

Social Studies in The National Curriculum

Key stage 1 - Grade 2
Revised



Social Studies in the National Curriculum
National Institute of Education
<http://www.nie.edu.mv/>

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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

Social Studies in the National Curriculum along with other subjects contributes to the development of the student in all aspects outlined in the National Curriculum. The following highlight briefly how the social studies curriculum paves the road in developing students in various aspects outline 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 considered when designing and implementing learning and other school activities. Social Studies curriculum is also designed considering 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

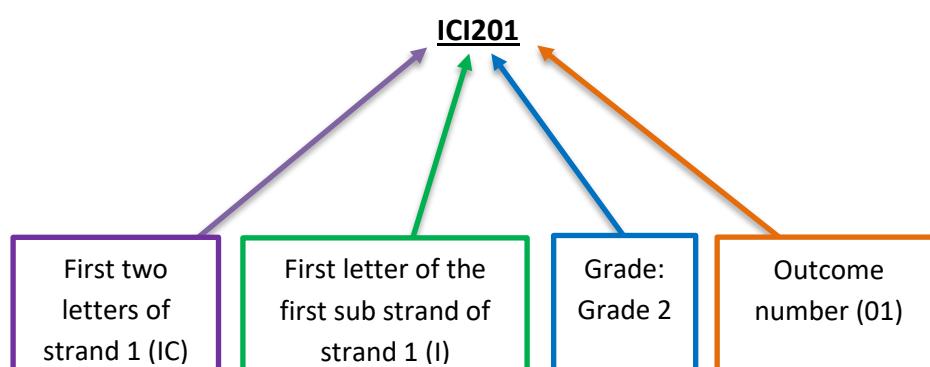
An indicator is an example of the behaviour that students may display as they work towards the achievement of syllabus outcomes. Indicators reflect and describe aspects of knowledge, understanding, skills and values.

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-centred focus. Such an approach utilizes teaching and learning time efficiently and acknowledges that the social, emotional, attitudinal and moral development of the child is interwoven with the acquisition of knowledge and skills. It needs to be understood that each subject offers a distinctive perspective of the world and equips children with a particular range of skills; however, these divisions must not reverse the effective implementation of an integrated curriculum.

Recommended Time

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

Contact time per week	Minimum contact time per year
3 periods of 35 minutes	96 periods

Teaching and Learning Social Studies

The instructional approaches and learning activities need to be drawn in a way that reflects the five pedagogical dimensions mentioned in the National Curriculum:

- Creating a positive Learning Environment
- Connecting Prior Learning to New Learning
- Making Learning Meaningful
- Fostering Reflective Practices
- Catering to Individual differences

These dimensions are not separate dimensions. They are interwoven in nature and teachers need to carefully develop the lessons in a manner that these dimensions are addressed. Some ways that these dimensions can be addressed through:

various classroom and outside classroom activities, whereby the lessons and activities should be 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-centred 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.

Furthermore, the teaching and learning should address the diversity of students in classrooms. The use of the one-size-fits-all lessons no longer meets the needs of all learners and teachers need to adopt differentiated learning activities. Interactive and student-centred learning approaches are recommended to arouse the students' interest and to engage them as self-directed and independent learners.

Some of these approaches include cooperative learning strategies such as role plays and the use of models, story line method, oral history, providing real life examples. Furthermore, active and Independent learning activities should be planned in order to encourage student's

participation such as group discussions, simulation exercises, and Strategies for active and Independent learning.

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 are student opportunities to ask and answer questions, discuss or debate implications, and participate in compelling projects that call for critical thinking

Also, the social studies curriculum emphasises the need to engage in practical activities such as projects, experiments, self and peer reflections and investigations. One of the main purposes of these 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, under the strand Investigation, participation and communication. Some of the fundamental skills of this strand include:

- Developing questions and conducting inquiry
- Evaluating sources and using evidence.
- Inferring, Evaluating and Reflecting on evidence
- Communicating Findings.

Social studies teaching and learning also requires effective use of technology, communication, and reading/writing skills that add important dimensions to students' learning.

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

Assessment as learning (formative assessment)

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

Assessment of learning (summative assessment)

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

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

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

Scope and Sequence of content outcomes of each strand

Strands/Sub-strand	FS	Grade 1	Grade 2	Grade 3
Identity, Culture and Heritage				
Identities and social groups	The physical characteristics and preferences of one self	The Physical characteristics, personal preferences of one self and others Value the Physical characteristics, personal preferences of one self and others	Information (on official documents) that contribute to one's unique identity One's own talent, interests and that of their friends	Personal strengths, weaknesses and their unique identity Views and opinion of oneself on matters important to them and value opinion of others
	The important groups that are a part of	importance of belonging to a group (family)	Social groups (e.g. family, friends, school, activity groups, neighbourhood) contribute to an individual's identity	Wider social groups that one belongs to, and how these groups contribute to their identity as individuals The events and benefits one gains from the identified groups that they are a part of
		Value being a member of the family	Value and respect being a member of the social groups that they are a part of	Valuing the different people in the groups and respect diversity
Culture and Heritage	Basic/familiar cultural features of their own (Maldives).	Basic features of the Maldivian culture and value the Maldivian culture.	Traditions associated with cultural celebrations in the Maldives.	Games associated with cultural and traditions in the Maldives
	Values the Maldivian culture by participating in		Value the traditions associated with cultural celebrations	Value games associated with the traditions and culture of the Maldives

	cultural activities		practiced in the Maldives	
National Identity – We the Maldivians	We are Maldivians and the national flag that represent Maldives.	Respect the national symbols that represent Maldives (national flag, national anthem).	Symbols, that identify our nation (emblem) and respect the national emblem.	The significant days marked as national celebrations in the Maldives Values various national celebrations observed in the county
People, Places, and Environment				
The world in spatial terms	Distinguish between a globe and map.	Maps of familiar settings (home, school) and use simple directional words.	Mark the location of their atoll, island and the capital city of the country	One's own community is located in a city/island, country and in a region Cardinal directions (north, south, east and west) to locate Maldives on a world map/globe Geographically classified into three main regions (uthuru, Dhekunu and Medhu-raajjethere) and the atolls that belong to these regions
		Use map keys to illustrate journeys from one point of the school to another	Use map skills, (significant map keys, follows directions) to locate and identify places of their immediate environment (community/ Island).	Use map skills to locate and discuss about location, Size, shape of islands of the atoll they belong to Use map skills to estimate distances

				and creates simple sea journeys
Society and the Environment	Places and the features of their immediate environment.	Distinguish the physical and human geographic features from their school	Compare the physical and human geographic features of their island.	The physical (natural) and human geographic features of any one region of the Maldives
Weather and Climate	Local weather conditions.	The local weather conditions in the Maldives and its impact on humans.	Monsoons in the Maldives Impact of local weather on humans	Local weather conditions related to the two monsoons and its impact on people
		Extreme weather conditions in the locality and identify safety measures	Extreme weather conditions in the different seasons and apply safety measures.	Extreme weather conditions related to specific nakaiys and apply safety measures
Caring for the Environment	Take age-appropriate actions to practice responsible practice 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 the environment can be polluted or harmed.	Awareness about a serious environment issue that the island/atoll they belong to is experiencing currently
			Some strategies for protecting and conserving the environment (surroundings 3RS).	Important strategies to care for the environment(island/atoll)
The Economic World				
Economic Systems	What are basic needs wants	The place of needs, wants and choices.	Choices we need to be made in everyday life.	Consumers and producers and their role
			Differentiate between goods and services	Materials and procedures and the role of people in

				making a simple product that they use
Financial Institutions		Money used in the Maldives	Money is used to buy goods and services	Money comes from different sources can be used for different purposes
	The types of work people do to earn money.		Importance of savings (age appropriate)	How to budget, cut expenses and set savings
International Economics and Trade			Local and imported goods.	Domestic and international trade and how trade occurs
Time Continuity and Change				
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 people, places and things	Ways in which time and change affect travel and communication in your community (island/city and atoll)
Civics and Government				
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 neighbourhood	Rules, rights and responsibilities of a resident/member of an island/city and atoll community

Decision making and leadership			Leaders and their roles in the neighbourhood	Important leaders and their role in their island/city and atoll community
Investigation, Participation and Communication (inquiry skills)				
Planning	Acquire investigation skills.	Acquire investigation skills.	Understanding of how to plan for an investigation.	Understanding of how to plan for an investigation.
Inquiring	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 2 – Outcomes and Indicators

Strand: Identity Culture and Heritage	
Sub-strand: Identities and social groups	
Outcome ICI201: Identify important official documents that contribute to one’s own unique identity. (documents such as passport, National ID card)	Indicators: <i>a. Recognises and shares information that contributes to their unique identity (such as, filling personal information forms, Personal ID card, Passport and finger print, etc.)</i>
Outcome ICI202: Value and appreciate ones’ own, talents and interests and that of their friends.	Indicators: <i>a. Talks about their self-worth as an individual and shares information about their talents and interests.</i> <i>b. Demonstrates behaviours to show respect for interests, and talents of their friends.</i>
Outcome ICI203: Identify the social groups that one belongs to and talks about how these groups contribute to an individual’s identity (e.g. family, friends, school activity groups)	Indicators: <i>a. Talks about the social groups that they are a part of (e.g., school, football team, Quran club, etc).</i> <i>b. Recognises important elements that determine the identity of a group (e.g., symbols, colours, logos/badges, clothing/uniform, activities).</i> <i>c. Discusses about how the groups that they belong to makes them feel and how the groups provide them a sense of identity.</i>
Outcome ICI204: Value being a member of the social groups that they are a part of	Indicators: <i>a. Identifies and demonstrates behaviours people practice in order to live together peacefully in groups (e.g., say “please” and “thank you”, take turns, be considerate of others, help when asked, not laughing at people when they make mistake).</i>
Sub-strand: Culture and Heritage	
Outcome ICC205: Demonstrate an understanding about the traditions associated with cultural celebrations in the Maldives.	Indicator: <i>a. Identifies special events, celebrations, associated with culture (e.g; Fitr and Alha eid, etc,) with the help of different sources such as photographs, stories of grandparents, discussions, drawings, digital technologies, etc.)</i>

	<p>b. <i>Finds about the traditions associated with cultural celebrations through different sources. (traditions such as e.g., wearing new clothes on Eid, and other traditions and sources such as., photographs, stories of grandparents, etc.)</i></p>
<p>Outcome ICC206: Value the traditions associated with cultural celebrations practiced in the Maldives</p>	<p>Indicator:</p> <p>a. <i>Engages in activities to value and express love for Maldivian culture. (e.g. role-play, read cultural stories, take part in cultural activities, etc).</i></p>
<p>Sub-strand: National Identity – We the Maldivians</p>	
<p>Outcome ICN207: Recognise important national symbols, value and respect the national symbols of the Maldives (emblem)</p>	<p>Indicator:</p> <p>a. <i>Identifies and describes the national emblem/ coat of arms of the Maldives.</i></p> <p>b. <i>Discusses why the national emblem is considered an important national symbol of the Maldives.</i></p> <p>c. <i>Inquires about where and how the national emblem/ coat of arms is used</i></p> <p>d. <i>Exhibits behaviours to show respect for the national emblem</i></p>
<p>Strand: People, Places, and Environment</p>	
<p>Sub-strand: The world in Spatial terms</p>	
<p>Outcome PPT208: Demonstrate an understanding of the atoll and the island that they belong to</p>	<p>Indicator:</p> <p>a. <i>Marks the location of the atoll and the island one belongs to on a given map of the Maldives.</i></p>
<p>Outcome PPT209: Use map skills, (significant map keys, follows directions) to locate and identify important places of their island</p>	<p>Indicator:</p> <p>a. <i>Identifies and locates the important places of their island (e.g., Location of school, mosque, play areas, hospital, play areas, parks, island office, police station, etc.)</i></p> <p>b. <i>Identifies on a map of their island, the easiest and fastest route to travel to different places that they are familiar using map keys and directions.</i></p> <p>c. <i>Creates a simple journey from a significant point of the island to the other (e.g., route from hospital to school, etc.) of their island using map keys and directions</i></p>

Sub-strand: Society and the Environment	
<p>Outcome PPS210: Identify and explore the physical (natural) and human geographic features of their environment.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. <i>Uses simple fieldwork and observational skills to study physical and human geographic features of their island</i> b. <i>Compares how the physical and human characteristics of different places of their island are used. (e.g., mosque, hospitals, beaches, parks, etc.)</i> c. <i>Becomes aware of safe and unsafe areas (hazardous/ dangerous, traffic high points, deserted lanes, etc) in their island.</i> d. <i>Expresses their feelings about places that they view as special to them</i>
Sub-strand: Weather and Climate	
<p>Outcome PPW211: Explore the local weather conditions and its impact on humans.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. <i>Recognises the two monsoons in the Maldives (South west monsoon, North east monsoon).</i> b. <i>Compares some of the activities that people did during the different Nakia's in the past to that of now. (eg. Planting trees, good fishing, times to travel, etc).</i> c. <i>Talks about everyday weather conditions and how weather changes affect people</i>
<p>Outcome PPW212: Predict extreme weather conditions in the Maldives and apply safety measures.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. <i>Identifies and interprets some of the extreme weather conditions in the Maldives</i> b. <i>Identifies and becomes aware of safe practices to be applied in all activities during extreme weather conditions.</i>
Sub-strand: Caring for the Environment	
<p>Outcome: PPC213: Gains an understanding of ways in which the environment can be polluted or harmed.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. <i>Recognises different ways that their surrounding environment can be polluted or harmed (e.g., in-appropriate disposal of garbage, etc).</i>
<p>Outcome</p>	<p>Indicator:</p>

PPC214: Becomes aware of important strategies to care for their surroundings/ environment (reduce- reuse- recycle).	<i>a. Takes age appropriate actions to practice responsible behaviours in caring for the environment. (anti-litter, reduce, reuse, recycle and cleaning campaigns).</i>
Strand: The Economic World	
Sub-strand: Economic Systems	
Outcome EWE215: Explore about age appropriate economical choices they make every day.	Indicator: <i>a. Identify the choices they make every day. b. Talks about why choices have to be made.</i>
Outcome EWE216: Becomes aware of goods, services and learns about the good and services used by their family members	Indicator: <i>a. Identifies goods' and 'services. b. Talks about the different goods and services consumed by family members. (age groups like children, girls, boys, elders)</i>
Sub-strand: Financial Institutions	
Outcome EWF217: Recognise that money is used to buy goods and services	Indicator: <i>a. participates in games and activities to identify that money is used to buy goods and services. (medium of exchange: e.g., field visits to shops, playing store, etc.)</i>
Outcome: EWF218: Becomes aware of the value of money	Indicator: <i>a. Recognises that money needs to be saved for short-term needs, long-term goals and for emergencies. b. Takes age appropriate action to save money to fulfill needs and wants</i>
Sub-strand: International Economics and Trade	
Outcome EWT219: Gains an understanding of imports, exports and about local goods.	Indicator: <i>a. Differentiates between imports and exports. b. Identifies some of local products of the Maldives (e.g., bon'di, rihaakuru, coconut oil, dried fish, furniture, etc. c. Identifies some of the goods which are exported from the Maldives (e.g., dried fish, television, etc). d. Identifies some countries that the local products are exported to.</i>

Sub-strand: Time and Change	
<p>Outcome TCT220: Identify and explore ways in which time and change affect people, places and things.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. Discusses how things change overtime using chronological terms (e.g., ‘a long time ago’; ‘then and now’; ‘now and then’; ‘old and new’; etc). b. Recognises and compares their ‘daily lives to that of their parents’ and grandparents’. c. Creates a timeline of family events listing five to six events. d. Identifies and appreciates the good practices in family life that needs to be continued.
Strand: Civics and Government	
Sub-strand: Roles, rights and responsibilities	
<p>Outcome CGC221: Becomes aware of one’s own neighbourhood and gains an understanding of rights, rules and responsibilities to live together peacefully in a neighbourhood.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. Recognises and becomes familiar with places of one’s own neighbourhood b. Identifies rights rules and responsibilities needed in a neighbourhood to live peacefully. (e.g., respecting private property, reporting vandalism, and obeying traffic signals c. Recognises behaviours related to fair and unfair practices in the neighbourhood d. Participates in responsible activities that contribute to the betterment of the neighborhood (e.g., participate in discussions, take turns, listen to others, share ideas, clean up litter, report vandalism, give services).
Sub-strand: Decision making and leadership	
<p>Outcome CGC222: Identify the important leaders in the neighbourhood and their roles.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. Recognises the leaders in a neighbourhood and identifies their roles (police, firefighters, garbage disposal managers, elders, etc.) b. Talks about some of the programmes and activities carried out by the leaders to make the neighbourhood a better place.

Strand: Investigation, Participation and Communication	
Sub-strand: Planning	
<p>Outcome IPP223: Begins to acquire investigation skills.</p>	<p>Indicator:</p> <ol style="list-style-type: none"> a. <i>Begins to reflect on current understanding of a topic (e.g., through pictures, illustrations, etc.)</i> b. <i>Begins to identify related concepts.</i> c. <i>Ask simple questions and contributes ideas for inquiry</i> d. <i>Builds knowledge of how ICT can be used effectively for inquiry.</i> e. <i>Plans teacher-directed formats to carry out inquiries</i>
Sub-strand: Inferring and Evaluating	
<p>Outcome IPP224: Begins to locate sources, organize and select information.</p>	<p>Indicator:</p> <ol style="list-style-type: none"> a. <i>Becomes aware of how to collect information.</i> b. <i>Identifies how to gather information from a given source.</i> c. <i>Becomes aware of how to identify the main idea (e.g. from text, pictures).</i> d. <i>Identifies how to use photographs and stories as a source of information.</i> e. <i>Becomes aware of how to record and label information</i>
Sub-strand: Inferring and Analysing	
<p>Outcome IPI225: Begins to process and interpret information and develop critical thinking.</p>	<p>Indicator:</p> <ol style="list-style-type: none"> a. <i>Identifies how to sort and arrange events in sequence (e.g., chronological order on a timeline).</i> b. <i>Identifies ways to construct simple graphs (e.g., pictorial graphs).</i> c. <i>Records and constructs a simple table from raw data with teacher directed processes.</i> d. <i>Interprets data presented in tables and graphs (e.g., by making comparisons to least/most, largest/smallest) with teacher directed processes.</i> e. <i>Identifies ways to use teacher-directed formats for recording.</i>

Sub-strand: Applying and Communicating Findings	
<p>Outcome</p> <p>IPA226: Begins to apply and share findings with others.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. <i>Identifies ways to share findings with others (e.g., through class displays, assembly items, role-plays, models, pictures, writing).</i> b. <i>Identifies ways to cater to a specific audience.</i> c. <i>Identifies ways to reflect on personal learning</i>

