Bruce Hale
- Comparing Rules at Home and at School [Appendix 3.2b]
- Classroom Rules [Appendix 3.2c]
- Story: *Have You Filled a Bucket Today?* by Carol McCloud
- Video: *The Olive Branch* produced by Little Light Foundation
- Choice Wheel [Appendix 3.2d]
- Game: I Spy [Appendix 3.2e]

### **PREPARATION FOR THE CONCEPT: ACTIVATING PRIOR KNOWLEDGE**

- Use images or cut-outs of some common traffic signs and use the round robin strategy to activate student's prior knowledge on traffic rules.

### **CONCEPT BUILDING**

#### **Warm-up**

- Put up printouts of some traffic signs on the board and ask the students to get into groups of four. Give each group a sheet of chart paper and ask them to record their answers to the following questions on it.

- Where do you see the signs?
- What do they mean?
- What could be a few reasons they are displayed in those places?
- Once they are done answering, discuss the responses together. Explain to them that traffic signs show rules that everybody in a community should follow.
- Have them participate in word association to suggest some words or phrases to describe the reasons for the road rules. For example, safety, order, accident, respect, etc.
- Ask them to work in the same groups and observe the rules displayed in different parts of the classroom/school.
- Ask them to share responses to the Warm-up questions on Page 64 of the Student Book.

### **Introduction**

- Begin the activity by reading the story of Aliana’s First Day to school [Appendix 3.2a].
- Ask the students to brainstorm on the following prompts.
  - Why do children come to school?
  - What do children do at school?
  - How do simple things like a smile or a greeting help make children feel valued?
- Write down their answers to the first question above in a T-chart and explain that what they have suggested are ‘Goals’ or what they want to achieve by coming to school.
- Name the other column ‘Responsibilities’ and ask the students to suggest three things they need to do to ensure that they achieve all the goals they have listed. For example, to make friends, they must respect each other; to learn to read and write, they must listen attentively while the teacher explains.
- Tell them that each school has a list of rules to remind students of their responsibilities towards making the school a happy learning place for all. Define rules as instructions that tell us what we are allowed to do and what we are not allowed to do.
- Ask the students to pair up and reflect on the ways in which school rules are highlighted in Aliana’s story. Ask them to suggest possible reasons for the rule/s. For example, wearing name tags, taking care of each other, helping each other, etc.
- Conduct a class discussion to talk about how rules in school are made for safety, orderliness, and setting routines.

### **Assessment as learning (AaL)**

- Have the students reflect on the activity and discuss with a partner how rules protect their rights.

### **Assessment for learning (AfL)**

- Observe the students during the activity.
- Consider the following:
  - Are they able to explain some of the rules they have to follow?
  - Do they demonstrate an understanding of unit vocabulary (rule)?

## **DEVELOPMENT**

### **Developmental Activity 1**

- Tell or show the story of *Clark the Shark* by Bruce Hale or any other similar story that talks about behaviour. Discuss Clark's behaviour and how he was able to improve it. Focus on how, by making rhymes, he exercised self-control and learnt to remember that there is a time and place for everything.
- Engage the students in a think-pair-share activity. Ask them to think about some places in the school and confer with a partner about things that are okay to do there and things that are not. Invite the pairs to share their findings.
- During the debriefing session, discuss how some rules are common in various settings while others are completely different.

### **Assessment for learning (AFL)**

- Observe the students during the activity.
- See if the students are aware that rules may differ in different settings?

### **Developmental Activity 2**

- Ask the students to get into groups of three and ask them to brainstorm about how rules at home can be the same or be different as rules at school. Record them in the worksheet [Appendix 3.2b].
- Have each group review its lists against another one, re-explaining the similarities and dissimilarities between the rules.
- You may also allow them to have class discussion instead.

### **Assessment as learning (AaL)**

- Ask the students to compare the rules they follow at home and at school. Ask them to tell a partner which place they follow more rules, by completing the sentence.
  - I follow more rules at \_\_\_\_\_ than at \_\_\_\_\_ because \_\_\_\_\_.

### **Assessment for learning (AFL)**

- Observe the students during the activity.
- See if the students are able to explain some rules they follow at home and some they follow at school.

### **Developmental Activity 3**

- Draw a Y-chart and brainstorm how a good classroom should look, sound and feel. Encourage students to express their responses through positive inputs. You can complete the Y-chart as the students share their responses.
- Students' possible responses could be focussed on different areas such as on safety (always walk), decorum (respect privacy and property) or best learning practices (use quiet voices, wait your turn).
- Discuss and come to a consensus that everyone must be respectful, be responsible and be ready to learn so that everyone can learn, play and have friends.

- Next, group the students in fours and ask them to sort out the different behaviour cards and place them under the respective heading on the tree map [Appendix 3.2c].
- Ask them to complete the Get Busy activities on Pages 64–65 of the Student Book and share with a partner the reasons for the rules shown on the pages.
- Ask the students to discuss the similarities between the rules already implemented in their classroom with the new set of rules they had discussed.

### **Assessment for learning (AfL)**

- Observe the students during the activity.
- Note if the students are able to explain some reasons for rules.

### **Developmental Activity 4**

- Tell or show the story *Have You Filled a Bucket Today?* by Carol McCloud.
- Discuss how following rules or making responsible choices can help them maintain a conducive home and a school environment. Also talk about how breaking rules and making irresponsible choices can lead them to facing serious consequences.
- Tell them that a consequence is something that happens because of what someone does or does not do.
- Engage the students in a think-pair-share activity. Ask the students to observe the pictures on Pages 67–68 of the Student Book. Have them talk to a partner about how the pictures show examples of students who are responsible or ‘bucket fillers’ and examples of irresponsible students or ‘bucket dippers’. Ask them to discuss possible consequences for breaking the rules.
- During the debriefing session, talk about circumstances where some rules may not be followed. For example, in an emergency.

### **Assessment as learning (AaL)**

- Ask the students to make a poster showing some rules for staying safe at school and share with a partner why they think the safety rules on the poster are important.

### **Assessment for learning (AfL)**

- Use the 3-2-1 strategy to assess their knowledge and understanding. Give the students cards to write on or ask them to respond orally to the three separate statements listed below.
  - 3 things that you did not know before.
  - 2 things that surprised you about the topic.
  - 1 thing you want to start doing with what you have learned.

### **Developmental Activity 5**

- Gather the students in the reading area and show them three one-minute videos on YouTube: *The Olive Branch* series produced by Little Light Foundation that teaches children about solving problems and mutual respect.
  - The three videos—1. *The Olive Branch: Sleep*; 2. *The Olive Branch: Cold*; 3. *The Olive Branch: Food*

- Pause after each video and talk about problems, solutions, mutual respect and fairness. Invite them to share some examples.
- Group students in fours and ask them to find solutions for the problem scenarios on Pages 69 of the Student Book.
- Also consider other familiar problems by referring to the choice wheel [Appendix 3.2d]. Move around the classroom providing assistance in discussion.
- During the debriefing session, talk about the importance of apologising when we knowingly or unknowingly make a mistake and of getting help from an adult if we face bigger problems/disagreements.

### **Assessment for learning (AfL)**

- Observe the students during the activity.
- Consider if the students are able to explain some ways one can solve problems and/or disagreements.

### **PROCESS SKILLS**

- Assess the development of process skills, attitudes and values as students participate in various activities such as discussions and problem solving.

### **CONSOLIDATION AND CONNECTION**

#### **Follow-up Activity**

- Prior to the lesson, prepare rule cards with rules that students need to follow in class at school and at home and display them in different parts of the classroom.
- Review rules by discussing how rules may differ depending on what school, family, classroom or team the students are a part of.
- Group the students in threes and give instructions to play the I Spy game [Appendix 3.2e].
- After students complete the activity, conduct a class discussion to share their findings and talk about what they learnt.

### **Assessment for learning (AfL)**

- Observe the students during the activity.
- Notice if the students are able to differentiate among rules in different settings and explain the reasons why they have to follow a certain rule.

### **EXTENSION ACTIVITY**

- Create stick or finger puppets and act out making decisions or solving disagreements within a group.

### **OPPORTUNITIES FOR DIFFERENTIATION AND ACCOMODATION**

- The activities are structured to embed opportunities for differentiation. For example, incorporation of visuals to present content in different ways: pictures, drawings, objects or videos.
- Graphic organisers have been used to arrange key points in a way student can easily grasp and checking for understanding has been advised frequently, using methods that require active responses from students.



## **ASSESSMENT STRATEGIES**

- The use of traffic signs to activate student's prior knowledge will help you determine or pre-assess students' level of understanding of the concept: rules.
- The activities that follow will guide and develop their knowledge and understanding of the concept.
- Apart from the assessments included, you may use concepts/objects such as exit slips, parking lots, hand signals to determine students' progress while the learning is still underway.
- Ensure that students complete AaL components and provide descriptive feedback to enable them to become reflective, self-monitoring learners.

## **VOCABULARY**

(The word meanings are in context of the chapter.)

- rules: instructions that tell us what we are allowed to do and what we are not allowed to do
- reason: why something happens
- consequence: something that happens because of what someone does or does not do
- problem: something that makes things difficult
- solution: a way to solve a problem
- irresponsible: not responsible

## APPENDICES

### Appendix 3.2a: Aliana's First Day at School

Aliana couldn't stop smiling. She could hardly wait for the first day of school. She was feeling all grown up. Why wouldn't she be? After all, she was going to join primary school.

Her new uniform was as white as milk and so was her socks and shoes. She was wearing the pretty pink bag that her aunt had gifted her and her cousin. She had put her name tag on, just in case she got lost in her new school.

'Aliana! Your aunt called. She said Dheena won't be able to join you as she woke up with sore eyes this morning'

Suddenly Aliana lost all her excitement. How could she go alone? She and her cousin had been in preschool together. They weren't used to going separately.

'Mom I can't go alone to school,' whined Aliana.

'Of course you can dear, there are so many children you will meet and make friends with and so many helpful people to guide you,' said her mom calmly.

She wasn't too sure about her mom's words. Actually, she had worries in her head and butterflies in her stomach. What if I can't find my classroom? What if I miss my family? What if I can't find the toilet? What if I don't have anyone to play with?

Nevertheless, she did obediently follow her mom to school.

And you know what, the most wonderful thing happened when she entered the school. She was greeted by her teacher and classmates. Her teacher told them that each one of them is special and everyone must help each other and take care of each other all year long **just like a family.**

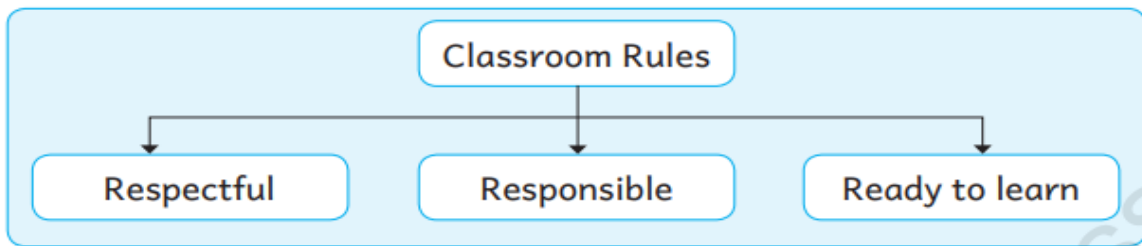
Alaina suddenly realized that all the butterflies in her stomach had flown away and she felt happy and relaxed in her new school.

**Appendix 3.2b: Comparing Rules at Home and at School**

Home	The Same	School
Different		Different

### Appendix 3.2c: Classroom Rules

Cut and paste the header of the tree map on to an A4 sheet. Separate the classroom behaviour chits. Ask the students to sort them under the respective rule on the tree map.



Saying please and thank you	Put away all the materials once you finish work	Coming to school on time	Walking in the hallways, stairs
Raising your hand if you have a question	Showing good sportsmanship	Finishing work on time	Treating books in the reading corner with care
Including or inviting somebody you aren't friends with to play with you during break/recess	Completing homework	Returning your library books on time	Using class supplies properly (not wasting)
Study spellings and other lessons everyday	Talking quietly in the library and computer lab	Hands to self when walking in the line	Work cooperatively in group tasks
Bring your books and stationary to school	Listening attentively to the teacher	Contribute to group work	Pay attention in the class
Organize your desk	Keep things for each subject together	Hands to self	

**Appendix 3.2d: Choice Wheel**

**Instructions - Cut and paste the wheel on A4 size paper and make enough copies for each group**



### Appendix 3.2e: I Spy

#### Instructions

1. Find and read the cards in the classroom.
2. Decide and circle where you find the rule (home, school, and classroom).
3. Write a possible consequence for breaking the rule.

<p>RULE 1</p> <p><b>SETTING</b></p> <p>Home School Classroom</p> <p><b>CONSEQUENCE</b></p>	<p>RULE 2</p> <p><b>SETTING</b></p> <p>Home School Classroom</p> <p><b>CONSEQUENCE</b></p>	<p>RULE 3</p> <p><b>SETTING</b></p> <p>Home School Classroom</p> <p><b>CONSEQUENCE</b></p>
<p>RULE 4</p> <p><b>SETTING</b></p> <p>Home School Classroom</p> <p><b>CONSEQUENCE</b></p>	<p>RULE 5</p> <p><b>SETTING</b></p> <p>Home School Classroom</p> <p><b>CONSEQUENCE</b></p>	<p>RULE 6</p> <p><b>SETTING</b></p> <p>Home School Classroom</p> <p><b>CONSEQUENCE</b></p>
<p>RULE 7</p> <p><b>SETTING</b></p> <p>Home School Classroom</p> <p><b>CONSEQUENCE</b></p>	<p>RULE 8</p> <p><b>SETTING</b></p> <p>Home School Classroom</p> <p><b>CONSEQUENCE</b></p>	<p>RULE 9</p> <p><b>SETTING</b></p> <p>Home School Classroom</p> <p><b>CONSEQUENCE</b></p>