

**Curriculum Planning and Development Division
Ministry of Education**

**Primary Social Studies
Syllabus
2012**

Primary Social Studies Syllabus 2012



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Year of Implementation from 2012

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The Social Studies curriculum spans across the primary and secondary levels. The curriculum aspires towards the educative growth of the Social Studies learner as a reflective inquirer who is also an informed, concerned and participative citizen at the end of a full course of Social Studies education.

Philosophy of Social Studies

At the heart of Social Studies (SS) is the preparation of our pupils to be citizens of tomorrow by helping them to better understand the interconnectedness in the world they live in and appreciate the complexities of the human experience. Drawing on the social life that is of meaning and interest to the learners, SS seeks to inspire mental eagerness and evoke pupils' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, SS helps pupils to attain relevant knowledge and understandings about these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives.

SS seeks to inculcate in pupils a deeper understanding of the values that define the Singaporean society and nurture dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum therefore envisions the SS pupil as an informed, concerned and participative citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he/she lives in.



1 CURRICULUM FRAMEWORK FOR PRIMARY AND SECONDARY SOCIAL STUDIES

The Social Studies curriculum spans across the primary and secondary levels. The curriculum aspires towards the educative growth of the Social Studies learner as a reflective inquirer who is also an informed, concerned and participative citizen at the end of a full course of Social Studies education.

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The Singapore Social Studies Curriculum

Curriculum Aims

The following curriculum aims define the qualities of an ***informed, concerned*** and ***participative citizen*** to be developed in the pupils at the end of their Social Studies education.

As an ***informed*** citizen, the pupil would:

- understand his/her own identity vis-à-vis his/her identity as a Singaporean and as a global citizen;
- respect different perspectives and yet view the world with an understanding of the Singapore perspective;
- apply reflective thought in making quality decisions;
- develop the ability to analyse, negotiate and manage complex situations; and
- evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decisions.

As a ***concerned*** citizen, the pupil would:

- have a sense of belonging to his community and nation;
- find it important to engage in issues of societal concern because he/she understands the potential impact his/her response has on society;
- show commitment to social cohesion by appreciating cultural diversity of all races; and
- have an awareness of the ethical consequences of decision-making.

As a ***participative*** citizen, the pupil would:

- show motivation to identify issues of concern and take action;
- demonstrate resilience in addressing concerns of the community or society in spite of challenges faced;
- take personal and collective responsibility for effecting social action for the common good; and
- serve to make a positive difference to all.

Southeast Asia and Singapore's ties with the region. Clusters of study are in [Table 2.1](#).

How is the Primary Social Studies syllabus organised?

A thematic approach, structured along the key themes¹ of *Identity, Culture and Heritage* and *People and Environment*, is adopted to frame the syllabus. The syllabus is organised into three broad clusters titled *Discovering Self and Immediate Environment, Understanding Singapore in the Past and Present, and Appreciating the World and Region We Live In*.

In Cluster 1: *Discovering Self and Immediate Environment*, pupils would explore who they are in relation to the people and places around them. They would also explore the communities in Singapore. Pupils would not only come to appreciate the cultural diversity in Singapore but also learn about the cosmopolitan nature of the Singapore society as they study about countries where new migrant communities come from.

In Cluster 2: *Understanding Singapore in the Past and Present*, pupils would develop an appreciation of the country they live in as they learn about the contributions of different groups of people to the growth of Singapore. Pupils would also come to value the resilience as well as resourcefulness of our forefathers and political leaders.

In Cluster 3: *Appreciating the World and Region We Live In*, pupils would learn about the world and the various communities of people. Fostered in the pupils would be a deeper appreciation of the interconnectedness of the world and the legacy of human achievements of societies, past and present. The journey for the child culminates with an understanding of

Primary 1	Knowing Myself, Others and My Surroundings	Who am I in relation to the people and places around me?
Primary 2	Coming Together as a Nation	What unites us as people of Singapore?
Primary 3	Understanding Singapore	How do we appreciate the country we live in?
Primary 4	Valuing Our Past	How is life in Singapore today shaped by what happened in the past?
Primary 5	Appreciating the World	How have the legacies of the world impacted our lives today?
Primary 6	Discovering Southeast Asia	How is Southeast Asia important to Singapore?

How is the Primary SS syllabus designed?

The Primary SS syllabus is framed by knowledge, skills and values outcomes that pupils will acquire in order to develop into informed, concerned and participative citizens at the local and global levels. These key learner outcomes are in [Table 2.2](#).

¹ Five themes, *Identity, Culture and Heritage; People and Environment; Governance and Organisation of Societies; Conflict, Cooperation and Resolution; and Economy and Globalisation* provide the conceptual domains to ensure continuity and progression across the levels throughout the 10 years from primary to secondary levels. The basic idea of conceptual domain is that one would not be able to understand the meaning of a concept without access to all the essential knowledge related to it. For example, one would not be able to understand the topic of 'care for the environment' without knowing anything about the concepts of what constitutes 'care' and 'environment' and how the two concepts operate and interact with each other in different contexts. It requires one to understand the impact people have on the environment.

Table 2.2: Key Learner Outcomes

Knowledge	Skills	Values
<p>At the end of six years of SS education, pupils will be able to:</p> <ul style="list-style-type: none"> • explore identity, culture and heritage of individuals and groups and appreciate how these change over time; • understand the relationship between people and the environment over time and space; • examine the roles and responsibilities of individuals in groups and communities; • discuss the importance of resources to Singapore; • recognise that common ties among countries promote progress and understanding; • explore what makes Singapore a nation and a home to cherish; • understand Singapore’s connection with the world; and • describe the achievements of societies past and present and how they contribute to the progress of humanity. 	<p>At the end of six years of SS education, pupils will be able to:</p> <ul style="list-style-type: none"> • develop a plan to locate and collect information/data using various tools (e.g. digital/video cameras, mobile devices, web applications and search engines); • explore ideas and consider their relevance; • make careful observations; • process information/data based on reliability and relevance; • reflect and make informed decisions based on information; • express thoughts and feelings fluently and confidently in a group; • work effectively in a variety of group settings; • design a plan to present their work independently; and • present ideas and findings with clarity, persuasion and in creative ways through the use of various tools and modes of presentation (e.g. digital story, newsmaker / moviemaker). 	<p>At the end of six years of SS education, pupils will be able to:</p> <ul style="list-style-type: none"> • appreciate cultural diversity and respect multiple points of view; • develop personal responsibility in the management of resources; • recognise that beliefs shape one’s thinking; • consider the ethical effects of one’s actions and the impact on others so as to make informed decisions and carry out appropriate actions; • show curiosity to learn more about the world they live in; • show care for the community and the environment; • develop a sense of belonging to one’s community and country; and • exercise integrity in the use of Information and Communication Technology (ICT).

The key features of the syllabus are as follows:

- use of key understandings;
- use of inquiry and guiding questions;
- flexibility to extend learning;
- emphasis on skills and values for citizenship education;
- inclusion of field-based learning; and
- inclusion of performance tasks.

Why are key understandings used?

Key understandings reflect the main insights that pupils would gain through the study of each topic. These key understandings provide a larger purpose for learning the targeted content and prioritise what pupils would need to learn as worthy content in relation to the topic being examined. Key understandings go beyond discrete facts or skills to focus on larger concepts, principles or processes. They are transferable and applicable to new situations within or beyond the subject matter.

What are inquiry focus questions and guiding questions?

Each level is framed by an inquiry focus question which anchors the study for the year. Subsequently, guiding questions are developed to help pupils gain a deeper understanding of the content, be engaged in thoughtful inquiry and serve as an impetus for pupils to initiate a social action. Guiding questions are therefore aligned to the way the content is mapped out for each level, framed by the inquiry focus.

What is the flexibility given to schools to extend learning?

While the syllabus content is core to the learning of SS, flexibility is given to schools in the choice of field-based learning sites at each level and performance tasks from Primary 3 to Primary 6.

Why are skills and values emphasised?

As much as knowledge is important, skills and values are explicitly articulated to give emphasis to the development of the holistic child, well-equipped to effectively play the role of an informed, concerned and participative citizen. The skills outcomes seek to inculcate good inquiry habits and skills for quality decision-making, while the values outcomes emphasise the nurturing of dispositions of informed, concerned and participative citizens. These would be individuals whose actions reflect a rational and empathetic sense of social responsibility. It involves the development of self knowledge and the understanding of the feelings, experiences, needs and interests of others.

What is field-based learning and its purpose?

Field-based learning allows the pupils to contextualise their learning experience in an authentic real-world setting, thus enabling the relational learning of concepts and content. Pupils would also be able to conduct hands-on exploration in a focussed area of study, thus being engaged in multi-sensory modes. As part of engaging pupils' interest in inquiry, field-based learning would also motivate and sustain their interest in the subject matter as pupils would learn to explore, construct new knowledge and make connections to the topic being studied.

Why are performance tasks highlighted?

A performance task is a form of assessment that would best reflect pupils' ability to translate and transfer key knowledge and skills in a new context. The suggested performance tasks serve to provide an idea of how the learning of each topic is complete through an application of knowledge, skills and values acquired to a related real-world context.

Inquiry is recommended for the learning of concepts, skills and exploration of topics in the Social Studies (SS) primary syllabus. Children by nature are inquisitive and teaching through inquiry aims to harness this innate motivation in our pupils to inquire into things that catch their attention. Inquiry helps our pupils learn to judge whether the conclusions drawn by their peers are supported by evidence or based on opinions. Through the inquiry process, pupils are also empowered to be responsible for their own learning.

What is the rationale for adopting an inquiry approach to the ***teaching and learning of SS?***

Promoting the educative growth of the child

A learner-centred curriculum must reflect the larger purpose of promoting the full educative growth of the child as an individual and as a social being. It facilitates an enlarged, deepened consciousness in the learner about the issues under study and about what these issues mean to them. It also grows the learner into a self-reflective inquirer who thinks about his/her thinking and his/her doing. Inquiry in SS provides the opportunity for pupils to explore learning experiences that are of interest and relevance to them. There is space for the learner to uncover his/her motivation for learning, and to think about his/her own learning. It is through exploration and self-discovery that a mental eagerness is ignited and habits of mind nurtured to enable individuals to continue the quest for knowledge throughout life.

Preparation for 21st century living

The increasing complexities of the global environment we live in necessitates that the Social Studies curriculum equips pupils with the knowledge, skills and values that would enable pupils to succeed at becoming effective citizens, workers and leaders in the 21st century. The

complexities of the real world with its attendant fluidity and multiplicity of perspectives require that our pupils be given the opportunity to inquire into these complexities, and to construct their own understanding of the 21st century world they live in.

Citizenship education for quality decision-making

With its curriculum vision of developing informed, concerned and participative citizens, Social Studies is as much about social living as it is about quality decision-making for effective citizenship. Quality decision-making entails analysing choices, negotiating ambiguities, envisioning consequences, arriving at well-reasoned conclusions and taking action on issues which affect their lives and that of others. Social Studies therefore involves pupils in the process of investigating, inquiring and thinking for themselves so that they will better understand the interconnectedness within a society, recognise that real world issues rarely have a single correct solution, and thereby learn how to make decisions against the complex alternatives that exist. Quality decision-making requires the application of critical thinking skills and reflective thought.

How does inquiry develop critical thinking skills?

The value of inquiry lies in the active construction of new knowledge by the learner himself or herself. Inquiry questions provide the focal point for thinking, as pupils will investigate, extract, analyse and synthesise information. Pupils draw conclusions based on evidence and judge whether conclusions drawn by others are supported by evidence. Through the process, pupils will gain multi-faceted insights and understandings about issues. Such understandings are socially constructed by pupils through discussions and group deliberations which are facilitated by the teacher.

How does inquiry develop metacognition and reflective thought?

Metacognition is the awareness and understanding of one's own thinking and cognitive processes. As pupils engage in the inquiry process of investigating into authentic societal issues, they explore various ways of thinking about these issues. Through this process of negotiating their understandings of the issues under study, pupils will become more aware of their own beliefs and assumptions. They will also begin to think about their own thinking and doing. In this way, inquiry facilitates reflective thought and meaning making by the pupil himself/herself.

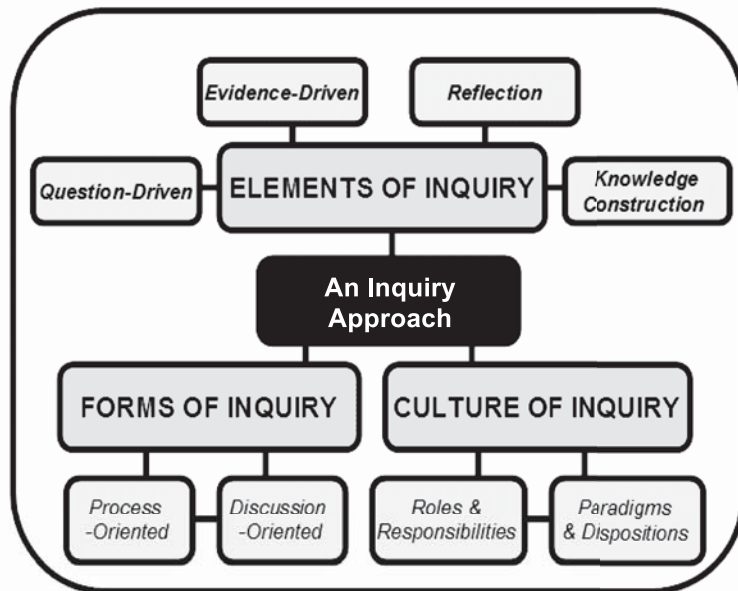


Diagram 1 : A Framework of an Inquiry Approach

The inquiry approach used in Social Studies takes reference from a common understanding of how inquiry-based learning can take place in the Humanities subjects - Geography, History, and Social Studies. For this approach used in Humanities subjects, there are common pedagogical elements that underlie inquiry-based learning – i.e. learning as question-driven, double movement of reflection, reliance on evidence and knowledge construction by the pupils.

Inquiry-based learning in the classroom embodies these elements and takes on various possible forms, including those that are more process-oriented and those that are discussion-oriented. The inquiry approach used in Social Studies also encompasses an appreciation of the roles and responsibilities of the teacher and student in a classroom culture that would be conducive to inquiry.

What are the pedagogical elements in inquiry?

There are common pedagogical elements that underlie the practice of inquiry-based learning in the classroom. Four fundamental elements are highlighted in the approach used in Social Studies that guide the thinking of curriculum designers and classroom teachers when planning and implementing inquiry-based learning in Social Studies.

Inquiry-based learning seeks to create and capitalise on pupils' curiosity so that the learning experience is an authentic and meaningful one. Engaging stimulus materials could be used to activate the pupils' prior knowledge and challenge their assumptions and habitual responses, invite consideration of alternative hypotheses, and arouse intellectual curiosity and imagination. Such engagement should present problematic situations which will provoke pupils to raise genuine questions to satisfy their curiosity about the issue. Inquiry-based learning is thus driven by teachers' and pupils' questions.

Learning as question-driven

Questioning is a powerful instructional tool that allows teachers to develop pupils' interest, assess their learning, challenge them to push the boundaries of their thinking and explore alternative perspectives.

Good questioning is often done with a clear end in mind – i.e. to deepen the pupils' conceptual understanding about a topic.

Good inquiry questions bear the following characteristics:

- are open-ended and resist a simple or single right answer²;
- are deliberately thought-provoking, counter-intuitive, and/or controversial;
- require pupils to draw upon content knowledge and personal experience;
- can be revisited again to engage pupils in evolving dialogue and debate; and
- also lead to other questions posed by pupils.

Double Movement of Reflection

The notion of the Double Movement of Reflection can be attributed to John Dewey (How We Think, 1910), who essentially suggests that our experiences lead to a theorisation and formulation of a hypothesis, and this hypothesis is being validated continuously when new experiences and evidence are being introduced. This iterative Double Movement of Reflection eventually leads to the creation of certain beliefs/theses, i.e. the point where our experiences and new evidence no longer cause us to question our hypothesis/theory about the matter. This reflection involves a constant re-visitation of the hypothesis, eventually leading to a deepening of understanding about the concept or issue.



Diagram 2 : The Double Movement of Reflection

Reliance on evidence

Inquiry also involves a reliance on evidence to support opinions and beliefs formed about the issue. Inquiry-based learning requires pupils to justify their assertions using relevant and valid evidence. Pupils need to be able to distinguish fact from opinion, and evaluate the reliability and usefulness of information to ascertain what constitutes "evidence". Pupils who have developed their inquiry abilities are able to draw conclusions based on evidence and judge whether conclusions drawn by others are supported by evidence. They explore topics by making informed guesses about the problem and search for evidence that would justify one conclusion over another.

The inquiry process, thus, hones the skills of critical thinking that are aligned not only to cognitive goals, but also to the goals of Social Studies education. This reliance on evidence in inquiry-based learning seeks to develop pupils who become citizens who can "think well, distinguish between evidence and opinion, between good arguments and good stories, between well-researched conclusions and outright lies."³

² Wiggins, G., & McTighe, J. (2001). *Understanding by Design*, Prentice Hall.

³ Parker, W. C. (2009) *Social Studies in Elementary Education* (13th ed.). Boston: Allyn & Bacon, p.305

Knowledge construction by the pupils

In inquiry, pupils are actively engaged in the construction of knowledge, new ways of understanding and new ways of viewing things. Knowledge construction stems from Piaget's Constructivist Theory of Learning where the central idea is that "we can learn about the world only through actively making sense of it for ourselves". Thus, how pupils think and understand the world depends on their existing assumptions and expectations that arise from their past experiences in life.

Carrying out inquiry-based learning experiences takes into account pupils' prior knowledge and assumptions. Learning opportunities help pupils become aware of how they see things and reconstruct their existing knowledge in light of new knowledge. Hence, inquiry-based learning promotes student-centred education where pupils become active learners who take ownership of making sense of and creating new understandings for themselves.

What are some forms of inquiry?

Inquiry-based learning can take on various forms and models in the classroom. Within Social Studies, it is possible to consider the process-oriented forms like the Scientific Method, Geographical Inquiry and Historical Inquiry models, as well as discussion-oriented forms like the seminars and deliberation models.

Process-oriented forms of inquiry

The inquiry process is often known as the Scientific Method. It is the chief method used by historians and social scientists to develop new knowledge and correct old, mistaken knowledge.⁴ The general inquiry procedure can be characterised by four aspects:

- sparking curiosity;
- gathering data;
- exercising reasoning; and
- reflective thinking.⁵

Discussion-oriented forms of inquiry

Inquiry-based learning can also take the form of classroom discussions. Some features that distinguish discussion from other forms of classroom instruction like lectures are:

- dialogues between people;
- the exchange of information about a topic;
- expressing personal ideas or opinions on a topic; and
- listening to others express their ideas or opinions.

⁴ Parker, W. C. (2009) Social Studies in Elementary Education (13th ed.). Boston: Allyn & Bacon, p.304

⁵ Adapted from Roberts M. "A framework for learning through enquiry", Learning through Enquiry, p.44

Which form of inquiry should I use in class?

The choice of the form of inquiry in the classroom will depend on considerations such as the teacher's ability to manage the pedagogical moves, class size, curriculum time available and student profile. Teachers need to be attuned to the considerations listed above when deciding on the form of inquiry to be used and be flexible in applying and/or adapting various pedagogies to facilitate inquiry-based learning.

Lesson observations of classroom practice suggest that good inquiry-based lessons do not have to be based on one particular established strategy, but thoughtful lesson design that embodies the key pedagogical elements is most important. This therefore suggests that it would be useful to focus on the key pedagogical elements that underlie inquiry-based learning. Teachers can exercise autonomy in deciding whether to carry out the learning in certain units according to the Scientific Method or adopt discussion models for facilitating the learning in other units.

What is the culture of inquiry in the classroom like?

The inquiry classroom culture is one that will promote engaged learning. In carrying out inquiry-based learning, teachers need to be mindful of classroom conditions that will create a respectful and safe climate for inquiry. It is also necessary for teachers and pupils to have an understanding of their respective roles and responsibilities in an inquiry classroom. It is helpful to recognise the necessary dispositions and mindsets that would facilitate effective and meaningful inquiry. A useful framework to represent the different aspects of such a culture is the PETALS framework that promotes engaged learning.

Inquiry as engaged learning

Use of Pedagogies – *Pupils are engaged in learning when their readiness to learn and their learning styles are taken into account.* The level of readiness to learn is influenced by the amount of prior knowledge the pupils have about the issue. In an inquiry classroom, the teacher would employ a variety of teaching strategies that will help pupils to make the connection between prior and new knowledge.

Experiences of Learning – *Pupils are engaged in learning when their learning experiences stretch their thinking, promote interconnectedness and develop independent thinking.* Thinking is stretched when pupils acquire a deep understanding of what they learn and develop higher order thinking through meaningful learning experiences. In an inquiry classroom, the teacher would focus on facilitating genuine understanding of concepts and issues, instead of rote learning and memorisation.

Tone of Environment – *Pupils are engaged in learning when they feel safe in a stimulating and productive learning environment.* An emotionally safe climate is created when the teacher demonstrates sensitivity, enthusiasm, helpfulness, fairness, and encouragement. Pupils would not be afraid to ask questions and seek clarification, and are motivated to question assumptions and engage in intellectual discourse.

In such a community of inquirers, there is common knowledge, shared values and a distribution of the responsibility for learning. Members of this community interact frequently in multiple dialogic structures – with self, in pairs, in small groups, as a class and with the teacher. They demonstrate respect for diverse views, experiences and talents.

Assessment for Learning – Pupils are engaged in learning when they *receive regular feedback to improve their learning*. Regular constructive feedback is a valuable support for student learning. The teacher is encouraged to check for understanding at various points in the inquiry process, and provide feedback to the pupils on the areas for improvement.

Learning Content – *Pupils are engaged in learning when what they learn is relevant and authentic*. Inquiry would take the form of authentic/real-life problems within the context of the curriculum and/or community. Pupils would inquire into authentic issues that concern them and affect the lives of people living in other parts of the world. Inquiry would also capitalise on their innate curiosity and interests. The teacher models the behaviour of an inquirer and uses the language of inquiry on an ongoing basis, so that pupils see the practical relevance of inquiry skills for their intellectual and personal growth.

What are the roles and responsibilities of teachers and pupils?

In an inquiry classroom, learning is a shared responsibility between the teacher and pupils. Diagram 3 illustrates the roles, responsibilities and interaction between pupils and teachers.

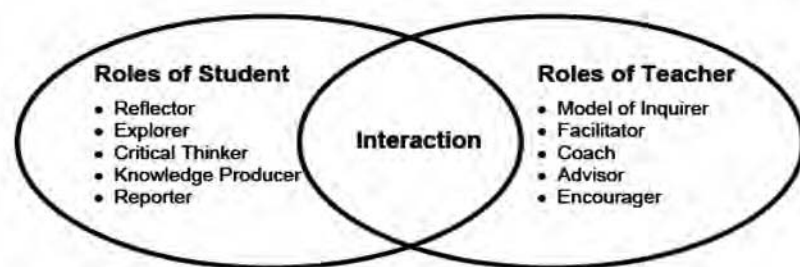


Diagram 3 : Roles, Responsibilities and Interaction Patterns in an Inquiry Classroom

In an inquiry classroom, pupils assume personal responsibility for their learning, and play an active part in constructing new knowledge for themselves. As knowledge producers and reflectors, pupils take on the role of asking questions instead of solely remaining in the traditional role of answering questions.

The teacher becomes a facilitator, who coaches the pupils by modelling the habits and skills of inquiry, provides advice and guidance, and encourages the pupils to take on active ownership of their learning. Teachers have the responsibility of ensuring that pupils have sufficient prior knowledge/background information of the context before they can successfully engage in inquiry. Teacher modelling and Scaffolding are also of critical importance. It is the responsibility of the teachers to model the inquiry process and factor time for teaching the skills, instead of assuming that pupils would know how to go about inquiring.

Social Studies (SS) is a non-examination subject at the primary level. Assessment is, however, important to help monitor pupils' progress in their learning of SS. To evaluate and support pupils' learning, the use of a variety of assessment methods is encouraged.

What is the purpose of Assessment?

Assessment is the purposeful, systematic and ongoing process of collecting information as evidence for the purpose of making informed decisions to improve pupils' learning. Effective assessment and evaluation gives pupils opportunities to synthesise their learning. It is an integral part of teaching and learning. Information gathered through assessment helps teachers to determine pupils' strengths and weaknesses in their progress and achievement of the desired learning outcomes. This information also serves to guide teachers in adapting appropriate instructional approaches and learning resources to help pupils improve their learning. Assessment is used for learning, and of learning.

Assessment of Learning

Assessment of Learning (AoL) refers to the use of assessment as a means to judge if curricular outcomes have been met. It is used primarily for accountability purposes – grading, ranking and certification. For these reasons, it tends to be summative in nature and is usually carried out at the end of a unit, semester or year.

Assessment for Learning

Assessment for Learning (AfL) refers to the use of assessment to support learning. It is used to redirect learning in ways that help pupils master learning goals. For these reasons, it is formative in nature, takes place all the time in the classroom and is a process that is embedded in instruction.

The distinction between AoL and AfL therefore lies in the purpose the assessment is to serve. Both AoL and AfL have their place in teaching and learning, and a balanced approach is necessary.

What are the Assessment Objectives?

The Assessment Objectives (AO) are to assess the knowledge, skills and values that pupils acquire through the learning of SS.

Pupils should be able to

- demonstrate relevant factual knowledge and understanding of concepts

Pupils should be able to

- construct explanations with supporting evidence
- select and apply knowledge to different contexts

Pupils should be able to

- make inferences and/or finding evidence to support ideas
- see patterns and relationships in both content and ideas

Pupils should be able to

- integrate and combine ideas into a plan, proposal or product
- formulate new patterns or structures

Pupils should be able to

- make value decisions or develop opinions or judgements
- compare between ideas or make choices based on reasoned argument and evidence

⁶ The Knowledge-Assessment Objectives are based on the revised Bloom's taxonomy.

Skills - Assessment Objectives

SAO1	<p>Planning Skills</p> <p>Pupils should be able to</p> <ul style="list-style-type: none"> develop a plan to locate and collect information/data design a plan to present their work independently
SAO2	<p>Processing Skills</p> <p>Pupils should be able to</p> <ul style="list-style-type: none"> process information/data in appropriate ways based on reliability and relevance reflect and make informed decisions based on information
SAO3	<p>Creative and Communication Skills</p> <p>Pupils should be able to</p> <ul style="list-style-type: none"> work effectively in a variety of group settings express thoughts and feelings fluently and confidently in a group present ideas and findings with clarity, persuasion and in creative ways

Values - Assessment Objectives

VAO1	<p>Pupils should be able to</p> <ul style="list-style-type: none"> recognise that beliefs shape one's thinking;
VAO2	<ul style="list-style-type: none"> appreciate and respect other people's viewpoints;
VAO3	<ul style="list-style-type: none"> demonstrate personal/collective responsibility in addressing issues that concern society; and
VAO4	<ul style="list-style-type: none"> show integrity in the access and ethical use of information.

What is the Assessment Format?

The following assessment format shown in [Table 4.1](#) and [4.2](#) can be used. Teachers are strongly encouraged to carry out the recommended assessment items but other suitable items can be used to assess pupils where appropriate.

Table 4.1: Assessment Format for P1 and P2

Recommended Assessment Items	Assessment Objectives	Weightings
Quizzes, Interviews, Activities in the Activity Books, Simple Map Reading, Reflections, etc.	<ul style="list-style-type: none"> KAO1 KAO2 KAO3 SAO2 SAO3 VAO2 VAO3 	100%

Table 4.2: Assessment Format for P3 to P6

Recommended Assessment Items	Assessment Objectives	Weightings
Quizzes, Surveys, Activities in the Activity Books, Map Reading, Reflections, etc.	All AOs	60%
Performance Tasks		40%

Assessment could include a combination of class activities and performance tasks. Choice of assessment items and decisions on the weightings of each assessment item must take into account conceptual understandings, skills and values we want pupils to develop through the curriculum.

What are performance tasks?

Performance tasks are effective ways to check for pupils' understanding of the SS concepts taught. These tasks therefore must be relevant and meaningful to the pupils. Pupils would develop a resulting tangible product or performance for an identified audience (either real or simulated) and in doing so they would communicate key understandings or message(s) pertaining to the topic or study.

Performance tasks can be teacher-directed and/or student-initiated. It can include pen and paper tasks as well as non-written tasks. Performance tasks can take the form of projects and they can be short term or long term. Performance tasks should be undertaken at least once a year for the Primary 3 to 6 levels.

Assessment Grade for P1 to P6

For the purpose of reporting, a letter grade should be awarded for the assessment of SS at the end of Semester 2. The table below shows the letter grades and the corresponding weightings.

A	75% and above
B	60% - 74%
C	50% - 59%

*Adapted from PSLE Grading Criteria

(A) Level Descriptor, Key Understandings, Inquiry Focus and Key Learner Outcomes

This section highlights the relevance of the learning in each level. It seeks to make explicit connections to the pupil by outlining what the pupils will be able to do after studying the topic.



[Empty box]

[Empty box]

Each topic is framed by an inquiry focus question which anchors the study of the topic and is central in directing pupils to respond as active citizens to the topic.

How do we appreciate the country we live in

Pupils will learn how the environment influences the lives of its people as they examine Singapore's physical environment. Pupils will also understand how land use in Singapore has changed over time to meet the needs of its people, as well as recognise the importance of using resources wisely to conserve the environment. Through this study of the progress made in overcoming challenges, pupils will come to appreciate Singapore, the country they live in.

- Knowing the place I live in helps me appreciate where I am.
- We meet our needs by changing the physical environment we live in.
- We use resources wisely to protect the environment.

The KUs reflect the main insights that pupils would gain through the study of each topic.

[Empty box]

[Empty box]

[Empty box]

[Empty box]

The Values Outcomes emphasise the nurturing of the disposition of a concerned citizen and active contributor to the community. The pupils will also develop 21st century competencies as well as Social and Emotional Competencies such as and in the study of the topics when they learn about the appreciation of diversity, respect for others' perspectives and harmonious living.

- Pupils will be able to:
- use the map of Singapore to locate places in Singapore;
 - describe Singapore's physical environment;
 - recognise how the environment affects people's way of life;
 - describe how people meet their needs by changing the environment they live in; and
 - understand that individual and group actions have an impact on the people and environment around them.

- Pupils will be able to:
- follow a plan to locate and collect information/data using various tools such as search engines;
 - process information/data in appropriate ways;
 - express thoughts and feelings fluently and confidently;
 - work in a variety of group settings; and
 - design a plan to present their work with the help of the teacher.

- Pupils will be able to:
- show curiosity to explore different parts of Singapore;
 - appreciate Singapore's physical environment;
 - value the adaptability and resilience of the people of Singapore; and
 - demonstrate how they can protect the environment.

- Location
- Environment
- Conservation
- Change and Continuity

The KUs have been simplified into Knowledge Outcomes to further facilitate the understanding of key ideas by the pupils.

The Skills Outcomes seek to promote assessing information effectively and understanding new perspectives. is also promoted as pupils reflect and arrive at conclusions based on objective analysis of information, different viewpoints and various types of evidence. These skills were differentiated for the Lower and Upper primary pupils to ensure age appropriacy.

(B) Guiding Questions, Knowledge and Understandings

Primary Three : Understanding Singapore

Guiding Questions

- Where am I in Singapore?
- How does Singapore's physical environment affect our way of life?

- How do we change the physical environment we live in to meet our needs?

Knowledge and Understandings

KNOWING THE PLACE I LIVE IN HELPS ME APPRECIATE WHERE I AM.

- Locating where I live and places I know on the map of Singapore
- Singapore's physical environment and how it affects our way of life
 - Size
 - Weather and Climate
 - Physical features
 - Flora and Fauna

WE MEET OUR NEEDS BY CHANGING THE PHYSICAL ENVIRONMENT WE LIVE IN.

- Changes in land use to meet our needs
 - Food
 - Progress in farming
 - Stories of changes in the types of farms then and now
 - Housing
 - Progress in housing
 - Stories of changing living conditions in Singapore then and now
 - Story of Mr Lim Kim San's contributions to public housing
 - Transport
 - Progress in transport
 - Stories of improvements in public transport then and now
 - Story of Mr Ong Teng Cheong's role in the development of the Mass Rapid Transit (MRT) system
 - Story of our airport
 - Story of our seaport

The Key Understanding of each topic

Core Content: Content which is appropriately scoped with due consideration given to the child's developmental stages.

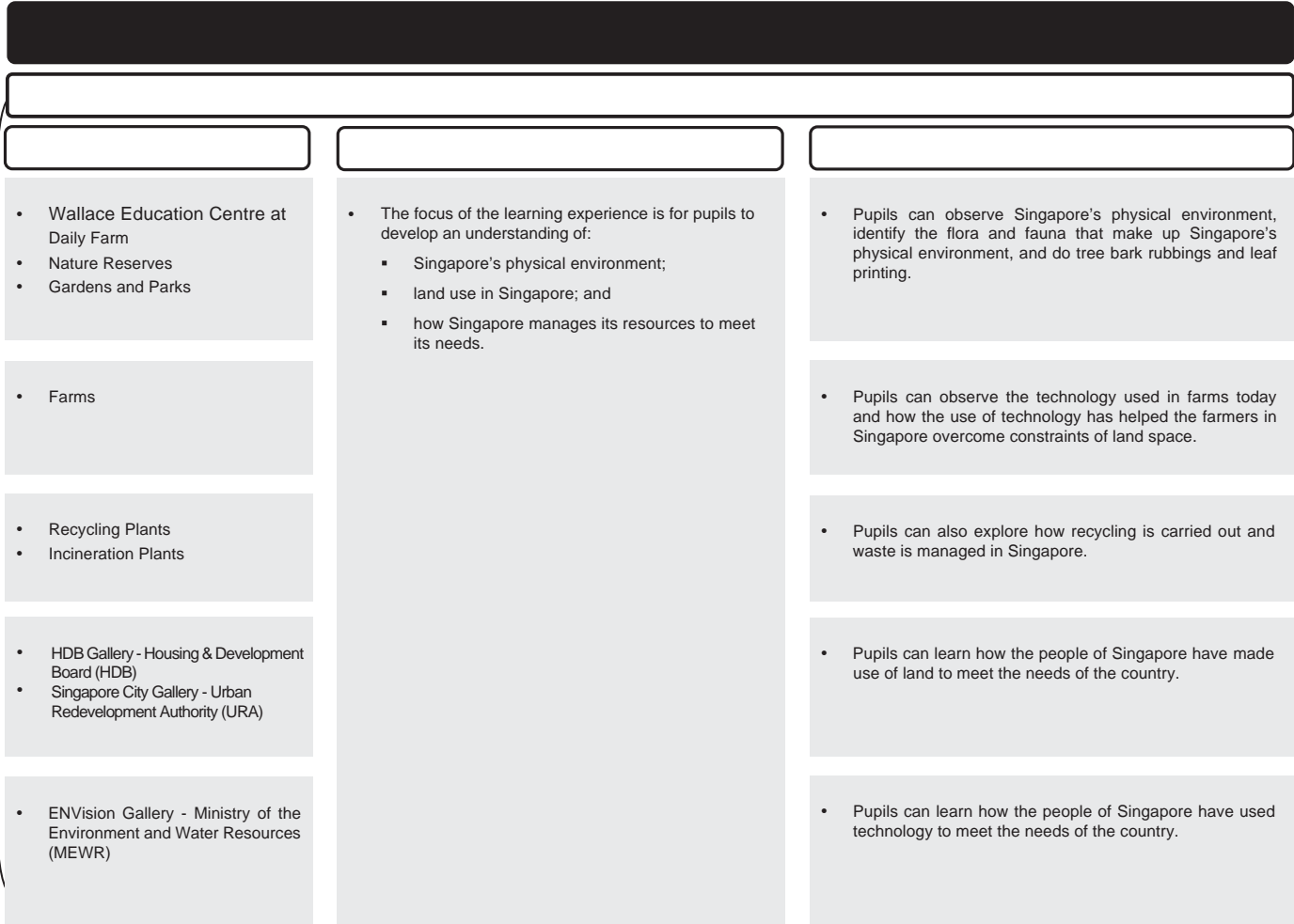
Extended Content: The extension of the content provides interesting, relevant and meaningful examples to scope the learning experiences of the pupils.

Guiding Questions:
 The Guiding Questions in this section contribute to the uncovering of the topic. Positioning these questions alongside the proposed content illustrates to teachers how an inquiry to the topic can take place.

(C) Field-based Learning Experiences

FbL refers to learning that extends beyond the walls of the classroom where pupils are exposed to real-world settings. FbL provides authentic learning experiences that can help pupils better appreciate the issues that they are inquiring into.

Pupils learn through direct interaction with an environment that reflects the concepts. Pupils have the opportunity to conduct hands-on exploration and be engaged in multi-sensory experiences. This would enable them to learn to explore, construct new knowledge and make connections to the topics being studied.



These activities have

- specific objectives pertaining to societal issues that challenge and concern pupils;
- specific objectives pertaining to process skills, communication skills, and/or participation skills;
- specific objectives pertaining to an appreciation for diversity in culture and perspectives, the development of respect and empathy for others and/or the belief in individual and collective responsibility; and
- positions at the core of the learning experience, as pupils would be guided to develop metacognitive awareness in both the cognitive and affective domains, through reflection tools and strategies.

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Primary Three : Understanding Singapore

Suggested Performance Task

Task Description:

You take on the role of 'Environment Champions' and have been tasked by your teacher to reuse unwanted items, that would normally be thrown away, into something useful.

Pair Work:

In pairs, create a chart to show how the unwanted items might be reused. In the chart, give reasons for selecting those items, the steps you would take in reusing the item and how the use of the new item would benefit others. You will present your plan to your classmates through a poster, a jingle, a story, Show-and-Tell, role play or ICT presentation.

Individual Work:

Put your plan into action and create the new item.

Suggested Performance Tasks (PT) :
PT is a form of assessment that would best reflect pupils' ability to translate and transfer key knowledge, skills and values in a new context.
PTs were scoped and broken down into simple steps to ensure manageability. At the same time, the design of the PT ensures that as pupils address an authentic real-life societal topic, it would be both personal and relational to them.

Understanding Singapore in the Past and Present

Learning about themselves, people around them and their immediate environment will help pupils build the foundations of socially responsible behaviour in a community. By examining characteristics of the different communities, pupils will develop an appreciation of the diverse communities in Singapore. Pupils will understand what unites the people of Singapore by exploring the common identity, experiences and values that we share as a nation.

Learning about Singapore's past and present enables pupils to develop an appreciation for our country's progress. As pupils observe the progress around them, they come to value the contributions of different groups of people to the growth of Singapore. Understanding how we have used innovative ways to meet our needs will help pupils recognise the adaptability and resilience of the people of Singapore. By learning about the experiences of the people who had contributed to Singapore's progress, pupils will recognise that individual and group actions have an impact on the people and environment around them.

Appreciating the World and Region We Live in

Learning about patterns of community living in the world and region allows pupils to examine how diverse communities may be linked through cultural, economic or geographic ties. Drawing on the experiences of these communities, pupils will come to value the triumph of human ingenuity and resourcefulness, as well as the connections different societies share through the rich cultural heritage. Fostered in the pupils will be a deeper appreciation of the interconnectedness of the world and legacy of human achievements of societies, past and present.

Knowing Myself, Others and My Surroundings

Pupils will learn about themselves, people around them and their immediate environment. Pupils will explore who they are in relation to the people and places around them. Through examining the different roles they play, pupils will understand how their actions can affect the people and places around them.

Coming Together as a Nation

Pupils will examine the customs and traditions of different communities living in Singapore. Through such an appreciation, pupils will be able to interact harmoniously with one another. Pupils will also understand that sharing a common identity, experiences and values unite us as people of Singapore.

Understanding Singapore

Pupils will learn how the environment influences the lives of its people as they examine Singapore's physical environment. Pupils will also understand how land use in Singapore has changed over time to meet the needs of its people, as well as recognise the importance of using resources wisely to conserve the environment. Through this study of the progress made in overcoming challenges, pupils will come to appreciate Singapore, the country they live in.

Valuing Our Past

Pupils will study about the early migrants and leaders who contributed to Singapore's early growth and its later development as a nation. Pupils will learn that different people come together to build a country. Pupils will also appreciate the contributions of Singapore's early migrants, our first generation political leaders, our Prime Ministers and Presidents. Such an appreciation will help pupils understand how life in Singapore today is shaped by what happened in the past.

Appreciating the World

Pupils will explore the world, the diverse communities of people and their way of life. Pupils will also embark on a study of the achievements of various ancient civilisations, with attention given to India and China. While gaining an awareness of the rich cultural heritage, pupils will also come to appreciate the legacies which continue to influence our lives today.

Discovering Southeast Asia

Pupils will learn about the physical environment and diverse way of life in Southeast Asia. Pupils will also examine how the communities in Southeast Asia may be connected through cultural, economic and geographical ties. As they explore the common experiences shared through ASEAN, pupils will develop a deeper appreciation of the value of regional cooperation.

Primary One : Knowing Myself, Others and My Surroundings

Level Descriptor

Inquiry Focus

Who am I in relation to the people and places around me

Pupils will learn about themselves, people around them and their immediate environment. Pupils will explore who they are in relation to the people and places around them. Through examining the different roles they play, pupils will understand how their actions can affect the people and places around them.

Key Understandings

- My identity makes me unique.
- My identity is shaped by the groups I belong to.
- My actions affect my relationship with others.
- I can relate to the places around me.

Knowledge Outcomes

Pupils will be able to:

- recognise that they are unique; and
- relate to people and the groups they belong to.

Skills Outcomes

Pupils will be able to:

- use questions to collect information/data;
- process information/data with the help of the teacher;
- express thoughts and feelings fluently;
- work in group settings; and
- follow a teacher-designed plan to present their work.

Values Outcomes

Pupils will be able to:

- reflect on how their actions affect others;
- value self and others;
- show interest in finding out about the people and places around them; and
- appreciate places around them by showing care for these places.

Key Concepts

- Identity
- Belonging
- Respect
- Place



- Who am I?

- How do I relate to others?

- How do I relate to the places around me?

- My name and its meaning reflect my identity
- My physical features, ethnicity, traits and talents form my identity
- Knowing the similarities and differences between people in terms of names, physical features, ethnicity, traits and talents allows me to know how I am unique

- I share common attributes, such as kinship, ethnicity, values and interests, with the groups I belong to
 - Examples: families, ethnic communities, class, school and interest groups
- I play different roles in these groups
- I can develop a sense of belonging to these groups

- I recognise other people's abilities, feelings and views
- I take care of my belongings and common resources
- I cooperate with others by:
 - observing and following basic rules when working with others
 - knowing that by not observing rules, I can affect others
 - encouraging everyone to contribute
 - respecting their views

- I can find my way around the school and neighbourhood
- Places are important to me because:
 - I interact with family and friends there
 - I have meaningful experiences there
- I care for these places

Primary One : Knowing Myself, Others and My Surroundings

Field-based Learning Experiences

Locations

- School
- Neighbourhood

- Jacob Ballas Children's Garden - Singapore Botanic Gardens

- The Peranakan Museum

Learning Focus

- The focus of the learning experience is for pupils to develop an appreciation for the places around them.

Suggested Learning Activities

- Pupils can complete the learning activities prepared for this field-based learning experience.
- Pupils can engage in activities e.g. gardening to show care and appreciation for the environment.

- Pupils can complete the learning activities prepared for this field-based learning experience.
- Pupils can participate in activities and workshops hosted by Singapore Botanic Gardens on care and appreciation for the environment.

- Pupils can complete the learning activities prepared for this field-based learning experience.



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What unites us as people of Singapore?

Pupils will examine the customs and traditions of different communities living in Singapore. Through such an appreciation, pupils will be able to interact harmoniously with one another. Pupils will also understand that sharing a common identity, experiences and values unite us as people of Singapore.

- Our diversity makes Singapore unique.
- Our common identity, shared experiences and values unite the people in our country.

Pupils will be able to:

- identify the people living in Singapore; and
- recognise that a common identity as well as shared experiences and values unite the people of Singapore.

Pupils will be able to:

- use questions to collect information/data;
- process information/data with the help of the teacher;
- express thoughts and feelings fluently;
- work in group settings; and
- follow a teacher-designed plan to present their work.

Pupils will be able to:

- appreciate different customs and traditions that are practised by the diverse communities in Singapore;
- show willingness to accept people from diverse communities;
- express pride in Singapore; and
- know that actions have consequences.

- Community
- National Identity

Primary Two : Coming Together as a Nation

Guiding Questions

- Who are the people living in Singapore?
- How do we practise our customs and traditions?

- What makes us people of Singapore?

Knowledge and Understandings

OUR DIVERSITY MAKES SINGAPORE UNIQUE.

- We have diverse communities in Singapore
- We appreciate the many customs and traditions of the communities in Singapore
 - Greetings and table manners, traditional costumes, traditional games, birth rites, weddings, festivals

OUR COMMON IDENTITY, SHARED EXPERIENCES AND VALUES UNITE THE PEOPLE IN OUR COUNTRY.

- We have shared experiences as a nation
 - Commemorating events together
 - Examples: Total Defence Day, International Friendship Day, Racial Harmony Day, National Day
 - Celebrating events that bring national pride
 - Examples: Asian Youth Games (AYG), Youth Olympic Games (YOG)
 - Overcoming challenges together
 - Examples: Severe Acute Respiratory Syndrome (SARS), Influenza A (H1N1)
- We know our national symbols and what they mean
 - National Flag, National Anthem, National Coat of Arms (State Crest), National Pledge, National Flower , Lion Head Symbol
- We have shared common values
 - Nation before community and society above self
 - Family as the basic unit of society
 - Community support and respect for the individual
 - Consensus, not conflict
 - Racial and religious harmony



- Singapore Philatelic Museum

- National Orchid Garden

- Community Trails

The focus of the learning experience is for pupils to

- develop an appreciation for the diverse communities in Singapore; and
- learn about our national symbols.

- Pupils can complete the learning activities prepared for this field-based learning experience.
- Pupils can learn about the culture of the ethnic groups in Singapore.

- Pupils can complete the learning activities prepared for this field-based learning experience.

- Pupils can make observations of their surroundings and learn more about the diverse communities in Singapore.

Primary Three : Understanding Singapore

Level Descriptor

Inquiry Focus:

How do we appreciate the country we live in

Pupils will learn how the environment influences the lives of its people as they examine Singapore's physical environment. Pupils will also understand how land use in Singapore has changed over time to meet the needs of its people, as well as recognise the importance of using resources wisely to preserve the environment. Through this study of the progress made in overcoming challenges, pupils will come to appreciate Singapore, the country they live in.

Key Understandings

- Knowing the place I live in helps me appreciate where I am.
- We meet our needs by changing the physical environment we live in.
- We use resources wisely to protect the environment.

Knowledge Outcomes

Pupils will be able to:

- use the map of Singapore to locate places in Singapore;
- describe Singapore's physical environment;
- recognise how the environment affects people's way of life;
- describe how people meet their needs by changing the environment they live in; and
- understand that individual and group actions have an impact on the people and environment around them.

Skills Outcomes

Pupils will be able to:

- follow a plan to locate and collect information/data using various tools such as search engines;
- process information/data in appropriate ways;
- express thoughts and feelings fluently and confidently;
- work in a variety of group settings; and
- design a plan to present their work with the help of the teacher.

Values Outcomes

Pupils will be able to:

- show curiosity to explore different parts of Singapore;
- appreciate Singapore's physical environment;
- value the adaptability and resilience of the people of Singapore; and
- demonstrate how they can protect the environment.

Key Concepts

- Location
- Environment
- Conservation
- Change and Continuity



- Where am I in Singapore?
- How does Singapore's physical environment affect our way of life?

- How do we change the physical environment we live in to meet our needs?

- Locating where I live and places I know on the map of Singapore
- Singapore's physical environment and how it affects our way of life
 - Size
 - Weather and Climate
 - Physical features
 - Flora and Fauna

- Changes in land use to meet our needs
 - Food
 - Progress in farming
 - Stories of changes in the types of farms then and now
 - Housing
 - Progress in housing
 - Stories of changing living conditions in Singapore then and now
 - Story of Mr Lim Kim San's contributions to public housing
 - Transport
 - Progress in Transport
 - Stories of improvements in public transport then and now
 - Story of Mr Ong Teng Cheong's role in the development of the Mass Rapid Transit (MRT) System
 - Story of our airport
 - Story of our seaport

Primary Three : Understanding Singapore

Guiding Questions

- What are the consequences of our actions on the environment?
- How can we protect the environment?

Knowledge and Understandings

WE USE RESOURCES WISELY TO PROTECT THE ENVIRONMENT.

- Consequences of our actions on the environment
 - Better use of resources
 - Land, air and water pollution
- Care for the environment
 - Reducing waste, reusing and recycling materials
 - Keeping our environment clean and free of litter
 - Using water and electricity wisely
 - Using public transport



- Wallace Education Centre at Dairy Farm
- Nature Reserves
- Gardens and parks

- Farms

- Recycling Plants
- Incineration Plants

- HDB Gallery - Housing & Development Board (HDB)
- Singapore City Gallery - Urban Redevelopment Authority (URA)

- ENVision Gallery - Ministry of the Environment and Water Resources (MEWR)
- NEWater Visitor Centre

- The focus of the learning experience is for pupils to develop an understanding of:
 - Singapore's physical environment;
 - land use in Singapore; and
 - how Singapore manages its resources to meet its needs.

- Pupils can observe Singapore's physical environment, identify the flora and fauna that make up Singapore's physical environment, and do tree bark rubbings and leaf printing.

- Pupils can observe the technology used in farms today and how the use of technology has helped the farmers in Singapore overcome constraints of land space.

- Pupils can also explore how recycling is carried out and waste is managed in Singapore.

- Pupils can learn how the people of Singapore have made use of land to meet the needs of the country.

- Pupils can learn how the people of Singapore have used technology to meet the needs of the country.
- Pupils can learn how Singapore has ensured a sustainable supply of water.

Primary Three : Understanding Singapore

Suggested Performance Task

Task Description:

You take on the role of 'Environment Champions' and have been tasked by your teacher to reuse unwanted items, that would normally be thrown away, into something useful.

Pair Work:

In pairs, create a chart to show how the unwanted items might be reused. In the chart, give reasons for selecting those items, the steps you would take in reusing the item and how the use of the new item would benefit others. You will present your plan to your classmates through a poster, a jingle, a story, Show-and-Tell, role play or ICT presentation.

Individual Work:

Put your plan into action and create the new item.

How is life in Singapore today shaped by what happened in the past?

Pupils will study about the early migrants and leaders who contributed to Singapore's early growth and its later development as a nation. Through it, pupils will learn that different people come together to build a country. Pupils will also appreciate the contributions of Singapore's early migrants, our first generation political leaders, our Prime Ministers and Presidents. Such an appreciation will help pupils understand how life in Singapore today is shaped by what happened in the past.

- Leaders contribute to Singapore's development as a nation.
- Different people contributed to Singapore's early growth.
- The contributions of the early migrants are reflected in Singapore today.

Pupils will be able to:

- describe how our leaders contribute to Singapore's development as a nation;
- recognise how different people contributed to Singapore's early growth;
- describe where our early migrants came from and their contributions to Singapore; and
- recognise that the contributions of early migrants are reflected in the organisations, places and street names of Singapore today.

Pupils will be able to:

- follow a plan to locate and collect information/data using various tools such as search engines;
- process information/data in appropriate ways;
- express thoughts and feelings fluently and confidently;
- work in a variety of group settings; and
- design a plan to present their work with the help of the teacher.

Pupils will be able to:

- appreciate the adaptability and resilience of the people of Singapore;
- show interest in finding out about places in Singapore with rich heritage; and
- value our history and how life in Singapore today is shaped by what happened in the past.

- Contributions
- Change and Continuity
- Heritage

Primary Four : Valuing Our Past

Guiding Questions

- How did different people contribute to Singapore's growth?

- How are the contributions of the early migrants reflected in Singapore today?

Knowledge and Understandings

DIFFERENT PEOPLE CONTRIBUTED TO SINGAPORE'S EARLY GROWTH.

- Different people and their contributions
 - The Legend of Sang Nila Utama
 - The Indigenous People (Orang Laut)
 - The Malays – Example: Munshi Abdullah
 - The Chinese – Examples: Hoo Ah Kay, Lee Kong Chian
 - The Indians – Examples: P. Govindasamy Pillai, Hajjah Fatimah
 - The Europeans – Examples: Sir Stamford Raffles, Lt Col William Farquhar, John Crawfurd
 - The other ethnic groups
 - The Arabs – Examples: Syed Mohammed Bin Syed Ahmad Alsagoff, Syed Omar Bin Ali Aljunied
 - The Eurasians – Example: Edwin Tessensohn
 - The Armenians – Examples: Catchick Moses, Sarkies Brothers, Agnes Joaquim
- Where they came from and their journey to Singapore
- Where the migrants lived based on Town Plan of Singapore 1822

THE CONTRIBUTIONS OF THE EARLY MIGRANTS ARE REFLECTED IN SINGAPORE TODAY.

- Places in Singapore
- Organisations and Foundations
- Schools
- Places of Worship



- How have our leaders contributed to Singapore's progress?

- Areas of contribution of our first generation political leaders, Prime Ministers and Presidents
 - Independence of Singapore
 - Defence
 - Promotion of Racial Harmony

Primary Four : Valuing Our Past

Field-based Learning Experiences

Locations

- Archaeological Exhibition Dig - Fort Canning Park
- Singapore History Gallery - National Museum of Singapore
- Little India - Heritage Site
- Chinatown - Heritage Site
- Kampong Glam - Heritage Site
- Places/Street names linked to early migrants
Examples: Cathay Gallery, Hajjah Fatimah Mosque, Chulia Street
- Singapore River - Heritage Site

Learning Focus

- The focus of the learning experience is for pupils to develop an understanding of:
 - what life was like in the past; and
 - the role of migrants in shaping what Singapore is today.
- The focus of the learning experience is for pupils to study and reflect on contributions of various people who lived in Singapore in the past.

Suggested Learning Activities

- Pupils can construct what life in Singapore was like in the past by participating in an archaeological dig.
- Pupils can construct what life in Singapore was like in the past by participating in a tour of the gallery.
- Pupils can go on a trail to learn about how Little India has changed over time. They explore Indian culture by observing the people and places in that area.
- Pupils can go on a trail to learn about how Chinatown has changed over time. They learn about how Chinatown's local name - Niu Che Shui (Bullock Cart Water) arose and how the Chinese lived then.
- Pupils can go on a trail to learn about the origins of Kampong Glam and the Gelam tree which used to grow in the area, as well as learn about how Kampong Glam was the historic seat of Malay royalty in Singapore in the past.
- Pupils can explore places and streets in Singapore which reflect the influences of the early migrants to Singapore.
- Pupils can go on a trail to learn about how Singapore River has changed over time.

Task Description:

A local television network has organised a digital media competition to raise awareness of the rich mix of people who came to Singapore in the past and contributed to Singapore's early growth. Winning entries would be aired on television.

Group Work:

Using what you have found out in the field-based learning about the origins of places and street names in Singapore, you will work in groups to create a digital story to feature a street/place near your school or other areas in Singapore. Your entry should provide a brief introduction to the story behind the street/place and feature the people/groups after which this street/place was named. You will engage in an oral presentation when you submit your digital story to the judging panel of the television network.

Individual Work:

You will write a short reflection about your experience producing the digital story. You will share your reflection with your class.

Primary Five : Appreciating the World

Level Descriptor

Inquiry Focus

How have the legacies of the world impacted our lives today

Pupils will explore the world, the diverse communities of people and their way of life. Pupils will also embark on a study of the achievements of various ancient civilisations, with attention given to India and China. While gaining an awareness of the rich cultural heritage, pupils will also come to appreciate the legacies which continue to influence our lives today.

Key Understandings

- We live in a diverse world.
- The creativity of the people of ancient civilisations is reflected in our world today.
- The legacies of China and India influence our life today.

Knowledge Outcomes

Pupils will be able to:

- describe what makes up the world;
- compare and contrast the physical features of regions in the world;
- describe how people live in other parts of the world;
- explain why most ancient civilisations began along rivers;
- describe how people lived in ancient and present-day China and India; and
- identify achievements from ancient China and India that continue to benefit us today.

Skills Outcomes

Pupils will be able to:

- develop a plan to locate and collect information/data using various tools such as digital/video cameras, mobile devices, web applications;
- process information/data in appropriate ways based on reliability and relevance;
- express thoughts and feelings fluently and confidently in a group;
- work effectively in a variety of group settings; and
- design a plan to present their work independently.

Values Outcomes

Pupils will be able to:

- show curiosity in learning more about human achievements in societies, past and present;
- appreciate the world they live in;
- value the triumph of human ingenuity and resourcefulness; and
- value the rich cultural heritage and achievements of China and India and how these continue to influence the way we live today.

Key Concepts

- Discoveries and inventions
- Past and present
- Legacy

- What makes up the world?

- How is the creativity of the people in ancient civilisations reflected in our world today?

- Where did civilisation in China begin?
- How has life changed in China?

- What are the legacies that we have inherited from China and how have these legacies impacted our lives today?

- Physical features of the world
 - Continents, countries and capital cities
 - Mountains, oceans, rivers, climate and vegetation types
 - Natural wonders of the world
- Communities of the world
 - How people live in other parts of the world

- Overview of achievements from the following civilisations
 - The Sumerians – Writing, Irrigation
 - The Egyptians – Sun-dial, The Pyramids of Giza
 - The Greeks – The Olympics, The Temple of Artemis
 - The Romans – Roman Aqueduct, The Colosseum

- Importance of the Huang He (Yellow River) to the development of civilisation in China
- Way of life: Ancient and present-day China
 - Community life
 - Family, shelter, education, food, clothes, festivals and games
 - Economic activities
 - Farming, trade, silk production
 - Transportation
 - The arts
 - Painting, poetry, calligraphy, acrobatics and opera, porcelain, bronze sculptures
- Achievements of Ancient China that continue to impact our lives today
 - Compass, wheelbarrow, silk, paper, gun powder, kites, printing press, architectural style of buildings

Primary Five : Appreciating the World

Guiding Questions

- Where did the Indus Valley civilisation begin?
- How has life changed in India?

- What are the legacies that we have inherited from India and how have these legacies impacted our lives today?

Knowledge and Understandings

THE LEGACIES OF CHINA AND INDIA INFLUENCE OUR LIFE TODAY.

- Importance of the Indus River to the development of the Indus Valley civilisation
- Way of life: Ancient and present-day India
 - Community life
 - Family, shelter, education, food, clothing, festivals and games
 - Economic activities
 - Spice trade, cotton textile production
 - Transportation
 - The arts
 - Epics, folktales, music and dance, carvings, painting and sculptures
 - Cities and buildings
 - Grid pattern of city planning
 - Organisation of public and private spaces
 - Plumbing and waste removal systems
- Achievements of Ancient India that continue to impact our lives today
 - Counting system, chess, medicine, astronomy, architectural style of buildings



- South Asia, West Asia and China Galleries - Asian Civilisations Museum

- The focus of the learning experience is for pupils to:
 - learn about how people lived in the past; and
 - learn more about the rich cultural heritage of different parts of Asia and what present-day societies have inherited from civilisations of the past.

- Artefacts and videos can be used to show pupils the cultural heritage of Asia and appreciate the legacies that have been passed down from the people who lived in the past.

- Study trips to China and India

- The focus of the learning experience is for pupils to:
 - learn more about how people live in China and India; and
 - develop an appreciation of the rich cultures of these countries.

- Pupils can participate in overseas immersion programmes in schools in China and India.
- Pupils can visit sites of historical significance.

Task Description:

The Innovation and Enterprise Club in your school has started to plan activities for Innovation Day. It plans to include an exhibition of important inventions of the world. You have been invited to contribute to the exhibition.

Group Work:

In groups, make a list of the top five most important inventions that people in the past had invented for children. As you will need to provide reasons for the choice, you may consider how these inventions helped change the way children lived in the past. You will present these inventions to the main committee for them to create a shortlist for the exhibition.

Individual Work:

From all the inventions presented, pick one that you think is most important to you and do a short write-up about it. You may think about how your life would be different if that invention did not exist today. You will share it as part of the Innovation Day exhibition in school.

Primary Six : Discovering Southeast Asia

Level Descriptor

Inquiry Focus:

How is Southeast Asia important to Singapore

Pupils will learn about the physical environment and diverse way of life in Southeast Asia. Pupils will also examine how the communities in Southeast Asia may be connected through cultural, economic and geographical ties. As they explore the common experiences shared through ASEAN, pupils will develop a deeper appreciation of the value of regional cooperation.

Key Understandings

- We live in a diverse region.
- We appreciate Southeast Asia for its diversity and the common ties we share.
- We cooperate with one another to promote progress and understanding in Southeast Asia.

Knowledge Outcomes

Pupils will be able to:

- identify the location and physical features of countries in Southeast Asia;
- recognise the similarities and differences of the way of life of people of Southeast Asia;
- explain how Singapore is connected to other countries; and
- understand the role and importance of Association of Southeast Asian Nations (ASEAN) and the reasons behind its formation.

Skills Outcomes

Pupils will be able to:

- develop a plan to locate and collect information/data using various tools such as digital/video cameras, mobile devices, web applications;
- process information/data in appropriate ways based on reliability and relevance;
- express thoughts and feelings fluently and confidently in a group;
- work effectively in a variety of group settings; and
- design a plan to present their work independently.

Values Outcomes

Pupils will be able to:

- show interest in learning about the diverse way of life in Southeast Asia;
- value the heritage of Southeast Asia; and
- appreciate the relationships among the countries in ASEAN.

Key Concepts

- Cooperation
- Region
- Similarities and Differences

- What makes up Southeast Asia?

- How are we connected to one another in Southeast Asia?

- Physical features of Southeast Asia
 - Countries and capital cities
 - Mountains, seas and rivers
 - Natural wonders in Southeast Asia
 - United Nations Educational, Scientific and Cultural Organisation (UNESCO) World Heritage sites
- Southeast Asia in the past
 - Kingdoms of Southeast Asia and way of life in the past
 - United Nations Educational, Scientific and Cultural Organisation (UNESCO) World Heritage sites
- Southeast Asia today
 - Economic activities
 - Industrial
 - Agricultural
 - Art and handicraft
 - Food
 - Rice
 - Spice
 - Housing
 - Types of housing
 - Architectural style of the houses
 - Celebrations and festivals
 - Traditional costumes and games

Primary Six : Discovering Southeast Asia

Guiding Questions

- How does Singapore cooperate with the other countries in Southeast Asia?

Knowledge and Understandings

WE COOPERATE WITH ONE ANOTHER TO PROMOTE PROGRESS AND UNDERSTANDING IN SOUTHEAST ASIA.

- Singapore in Southeast Asia
- Association of Southeast Asian Nations (ASEAN) as a regional organisation
 - Origins and purposes
 - Member countries
 - ASEAN Games
 - ASEAN Day



- Spice Garden - Fort Canning Park

- The focus of the learning experience is for pupils to understand the importance of spices in trade in Southeast Asia.

- Pupils can go on a trail at the Spice Garden in the park. Pupils can learn about the origins of spices, its medicinal values as well as its uses in our present society.

- Living Gallery on Food - National Museum of Singapore

- The focus of the learning experience is for pupils to understand the food from different parts of Southeast Asia.

- Pupils can do a follow up activity to find out the spices grown in different parts of Southeast Asia and how they are used in cuisines from countries in Southeast Asia.

- Southeast Asia Gallery - Asian Civilisations Museum

- The focus of the learning experience is for pupils to appreciate the diverse culture of the region and be united in working towards the development and progress of the region.

- Pupils can embark on a journey through the Southeast Asia gallery that covers over 2,500 years of history, and cultures as diverse as the Hmong of northern Thailand and the classical Javanese of Indonesia.

- Study trips to countries in Southeast Asia

- The focus of the learning experience is for pupils to:
 - learn more about how people live in countries in Southeast Asia; and
 - develop an appreciation of the rich cultures of these countries.

- Pupils can participate in overseas immersion programmes in countries in Southeast Asia.
- Pupils can visit sites of historical significance.

- Fort Canning - Heritage Site

- Pupils can go on a trail to learn about how Fort Canning has changed over time.

Primary Six : Discovering Southeast Asia

Suggested Performance Task

Task Description:

To raise awareness on the value of preserving World Heritage Sites, you take on the role of a 'Cultural Preservation Advocate'. You will explore the UNESCO website examining the work and activities that UNESCO has championed over the years. You will come to understand the role of this global organisation and how it helps to preserve the heritage of places in the world regardless of location.

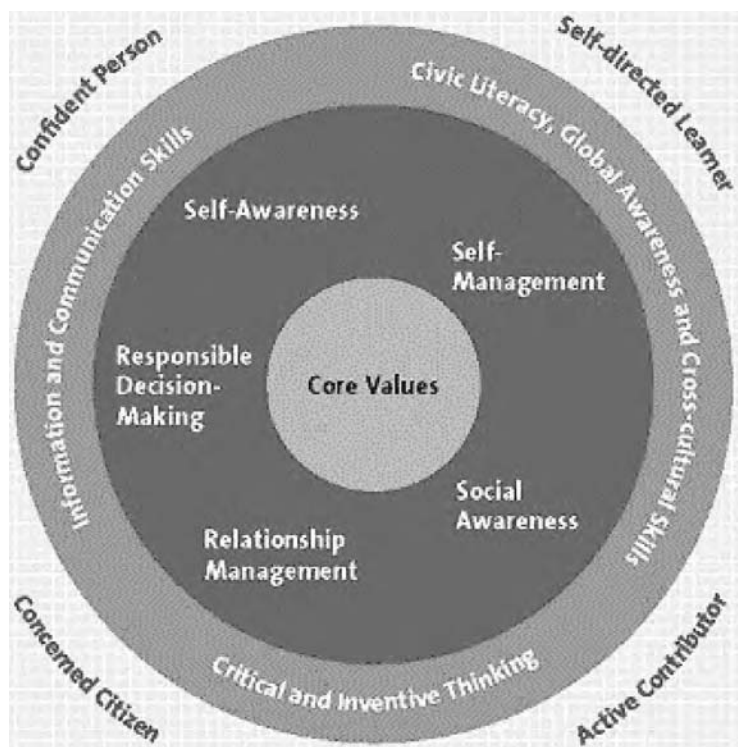
Group Work:

In groups, you will carry out research on the places in Southeast Asia which have been gazetted as World Heritage Sites and consider why they have been accorded this status. You will identify other places in Southeast Asia that you think should also be nominated to be inscribed on the World Heritage list. In this process, you will be familiar with the criteria of inscription and the nomination process. You may produce a poster/slideshow/movie clip advocating for the place identified to be gazetted as a world heritage site. This poster/slideshow/movie clip may be presented at a school event to heighten the awareness of the people in the community for the need to preserve the rich cultural and natural heritage of Southeast Asia.

Individual:

You will choose a world heritage site or a place in Southeast Asia that you like most and create a poem or a jingle to express your thoughts and feelings about it.

The 21st Century Competencies aim to nurture future-ready Singaporeans by guiding educators to focus more strongly on (knowledge, skills, and dispositions). This entails developing the capacity for complex communication, civic literacy and global awareness as well as critical and inventive thinking. This aligns itself with the philosophy of Social Studies which is to prepare our pupils to be citizens of tomorrow. The various aspects of the 21st Century Competencies are found in the knowledge, values, and skills outcomes aimed at in the SS syllabus.



<p>refers to playing one's part in ensuring the well-being of the community and nation. The central focus is on solidarity, involvement and engagement with the community. Active Community Life includes demonstrating a sense of responsibility towards the community and civic mindedness; supporting and contributing through community and nation building activities.</p>
<p>refers to a sense of self derived from the distinct characteristics of a nation and its culture as a whole. National and Cultural Identity includes possessing a sense of responsibility to the nation and shared commitment to the ideals of the nation and its culture.</p>
<p>refers to being aware about world issues and possessing a desire to contribute to the well-being of the international community while maintaining a sense of rootedness. Global Awareness includes the ability to cope with change due to cultural interactions abroad; the ability to recognise, analyse and evaluate global trends and their interconnections with local communities.</p>
<p>refers to the perception and articulation of the thoughts, feelings and behaviour of members of other socio-cultural groups. Socio-Cultural Sensitivity and Awareness includes the ability to empathise through understanding, acceptance and respect; and engage in appropriate behaviour with other socio-cultural groups in both local and international contexts which would enhance social cohesion.</p>

CRITICAL AND INVENTIVE THINKING	INFORMATION AND COMMUNICATION SKILLS
<p>Sound Reasoning and Decision-Making refers to the development of well-constructed explanations and well-substantiated conclusions through analysis, comparison, inference/interpretation, evaluation, and synthesis of evidence and arguments. Sound Reasoning and Decision-Making includes the extraction of implications and conclusions from facts, premises, ethical issues, or data; construction of relationships between the essential elements of a problem; and challenging social norms to provide alternate theories and explanation.</p>	<p>Openness refers to the willingness and readiness to receive, explore and respond to new and diverse information, ideas and perspectives. Openness includes receptiveness to ideas, feelings, behaviours, cultures, people, environments, experiences, that are different from the familiar, conventional, or traditional.</p>
<p>Reflective Thinking refers to the questioning and refining of thoughts, attitudes, behaviour and actions. Reflective Thinking includes suspension of judgement; reassessing conclusions and considering alternatives; and stepping back to take the larger picture into account.</p>	<p>Management of Information refers to the identification, sourcing, evaluation and synthesis of information. Management of information includes defining the problem and identification of information needed; locating sources and finding the information within; systematically assessing the information for accuracy, validity, relevance, completeness, and impartiality; integrating the information to draw conclusions and develop new understandings; and the appropriate use or access of technology.</p>
<p>Curiosity and Creativity refers to the desire to seek and learn new knowledge; and generate relatively novel and appropriate ideas or new products. Curiosity and Creativity includes being resourceful; flexible; willingness to take risks and accept mistakes; ability to adapt; and ability to envisage possible futures.</p>	<p>Responsible Use of Information refers to the adherence to common ethical guidelines and conventions when accessing and using information. Responsible use of information includes respecting intellectual property rights and adhering to civic and lawful behaviour on the internet.</p>
<p>Managing Complexities and Ambiguities refers to modification of thinking, attitudes, behaviours and/or skills to adapt to diverse demands and challenges in new, unfamiliar contexts. Managing Complexities and Ambiguities includes tolerance of ambiguity; consideration and acceptance of alternative perspectives, solutions or methods; taking on diverse roles; multi-tasking; and being resilient and focussed on pursuing goals despite difficulties and unexpected complications.</p>	<p>Communicating Effectively refers to the conveyance of information and ideas coherently in multimodal ways for the specific purposes, audiences and contexts. Communicating effectively includes collaborating with others from diverse backgrounds through a variety of means and technologies that link the learning community. Communicating effectively also includes managing and negotiating a networked learning environment, in particular social networks, and in the context of learning, a learning network.</p>

Knowing Myself, Others and My Surroundings	Respect Responsibility Harmony Care	<p>The Primary 1 topics provide opportunities for the learner to develop and through understanding about himself, the people around him and his immediate environment.</p> <p>The learner also develops skills through examining the different roles he plays in relation to others.</p> <p>In addition, the learner develops and skills when he examines how his actions can affect the people and places around him.</p>	<p>Through the lesson activities and field-based learning activities, the learner in the exploration of who he is in relation to the people and places around him.</p> <p>The learner also documents his learning processes using and it to others.</p>	<p><u>Classroom Inquiry:</u> are incorporated into the inquiry-based approach through exploring and understanding key concepts.</p> <p><u>Lesson Activities and Field-based Learning:</u> are developed and demonstrated through the about his classmates.</p> <p>is then developed and demonstrated through lesson activities which require the learner to create artefacts that demonstrate application of learning.</p>	<p>The learner is exposed to different cultures in Singapore in field-based learning.</p> <p>The learner could also increase his through learning about renowned places around the world.</p>	<p><u>Confident Person:</u> The learner thinks independently, works in groups and communicates effectively.</p> <p><u>Self-Directed Learner:</u> The learner takes responsibility for his learning – questions, reflects and perseveres throughout the inquiry.</p> <p><u>Concerned Citizen:</u> The learner develops an awareness of the importance of his role as an active citizen engaging in discussion about social responsibility.</p> <p><u>Active Contributor:</u> The learner contributes actively in promoting and showing care for the people and places around him.</p>
Coming Together as a Nation	Respect Responsibility Harmony Care	<p>The Primary 2 topics provide opportunities for the learner to develop and through examining and learning to respect the customs and traditions of different communities living in Singapore.</p> <p>The learner also develops skills through his interaction with others and managing differences. Pupils will understand that sharing common identity, experiences</p>	<p>Through the lesson activities and field-based learning activities, the learner in the exploration of diversity in our community.</p> <p>Through the lesson activities and field-based learning activities, the learner on how our common identity, shared experiences and values unite the people in our country.</p>	<p><u>Classroom Inquiry:</u> are incorporated into the inquiry-based approach through exploring and understanding key concepts.</p> <p><u>Lesson Activities and Field-based Learning:</u> are developed and demonstrated through the on the importance of an appreciation for the diverse communities in Singapore.</p>	<p>The learner is exposed to the different customs and traditions of the communities in Singapore.</p> <p>The learner develops an understanding of the various customs and traditions (greetings and table manners, traditional costumes, traditional games, birth rites, weddings, festivals)</p> <p>The learner could explore further into how the different</p>	<p><u>Confident Person:</u> The learner thinks independently, works in groups and communicates effectively.</p> <p><u>Self-Directed Learner:</u> The learner takes responsibility for his learning – questions, reflects and perseveres throughout the inquiry.</p> <p><u>Concerned Citizen:</u> The learner develops an awareness of the importance of harmony in a multicultural society and his role as</p>

21 st Century Competencies						
Level	Values	Social-Emotional Competencies	Information and Communication Skills	Critical and Inventive Thinking	Civic Literacy, Global Awareness and Cross-Cultural Skills	C2015 Student Outcomes
		<p>and values unite us as people of Singapore.</p> <p>In addition, the learner develops self-management and responsible decision-making skills resolving issues through establishing consensus and not conflict.</p>	<p>The learner also documents his learning processes using multiple modes of presentation and communicating it to others.</p>		<p>customs unite us as people of Singapore.</p>	<p>an active citizen in upholding harmony</p> <p>The learner develops an appreciation for the diverse communities in Singapore.</p> <p><u>Active Contributor:</u> The learner contributes actively in promoting harmony in a multicultural society.</p>
Primary 3: Understanding Singapore	Respect Resilience Responsibility Integrity	<p>The Primary 3 topics provide opportunities for the learner to develop self-awareness and social awareness through the understanding of how the environment influences the lives of its people as he examines Singapore's physical environment.</p> <p>The learner also develops relationship management skills through working with others when undertaking the performance tasks.</p> <p>In addition, the learner develops responsible decision-making skills in his involvement in using resources wisely to protect the environment.</p>	<p>Through the performance task and field-based learning activities, the learner collaborates with others to gather and process information on how land is used in Singapore, and how Singapore manages its resources to meet its needs.</p> <p>The learner also documents his learning processes using multiple modes of presentation.</p>	<p><u>Classroom Inquiry:</u> Critical thinking skills are incorporated into the inquiry-based approach through exploring and understanding key concepts.</p> <p><u>Performance Task and Field-based Learning:</u> Critical thinking skills are developed and demonstrated through the gathering and processing of information on how Singapore uses its limited resources and adapts the physical environment.</p> <p>Inventive thinking is then developed and demonstrated through the design and creation of a multimedia presentation to raise the awareness of protecting the environment.</p>	<p>The learner develops an understanding of the inter-dependent relationships between people and the environment.</p> <p>The learner develops environmental awareness and responsibility in protecting Singapore's environment.</p> <p>The learner could explore further into the study of how the people of Singapore have made use of land to meet the needs of the country.</p> <p>The learner also develops an understanding of the reasons behind some of the facets of Singapore society.</p>	<p><u>Confident Person:</u> The learner thinks independently, works in groups and communicates effectively.</p> <p><u>Self-Directed Learner:</u> The learner takes responsibility for his learning – questions, reflects and perseveres throughout the inquiry.</p> <p><u>Concerned Citizen:</u> The learner develops an awareness of the interdependent relationship between people and the environment and his role in protecting the environment.</p> <p><u>Active Contributor:</u> The learner contributes actively in promoting care for the environment in Singapore.</p>

Valuing Our Past	Respect Resilience Responsibility Harmony	<p>The Primary 4 topics provide opportunities for the learner to develop and through learning about the early migrants and leaders who contributed to Singapore's early growth and its later development as a nation.</p> <p>The learner also develops skills through working with others when undertaking the performance tasks.</p> <p>In addition, the learner develops and skills in understanding how one can contribute to Singapore.</p>	<p>Through the performance task and field-based learning activities, the learner on the contributions of Singapore's early migrants, our first generation political leaders, Prime Ministers and Presidents.</p> <p>The learner also documents his learning processes using</p> <p>In addition, the learner demonstrates and his understanding using appropriate ICT tools.</p>	<p><u>Classroom Inquiry:</u> are incorporated into the inquiry-based approach through exploring and understanding key concepts.</p> <p><u>Performance Task and Field-based Learning:</u> are developed and demonstrated through the gathering and processing of information on the contributions of Singapore's early migrants, our first generation political leaders, Prime Ministers and Presidents.</p> <p>is then developed and demonstrated through the</p>	<p>The learner develops an understanding of the reasons why people from different countries migrated to Singapore in the past. He could also understand how life in Singapore today is shaped by what happened in the past.</p> <p>The learner could also explore places and streets in Singapore which reflect the influences of the early migrants to Singapore.</p>	<p><u>Confident Person:</u> The learner thinks independently, works in groups and communicates effectively.</p> <p><u>Self-Directed Learner:</u> The learner takes responsibility for his learning – questions, reflects and perseveres throughout the inquiry. The learner also harnesses the use of technology appropriately in undertaking the performance tasks.</p> <p><u>Concerned Citizen:</u> The learner develops an appreciation of the contributions of Singapore's early migrants, our first generation political leaders, Prime Ministers and Presidents.</p> <p><u>Active Contributor:</u> The learner contributes actively and knows that life in Singapore today is shaped by what happened in the past.</p>
Appreciating the World	Respect Resilience Responsibility	<p>The Primary 5 topics provide opportunities for the learner to develop and through an exploration of the world, the diverse communities of people and their way of life.</p> <p>The learner also develops skills through working with others when undertaking the performance tasks.</p>	<p>Through the performance task and field-based learning activities, the learner to plan an exhibition of important inventions of the world.</p> <p>The learner also documents his learning processes using</p>	<p><u>Classroom Inquiry:</u> are incorporated into the inquiry-based approach through exploring and understanding key concepts.</p> <p><u>Performance Task and Field-based Learning:</u> are developed and demonstrated through the on the important inventions that</p>	<p>The learner develops global awareness through the study of the achievements of various ancient civilisations, with attention given to India and China.</p> <p>The learner develops an understanding of his role as a citizen, in appreciating the legacies which continue to</p>	<p><u>Confident Person:</u> The learner thinks independently, works in groups and communicates effectively.</p> <p><u>Self-Directed Learner:</u> The learner takes responsibility for his learning – questions, reflects and perseveres throughout the inquiry. The learner also harnesses the use of technology appropriately and adeptly in undertaking the performance tasks.</p>

21 st Century Competencies						
Level	Values	Social-Emotional Competencies	Information and Communication Skills	Critical and Inventive Thinking	Civic Literacy, Global Awareness and Cross-Cultural Skills	C2015 Student Outcomes
		In addition, the learner develops self-management and responsible decision-making skills in appreciating the legacies that have been passed down from the people who lived in the past which continue to influence our lives today.	In addition, the learner demonstrates and communicates his understanding using appropriate ICT tools adeptly.	<p>people in the past had invented for children.</p> <p>Inventive thinking is then developed and demonstrated through the design and creation of an exhibition that demonstrates how these inventions helped change the way children lived in the past.</p>	<p>influence our lives today.</p> <p>The learner could also explore how life is in India and China through school-based programmes to these two countries.</p>	<p><u>Concerned Citizen:</u> The learner develops an awareness of the rich cultural heritage of ancient civilisations and how the legacies continue to influence our lives today.</p> <p><u>Active Contributor:</u> The learner contributes actively by promoting to others the rich heritage and achievements of China and India, on how these continue to influence the way we live today.</p>
Primary 6: Discovering Southeast Asia	Respect Resilience Responsibility Care	<p>The Primary 6 topics provide opportunities for the learner to develop self-awareness and social awareness through the understanding of the physical environment and diverse way of life in Southeast Asia.</p> <p>The learner also develops relationship management skills through working with others when undertaking the performance tasks.</p> <p>In addition, the learner develops self-management and responsible decision-making skills in active citizenry by cooperating with others to promote progress and understanding in Southeast Asia.</p>	<p>Through the performance task and field-based learning activities, the learner collaborates with others to gather and process information on the importance of trade in Southeast Asia.</p> <p>The learner also documents his learning processes using multiple modes of presentation.</p> <p>In addition, the learner demonstrates and communicates his understanding using appropriate ICT tools adeptly</p>	<p><u>Classroom Inquiry:</u> Critical thinking skills are incorporated into the inquiry-based approach through exploring and understanding key concepts.</p> <p><u>Performance Task and Field-based Learning:</u> Critical thinking skills are developed and demonstrated through the gathering and processing of information on raising the awareness on the value of preserving World Heritage Sites.</p> <p>Inventive thinking is then developed and demonstrated through the design and creation of a poster/slideshow/movie clip that would heighten the awareness of the people in the community of the need to preserve the rich cultural heritage of Southeast Asia.</p>	<p>The learner develops an understanding of how the communities in Southeast Asia may be connected through cultural, economic and geographic ties.</p> <p>The learner develops an understanding of his role as a citizen in exploring the common experiences shared through ASEAN.</p> <p>The learner could explore further into the study of ASEAN and how the organisation contributes to peace in the region.</p>	<p><u>Confident Person:</u> The learner thinks independently, works in groups and communicates effectively.</p> <p><u>Self-Directed Learner:</u> The learner takes responsibility for his learning – questions, reflects and perseveres throughout the inquiry. The learner also harnesses the use of technology appropriately and adeptly in undertaking the performance tasks.</p> <p><u>Concerned Citizen:</u> The learner develops an appreciation for Southeast Asia's diversity and the common ties we share.</p> <p><u>Active Contributor:</u> The learner contributes actively in appreciating and promoting the various heritage sites in Southeast Asia.</p>

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