

# **Social Studies**

## **Grade 6**

## **COMPONENT 1**

### ***Earth, the Living Planet***

#### **Aim of the Component:**

Understand the physical and environmental background of human life in order to grasp the human-environment relationship

**Unit 1. The Universe, the Solar System and the Planet Earth**

**Unit 2. The Atmosphere, Lithosphere and Hydrosphere.**

**Unit 3. Weather and climate**

**Unit 4. Physical and Political Geography of the World.**

**Unit 5. Astronomy, Geography and Navigation in Maldives**

## **UNIT 1**

### **THE UNIVERSE, THE SOLAR SYSTEM AND THE PLANET EARTH**

***AIM:***

**Inspiring awareness of the infinite background of life and encouraging the students to wonder at nature.**

**1.1 The universe**

**1.2 The solar system**

**1.3 The planet Earth**

**1.4 Movements of the Earth**

**1.5 Calculation of time**

## **1.1 THE UNIVERSE**

---

### ***Aims***

Students will be able to:

1. Understand that the Universe is very vast.
2. Understand the terms: the Universe, galaxy, the Milky Way and light year.

### ***Specific Objectives:***

Students will be able to:

- a) Explain the terms Universe, Galaxy, Milky Way and Light Years.
- b) Write some concept words which show the vastness of the universe.
- c) Observe and record observations of the night sky.
- d) Think about and appreciate the wonders of nature.

### ***Content:***

- a) The galaxies.
- b) The Milky Way - our own galaxy.
- c) The vastness of the Universe explained in terms of light years.

***Recommended time for teaching:***2 periods.

## 1.2 THE SOLAR SYSTEM

---

### ***Aims:***

Students will be able to:

1. State the English names and the order of the planets from the Sun.
2. Understand the importance of the Sun in terms of light and energy.

### ***Specific Objectives:***

Students will be able to:

- a) Draw a diagram or construct a model of the planets and the Sun in our Solar System.
- b) Explain the importance of the Sun as the main source of energy and its influence in everyday life

### ***Content:***

- a) The Sun and the Planets: the Sun explained as a star and as an original source of light and energy.
- b) Description of the planets as rotating bodies.
- c) Solar System facts: a table giving the names of planets, their order in the orbits, and their rotation time.
- d) Days of the week: a table giving the Dhivehi, Sanskrit and English names of the planets.

***Recommended time for teaching:*** 2 periods.

### 1.3 THE PLANET EARTH

---

***Aims:***

Students will be able to:

1. Understand the difference between latitude and longitude.
2. Have an awareness of the Earth's gravitational pull.
3. Recognise the different phases of the Moon.

***Specific Objectives:***

Students will be able to:

- a) Identify the main features of the Earth.
- b) Conduct an experiment to show the gravitational pull of the Earth.
- c) Mark the important lines of longitude and latitude on a globe or map.
- d) Outline the importance of the moon with regard to the Hijri calendar and its effect on planet Earth.
- e) Appreciate that Earth is the only place where humans can live.

***Content:***

- a) Physical, geographical, and gravitational features of Earth.
- b) The difference between longitude and latitude.
- c) Relationship of the Moon with Earth and the Hijri calendar.
- d) Unique qualities of Earth for human existence.

***Recommended time for teaching:***

3 periods.

## **1.4 MOVEMENTS OF THE EARTH**

---

### ***Aims:***

Students will be able to:

1. Explain Rotation and Revolution.
2. Recognise the occurrence of seasons.
3. Understand what is meant by lunar eclipse and a solar eclipse.

### ***Specific Objectives:***

Students will be able to:

- a) Explain the two movements, rotation and revolution and its effects on earth.
- b) Observe the rising and setting points of the sun for a period of time for a better understanding of the occurrence of seasons.
- c) Draw and label diagrams to illustrate the movements of the earth and the occurrence of eclipses.
- d) To wonder at the occurrences of day and night and eclipses.

### ***Content:***

- a) The phenomena of rotation and revolution explained in relation to the movements of a top.
- b) Explanations on the occurrence of seasons.
- c) The phenomena of equinoxes, solstices and eclipses.

***Recommended time for teaching:***3 periods.

## **1.5 CALCULATION OF TIME**

---

### ***Aims:***

Students will be able to:

1. Understand that time differs from place to place due to the rotation of the Earth
2. Predict the time of different places by looking at the chart on time zones.

### ***Specific Objectives:***

Students will be able to:

- a) Explain how time differs from place to place due to rotation of the earth.
- b) Predict time in different places by looking at the chart on time zones.
- c) Value time in everyday life.

### ***Content:***

- a) Explanation of the reasons for time differences at various parts of the Earth.
- b) Simple explanation of the principles: each longitudinal division is equal to 4 minutes; time increases towards east and decreases towards west.
- c) Brief explanation of the Time Zones, Greenwich Mean Time (G.M.T.) and the International Date Line (I.D.L.)

***Recommended time for teaching:*** 2 periods.

## UNIT 2

### THE ATMOSPHERE, LITHOSPHERE AND HYDROSPHERE

*AIM:*

Understanding the structure of the earth.

2.1 The atmosphere

2.2 Lithosphere and the interior of  
the Earth

2.3 The hydrosphere

2.4 Currents and tides

## **2.1 THE ATMOSPHERE**

---

### ***Aims:***

Students will be able to:

1. Understand the importance of the atmosphere.
2. State the names of the different layers of the atmosphere.
3. Have an awareness of the altering atmospheric conditions which lead to environmental problems.

### ***Specific Objectives:***

At the end of the unit students will be able to:

- a) Give reasons why the atmosphere is important for all living things.
- b) Draw diagrams to show the different layers of the atmosphere.
- c) Research into one of the two environmental problems, ozone crisis or greenhouse effect.
- d) Value the importance of a clean, safe atmosphere and suggest ways to preserve it.

### ***Content:***

- a) The atmosphere and its different layers, exosphere, thermosphere, mesosphere, stratosphere, troposphere.
- b) Benefits of the atmosphere.
- c) Greenhouse effect and the ozone crisis.
- d) Preservation of the atmosphere.

***Recommended time for teaching:*** 3 periods.

## **2.2 LITHOSPHERE AND THE INTERIOR OF THE EARTH**

---

### ***Aims:***

Students will be able to:

1. Understand the importance and the functions of the Lithosphere and the interior of the Earth.

### ***Specific Objectives:***

Students will be able to:

- a) Name the main layers in the structure and explain the features of the earth.
- b) Conduct an experiment to show how volcanoes occur.
- c) Collect soil samples and report on its origin and features.
- d) Appreciate the value of the Lithosphere for human existence.

### ***Content:***

- a) The main layers in the structure of the earth.
- b) Volcanoes and Rocks.
- c) Special features of Maldivian soil.
- d) Relationship of the Lithosphere for human existence.

***Recommended time for teaching:*** 2 periods.

## **2.3 THE HYDROSPHERE**

---

### ***Aims:***

Students will be able to:

1. Understand the importance of the hydrosphere for the existence of all living things.
2. Explain in simple terms, how the water cycle works.

### ***Specific Objectives:***

Students will be able to:

- a) Explain the importance of water for all living things.
- b) Draw and explain the water cycle.
- c) Explain why seawater is salty.
- d) Value the importance of clean water and suggest ways to preserve it.
- e) Appreciate the value of water for the existence of life.

### ***Content:***

- a) Water, as a source of life.
- b) The water cycle.
- c) How oceans are formed and why they are salty.
- d) Water pollution.

***Recommended time for teaching:*** 3 periods.

## **2.4 CURRENTS AND TIDES**

---

### ***Aims:***

Students will be able to:

1. Understand the importance of currents and tides.
2. Recognise the occurrence of tides.

### ***Specific Objectives:***

Students will be able to:

- a) Explain currents and tides.
- b) List the different types of currents and tides.
- c) Observe and record high tide and low tides at a particular point.

### ***Content:***

- a) Ocean currents: warm, cold, surface and deep water currents
- b) How currents and tides occur.
- c) Tides: high, low, spring and neap.
- d) The economic and navigational uses of tides.

***Recommended time for teaching:*** 2 periods.

## UNIT 3

### WEATHER AND CLIMATE

*AIM:*

**Understand the natural phenomena of weather and climate and awareness of their effects on life and lifestyle.**

**3.1 Weather**

**3.2 Climate**

### **3.1 WEATHER**

---

***Aims:***

Students will be able to:

1. Have an awareness of the various factors which determine the weather.
2. Have an elementary knowledge of how the above factors occur.

***Specific Objectives:***

Students will be able to:

- a) Explain the various factors that determine weather, i.e. temperature, precipitation, air pressure, clouds and wind.
- b) Observe and record the weather over a period of time/ Draw a graph from data obtained about the weather.
- c) List the instruments used for measuring the different elements of weather.
- d) Appreciate changing weather patterns and its effects on our lifestyle.

***Content:***

- a) Factors affecting weather: temperature, precipitation, Air pressure, Humidity, Clouds and Wind.
- b) Instruments used to measure weather.
- c) Changing weather patterns on our lifestyle.

***Recommended time for teaching:*** 3 periods.

### 3.2 CLIMATE

---

***Aims:***

Students will be able to:

1. Be familiar with the different climatic regions.
2. Know the difference between weather and climate.
3. Understand the importance of monsoons to Asia.
4. Have an awareness of the relationship between climate and lifestyle.
5. Respect the unique cultural methods for predicting weather and climate.

***Specific Objectives:***

Students will be able to:

- a) Name the main types of climate and the reasons why they are different.
- b) Explain the relationship between climate and lifestyle.
- c) Mark the different climatic regions on a map of the world.
- d) Explain the two types of monsoons experienced in Maldives.
- e) Name the Nakaiys in order and identify the periods of the two monsoons.

***Content:***

- a) The different climates and climatic regions of the world.
- b) North-east Monsoon and the South-west Monsoon of the Maldives.
- c) Relationship between climate and lifestyle.
- d) The Nakaiy Calendar.

***Recommended time for teaching:*** 4 periods.

## UNIT 4

### PHYSICAL AND POLITICAL GEOGRAPHY OF THE WORLD

*AIM:*

**Familiarity with the physical features  
and political geography of the world**

**4.1 Continents and oceans**

**4.2 Mountains and rivers**

**4.3 Political divisions**

**4.4 Capitals and important  
cities**

## **4.1 CONTINENTS AND OCEANS**

---

### ***Aims:***

Students will be able to:

1. Know the names of the continents and oceans and be able to locate them on a map.
2. Be familiar with the names given to the main landforms of the world.

### ***Specific Objectives:***

Students will be able to:

- a) Mark and name the continents and oceans on a map of the world.
- b) Explain the main landforms of the world: continents, oceans, mountain, mountain range, plateau, plain, river, peninsula, island, isthmus, sea, cape, gulf, bay, strait and waterfall.
- c) Appreciate the diversities and wonders of nature.

### ***Content:***

- a) The seven continents: Asia, Africa, Australia, Antarctica, Europe, North America and South America.
- b) The large oceans: Pacific, Atlantic, Indian and Arctic Oceans.
- c) The main landforms of the Earth, Mountain, Mountain range, Plateau, Plain, River, Peninsula, Island, Isthmus, Sea, Cape, Gulf, Bay, Strait and Waterfall.

***Recommended time for teaching:*** 4 periods.

## 4.2 MOUNTAINS AND RIVERS

---

### ***Aims:***

Students will be able to:

1. Locate and mark the major mountain ranges and rivers on a map.
2. Understand the origins of mountains and rivers.
3. Have an awareness of the influence of mountains and rivers on human life.

### ***Specific Objectives:***

Students will be able to:

- a) Describe the main types of mountains and how they are formed.
- b) Explain how rivers originate.
- c) Examine the influence of mountains and rivers on human life.
- d) Value and appreciate the need for protection of rivers and mountains.

### ***Content:***

- a) Types of mountains: fold, block, volcanic and dome mountains.
- b) Origins of rivers.
- c) Influence of mountains and rivers on human life.
- d) Preservation of mountains and rivers.

***Recommended time for teaching:*** 4 periods.

### **4.3 POLITICAL DIVISIONS**

---

***Aims:***

Students will be able to:

1. Have an awareness that the divisions between countries are human-made and are liable to change.
2. Know the locations of the countries in South Asia.

***Specific Objectives:***

Students will be able to:

- a) Present some of the factors for the existence of boundaries and borders in the world today.
- b) Explain why borders of countries sometimes change.
- c) Name the capital cities of the SAARC countries.
- d) Mark and name the most populated cities on a world map.

***Content:***

- a) Boundaries and borders in the world today.
- b) Countries of South Asia: Maldives, Sri Lanka, India, Bangladesh, Pakistan, Bhutan, Nepal, Afghanistan, China and Burma.
- c) The need for passports.

***Recommended time for teaching:*** 3 periods.

#### **4.4 CAPITALS AND IMPORTANT CITIES**

---

***Aims:***

Students will be able to:

1. Have an awareness of the dimensions of some large cities in terms of their population.
2. Mark some important cities on a map.
3. Mark the names of the countries in the region and the names of their capital cities.

***Specific Objectives:***

Students will be able to:

- a) Compare life in a big city with a small city and value the advantages.
- b) Name some important capitals and major cities on a world map.
- c) Draw a map of South Asia and name the countries and their capitals.

***Content:***

- a) SAARC countries: Maldives - Male, SriLanka - Colombo, India -New Delhi, Bangladesh - Dhaka, Pakistan - Islamabad, Bhutan - Thimpu and Nepal - Kathmandu.
- b) The world's ten largest cities:
- c) Capital Cities and their main features.
- d) Large and small cities.

***Recommended time for teaching:*** 4 periods.

## UNIT 5

### ASTRONOMY, GEOGRAPHY AND NAVIGATION IN MALDIVES

*AIM:*

**Familiarity with the local geographical features and awareness of the local genius of Maldives pertaining to navigation.**

**5.1 Constellations and navigation**

**5.2 Geography and navigation**

**5.3 Mariner's charts**

**5.4 A compass and its uses**

***Aims:***

Students will be able to:

1. Understand the meaning of the word constellation.
2. Have an awareness of the astronomical and navigational heritage of the people of Maldives.

***Specific Objectives:***

Students will be able to:

- a) Explain how constellations assisted navigators.
- b) Explain how *Nakaiy* are based on constellations.
- c) Value traditional knowledge as one of the reliable sources of information.

***Content:***

- a) Constellations and their Dhivehi names found in Maldivian traditions.
- b) The relationship of the *Nakaiy* with constellations. (also explained in 3.2)
- c) How constellations were used to find out directions, bearings and time in early navigational activities.

***Recommended time for teaching:*** 2 periods.

## **5.2 GEOGRAPHY AND NAVIGATION**

---

### ***Aim:***

Students will be able to:

1. Be familiar with the Dhivehi and English terms for the geographical features of Maldives.
2. Know the names of the atolls.

### ***Specific Objectives:***

Students will be able to:

- a) State the main geographical features of Maldives.
- b) State how geographical features assisted navigators.
- c) Draw, locate and name the atolls on a map of Maldives.
- d) Appreciate the navigational skills of Maldivian sailors.

### ***Content:***

- a) Some geographical features of Maldives pertaining to navigation and their Dhivehi terminology: reef, lagoon, atoll, sea, passage, inter-atoll waters and channels.
- b) Islands and Atolls of Maldives.
- c) A map showing some geographical features of an atoll.

***Recommended time for teaching:*** 3 periods.

### **5.3 MARINER'S CHARTS**

---

***Aims:***

Students will be able to:

1. Understand the use of mariner's charts.
2. Be familiar with the terms used on mariner's charts i.e. soundings, nautical miles, fathoms.

***Specific Objectives:***

Students will be able to:

- a) Explain some terms used on mariners charts.
- b) State how mariner's charts help navigators.

***Content:***

- a) Introduction to the features and uses of Mariner's charts.
- b) Explanation of terms like fathoms and nautical miles.

***Recommended time for teaching:*** 2 periods.

## **5.4 A COMPASS AND ITS USES**

---

### ***Aims:***

Students will be able to:

1. Be aware that a compass is used to measure direction.
2. Know the eight major points on a compass.
3. Find the bearings for places on a map.

### ***Specific Objectives:***

Students will be able to:

- a) Know the main directions on a compass.
- b) Explain the use of a compass.
- c) Follow directions with the aid of a compass.
- d) Find the bearings for places on a map.
- e) Wonder at the magnetism of the earth.

### ***Content:***

- a) Compass points, bearing and direction.
- b) The use of a compass; finding bearings and direction.

### ***Recommended time for teaching:***

2 periods.

## **COMPONENT 2**

### ***Humanity***

#### **Aim of the component:**

View the important stages in the history of humanity. This component deals with the second objective of teaching Social Studies.

**Unit 6. Origins and Development of Human Cultures**

**Unit 7. The World Civilizations**

**Unit 8. Western Civilization and the Industrial Revolution**

## **UNIT 6**

### **ORIGINS AND DEVELOPMENT OF HUMAN CULTURES**

***AIM:***

**Understand the place of humanity among other living things and view the early material and cultural developments of humanity**

**6.1 Earth, humanity and other lives**

**6.2 The unique features of humanity**

**6.3 Prehistoric life**

**6.4 The beginnings of agriculture**

## **6.1 EARTH, HUMANITY AND OTHER LIVES**

---

### ***Aims:***

Students should be able to:

1. Understand the place for humanity among all other living organisms.

### ***Specific Objectives:***

Students will be able to:

- a) Explain the different periods in the history of life on Earth.
- b) Draw a time line of the history of life on Earth.
- c) Complete a research project on dinosaurs.

### ***Contents:***

- a) The different periods in the study of life on Earth.
- b) Explanation of the geological clock.

### ***Recommended time for teaching:***

2 periods.

## **6.2 THE UNIQUE FEATURES OF HUMANITY**

---

### ***Aim:***

Students will be able to:

1. Identify the special features of human beings.

### ***Specific Objectives:***

Students will be able to:

- a) Identify the unique features of human beings. i.e. stereoscopic vision, the ability to walk on two legs, erect posture, articulated speech, abstract thinking and the ability to produce tools.
- b) Compare human beings with other living things to show the special attributes of human beings.
- c) Value the special attributes of humans to recognize that they should be used in constructive and positive ways to benefit all living things.

### ***Contents:***

- a) Special features of human beings: stereoscopic vision, bi-pedallism, erect position, articulated speech, abstract thinking and the ability to produce tools.
- b) A comparison of human beings with other living things.
- c) The unique features of human beings .

***Recommended time for teaching:*** 2 periods.

### **6.3 PREHISTORIC LIFE**

---

***Aims:***

Students will be able to:

1. Understand what ‘archaeology’ means.
2. Have an awareness of early human life and their hunter-gatherer existence.
3. Understand the significance of inventions such as fire, tools, etc.

***Specific Objectives:***

Students will be able to:

- a) Explain how we know about life in the past.
- b) Describe the features of the prehistoric period known as the Stone Age.
- c) Describe some features of the hunter-gatherer economy.
- d) Explain the achievements of these early people and its significance,
- e) Associate the significance of cave art as an expression of the human mind.

***Content:***

- a) Introduction to the term ‘archaeology’ and a brief explanation of how the discipline reveals prehistoric life.
- b) Features of human life during prehistoric times: tools, fire, hunter-gatherer economy, cave dwellings and cave art.
- c) The use of fire for human existence.

***Recommended time for teaching:*** 3 periods.

## 6.4 THE BEGINNINGS OF AGRICULTURE

---

### ***Aims:***

Students will be able to:

1. Understand the importance of food production which is necessary for human life.
2. Understand how the pattern of food production developed over time.

### ***Specific Objectives:***

Students will be able to:

- a) Identify the reasons for the beginnings of agriculture.
- b) List the improvements brought in by the food producing economy.
- c) Construct a model or draw a diagram of an agricultural settlement.
- d) Appreciate the fact that our life today depends very much on a pattern that developed 10,000 years ago.

### ***Content:***

- a) The environmental changes around 10,000 BC and their effects on human life.
- b) Agriculture and agricultural settlements.
- c) Developments such as domestication of animals, farming, permanent settlements, pottery making.
- d) The importance of a food producing economy.

***Recommended time for teaching:*** 2 periods.

## UNIT 7

### THE WORLD CIVILISATIONS

*AIM:*

Viewing the development of civilisations in the history of humanity

7.1 The beginnings of urban settlement

7.2 The early civilisations

7.3 Later civilisations

## 7.1 THE BEGINNINGS OF URBAN SETTLEMENT

---

### ***Aims:***

Students will be able to:

- a) Understand the interrelationship between agriculture, village settlements, market centers and urbanisation.
- b) Understand the role played by river valleys in the development of urban settlements.
- c) Understand the influence of urban centers on human lifestyles.

### ***Specific Objectives:***

Students will be able to:

- a) Identify the contributing factors which led to the development of urban settlements.
- b) Explain the role played by river valleys in the development of urbanization.
- c) Discuss the influence of urban centres on human life style.

### ***Contents:***

- a) The inter-relationship between agriculture, village settlements, market centers and urbanisation.
- b) The role of river valleys in the development of urbanization.
- c) Urban settlements and urbanization.

***Recommended time for teaching:*** 2 periods.

## **7.2 THE EARLY CIVILISATIONS**

---

### ***Aims:***

Students will be able to:

1. Understand the main features of the early civilisations.

### ***Specific Objectives:***

Students will be able to:

- a) List the main features of Sumerian, Egyptian, Indus Valley and Chinese civilisations.
- b) Identify the main differences and similarities in the four early civilisations.
- c) Mark the centres of early civilisation on a world map.
- d) Appreciate and value the contributions of the early civilisations.

### ***Content:***

- a) Early civilisations of Sumeria, Egypt, Indus Valley and China.
- b) The main features of shelter, food, clothing and social organisation of early civilisations.
- c) Similarities and differences of the four main early civilisations.
- d) Contributions of early civilisations to our life today.

***Recommended time for teaching:*** 3 periods.

### **7.3 LATER CIVILIZATIONS**

---

***Aims:***

Students will be able to:

1. Be aware of the influence of the Greco-Roman, Indian, Chinese, Arab and Central and South American civilisations.

***Specific Objectives:***

- a) Draw a map and mark the spheres of later civilisations.
- b) Draw a time line and mark the main civilisations that existed in the past and identify their features.
- c) Appreciate and value contributions made by later civilisations to modern times.

***Contents:***

- a) The main features and contributions of Greco-Roman, Arab, Indian, Chinese and Central and South American civilisations.
- b) Contributions of later civilisations to our life today.

***Recommended time for teaching:*** 3 periods.

## **UNIT 8**

### **WESTERN CIVILISATION AND THE INDUSTRIAL REVOLUTION**

*AIM:*

**Viewing the origins of a modern civilisation and understanding its impacts on humanity.**

**8.1 The Renaissance in Europe**

**8.2 Geographical voyages**

**8.3 The Industrial Revolution**

## **8.1 THE RENAISSANCE IN EUROPE**

---

### ***Aims:***

Students will be able to:

1. Be aware that the Renaissance provided a new vigour for western civilisation which in turn influenced the entire world.

### ***Specific Objectives:***

Students will be able to:

- a) Explain the renaissance in Europe.
- b) List some important personalities of the Renaissance period and explain why they are still famous today.

### ***Content:***

- a) The influence of western civilisation in modern times.
- b) The circumstances that led to the Renaissance of Europe.
- c) The Renaissance in Europe.
- d) Personalities and major events in Europe.

***Recommended time for teaching:*** 3 periods.

## **8.2 GEOGRAPHICAL VOYAGES**

---

### ***Aim:***

Students will be able to:

1. Understand the significance of the major geographical voyages of Columbus, Vasco da Gama and Magellan.

### ***Specific Objectives:***

- a) Name three of the most important European Explorers :-Columbus, Vasco da Gama and Magellan
- b) Outline the consequences of the geographical voyages for the entire world.
- c) Draw a map of the world and mark the route of the geographical voyages of Columbus, Vasco da Gama and Magellan.
- d) Appreciate the efforts made by the famous explorers and value their contributions.

### ***Content:***

- a) The geographical voyages of Christopher Columbus, Vasco da Gama and Ferdinand Magellan.
- b) Contributions and consequences of European exploration for the entire world.

***Recommended time for teaching:*** 2 periods.

### **8.3 THE INDUSTRIAL REVOLUTION**

---

***Aims:***

Students will be able to:

1. Be aware of the inter-relationship between colonialism, the Industrial Revolution and scientific inventions.
2. Understand how some inventions have influenced lifestyle to a great extent.

***Specific Objectives:***

Students will be able to:

- a) Identify the events that brought about the Industrial Revolution.
- b) Compare the lifestyle before and after the Industrial Revolution.
- c) Marvel and appreciate the genius and creativity of inventors with regard to their inventions.

***Contents:***

- a) The inter-relationship between colonialism, the Industrial Revolution and scientific inventions.
- b) Main events that brought about the Industrial Revolution.
- c) Lifestyle, before and after the Industrial Revolution.
- d) Inventions and inventors.

***Recommended time for teaching:*** 3 periods.

## UNIT 9

### THE SPACE AGE

*Aims:*

**Have an elementary knowledge of the types of the governments that exist in our time.**

**9.1 Growth of population and technology**

**9.2 How the world has shrunk**

**9.3 The space missions**

**9.4 Life in modern times.**

## 9.1 GROWTH OF POPULATION AND TECHNOLOGY

---

### ***Aims:***

Students will be able to

1. Explain the reasons leading to population growth.
2. Understand the reasons for growth in technology.
3. Understand the consequences of such growth.

### ***Specific Objectives:***

Students will be able to:

- a) Identify and explain the reasons leading to population growth.
- b) Identify the most populated countries in the world today.
- c) List the consequences of rapid population growth and technology for humanity.
- d) Value the need for a balance between population growth and environmental sustainability.

### ***Content:***

- a) Population and population growth.
- b) Technology.
- c) Consequences of rapid population growth and technology for humanity and the environment.

***Recommended time for teaching.*** 3 periods.

## **9.2 HOW THE WORLD HAS SHRUNK**

---

### ***Aim:***

Students will be able to:

1. Be aware of the communication and travel network of the world.

### ***Specific Objectives:***

Students will be able to:

- a) Explain how inventions have brought people closer together.
- b) Compare and contrast communication and transport systems in Maldives in the past and the present.

### ***Content:***

- a) Communication systems satellite communication, radio, television, telephone, telex and facsimile.
- b) Transportation systems: air, road and sea travel.
- c) Implications of technological developments.
- d) Global outlook.

***Recommended time for teaching:*** 2 periods.

### **9.3 THE SPACE MISSIONS**

---

***Aims:***

Students will be able to:

1. Be aware of the achievements of humanity through the space missions.

***Specific Objectives:***

Students will be able to:

- a) Construct a table to show the dates, names of people and countries of space missions.
- b) Identify some of the advantages and disadvantage of the space age.
- c) Value the great achievements of the space age.

***Contents:***

- a) Voyages to the moon.
- b) Space explorations.

***Recommended time for teaching:*** 3 periods.

## **9.4 LIFE IN MODERN TIMES**

---

### ***Aim:***

Students will be able to:

1. Be aware of some of the challenges faced by humanity today, such as war, poverty and environmental destruction.

### ***Specific Objectives:***

Students will be able to:

- a) Describe some of the negative factors of life in modern times.
- b) Provide examples to illustrate the negative effects of life in modern times.
- c) Suggest a solution for one of the negative factors faced through life in modern times.
- d) Consider the value of peace, equality, good health and environmental preservation.

### ***Content:***

- a) Some challenges faced by humanity today such as: war, nuclear threat, poverty, drug addiction, alcoholism and environmental decay.
- b) Local and international examples of life in modern times.
- c) Peace, equality, good health and environmental preservation.

***Recommended time for teaching:*** 3 periods.

## **COMPONENT 3**

### ***Human Institutions***

#### **Aim of the Component:**

Understand the major human institutions that direct the social and individual life of human beings. This component deals with the third objective of teaching Social Studies.

**Unit 10. Society and Culture**

**Unit 11. Languages and Scripts**

**Unit 12. Religions of Humanity**

## UNIT 10

### SOCIETY AND CULTURE

*Aim:*

**Understanding the social behaviour of humanity and viewing culture as an interaction between humanity and environment.**

**10.1 Social behaviour**

**10.2 Social institutions**

**10.3 Culture**

## **10.1 SOCIAL BEHAVIOUR**

---

### ***Aim:***

Students will be able to:

1. Have an awareness of the behaviour of some living organisms and recognise that social institutions are natural for human beings.

### ***Specific Objectives:***

Students will be able to

- a) Outline the social behaviour of animals.
- b) Define the key concepts - instinct, social behaviour, predator and territory.
- c) Compare the social behaviour of animals with humans.
- d) Value and respect the social behaviour of all living things.

### ***Content:***

- a) Social behaviour of animals and humans;
- b) Instinct, social behaviour, predator, territory.

***Recommended time for teaching:*** 2 periods.

## **10.2 SOCIAL INSTITUTIONS**

---

### ***Aims:***

Students will be able to:

1. Understand the terms of marriage, family, community, society and nation.
2. Have an awareness of the variety and changing nature of these institutions.

### ***Specific Objectives:***

Students will be able to:

- a) Define social institutions.
- b) Provide real life examples for the different types of social institutions.
- c) Examine the variety and changing nature of social institutions.
- d) Value and respect the diversity of social institutions.

### ***Content:***

- a) The meaning of social institutions.
- b) Social institutions such as marriage, family, community, society, nation, laws, religion and government.
- c) Social Institutions in the world today.

***Recommended time for teaching:*** 3 periods.

### 10.3 CULTURE

---

***Aims:***

Students will be able to:

1. Understand the meaning of the word 'culture'.
2. Understand the difference between westernisation and modernisation.

***Specific Objectives:***

Students will be able to:

- a) Define the term 'culture'.
- b) Examine how environment determines culture.
- c) Examine the influence of different types of technology on culture.
- d) Prepare a list of unique cultural features that are seen in the Maldivian lifestyle today.
- e) Value cultural diversity.

***Content:***

- a) Understanding the meanings of the word 'culture'.
- b) Culture and lifestyle in Maldives.
- c) The impact of technology on culture.

***Recommended time for teaching:*** 3 periods.

## UNIT 11

### LANGUAGES AND SCRIPTS

***AIM:***

**Viewing the Dhivehi Language and Script in the background of world languages and scripts.**

**11.1 The world languages**

**11.2 Dhivehi**

**11.3 Writing**

**11.4 The Dhivehi script**

## **11.1 THE WORLD LANGUAGES**

---

### ***Aims:***

Students will be able to:

1. Understand the importance of languages.
2. Familiarise with the names of some languages and identify the countries where they are spoken.

### ***Specific Objectives:***

Students will be able to:

- a) Identify the various forms of human expression.
- b) Name the major world languages and where they are spoken.
- c) Explain how some languages spread from one place to another.
- d) Respect the diversity of language.

### ***Content:***

- a) Human expression and communication of: gesture, writing, art and behaviour.
- b) Major languages in the world.
- c) Diversity of languages in the world today.

***Recommended time for teaching:*** 3 periods.

## 11.2 DHIVEHI

---

### ***Aims:***

Students will be able to:

1. Understand the meaning of the word 'Dhivehi'.
2. Compare some Dhivehi words with words in languages from the neighbouring countries.
3. Compare some Dhivehi words with words in Arabic.

### ***Specific Objectives:***

Students will be able to:

- a) Define 'Dhivehi'
- b) Discuss the different opinions about the origins of Dhivehi.
- c) List the main dialects in Dhivehi.
- d) Value the uniqueness of Dhivehi as part of Maldivian identity.

### ***Content:***

- a) The meaning of the word "Dhivehi".
- b) Origin of Dhivehi.
- c) The four main dialects of Dhivehi, Huvadhu, Addu and Gnaviyani, Hadhdhunmathi and the rest of the country.
- d) Language and Maldivian identity.

***Recommended time for teaching:*** 3 periods.

### **11.3 WRITING**

---

***Aims:***

Students will be able to:

1. Be aware of the origins and development of writing.
2. Be aware that there are a variety of scripts in the world.

***Specific Objectives:***

Students will be able to:

- a) Trace the origins and development of writing.
- b) Make a chart showing the early forms of writing.
- c) Develop a code of communication based on one of the early forms of writing.
- d) Value the diversity of scripts in the world.

***Content:***

- a) Pictograms, ideograms and alphabetic writing.
- b) Diversity of scripts in the world today.

***Recommended time for teaching:*** 3 periods.

## **11.4 THE DHIVEHI SCRIPT**

---

### ***Aim:***

Students will be able to:

1. Understand the history and sequence of Dhivehi scripts.

### ***Specific Objectives:***

Students will be able to:

- a) Name the different scripts used in the history of Maldives.

### ***Content:***

- a) The background of South Indian/Sri Lankan scripts.
- b) Eveyla Akuru.
- c) Dhives Akuru.
- d) Thaana.

***Recommended time for teaching:*** 2 periods.

## UNIT 12

### THE RELIGIONS OF HUMANITY

*AIMS:*

**Understand the presence of various religions in the world and be familiar with the distribution of the Islamic population**

**12.1 Early faiths and beliefs**

**12.2 Major religions**

**12.3 Islamic society**

## **12.1 EARLY FAITHS AND BELIEFS**

---

### ***Aims:***

Students will be able to:

1. Have an awareness of the variety of religious cults in early human life.

### ***Specific Objectives:***

Students will be able to:

- a) Find out about some of the early faiths and beliefs
- b) Research and present a folk story.

### ***Content:***

- a) Early faiths, beliefs and folk stories

***Recommended time for teaching:*** 2 periods.

## **12.2 MAJOR RELIGIONS**

---

### ***Aims:***

Students will be able to:

1. Be aware that there are a variety of religions in the world.
2. List the main religions in the world.

### ***Specific Objectives:***

Students will be able to:

- a) Name the major religions in the world today.
- b) List some of the countries where the major religions are practiced in the world.
- c) Recognize that there are various religions in the world.

### ***Content:***

- a) Major religions of the world today; Hinduism, Judaism, Christianity and Islam.
- b) Religious diversity.

***Recommended time for teaching:*** 2 periods.

### **12.3 ISLAMIC SOCIETIES**

---

***Aims:***

Students will be able to:

1. Name and locate the countries where the Islamic population is over 80 per cent of the total population.
2. Understand the common bond of Islamic Brotherhood among all the Islamic Societies.

***Specific Objectives:***

Students will be able to:

- a) Make a table showing the Islamic regions, countries, Muslim percentage and language spoken.
- b) Discuss the different lifestyles in the different Islamic regions.
- c) Value the differences in lifestyle in Islamic societies and the common bond of Islamic Brotherhood.

***Content:***

- a) Islamic population of the world.
- b) Lifestyle in Islamic societies.

***Recommended time for teaching:*** 3 periods.